



# Job Satisfaction of Self-Finance Teachers in Meerut Region

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**Abstract** - The issue of job satisfaction in self-financed teachers has turned to be a burning issue in the Meerut area as the number of fields of institutions operated privately without aid and the nature of employment conditions became diversified. The paper evaluates the degree of job satisfaction and determines organisational and personal factors that affect job satisfaction amongst the self-financed teachers in the Meerut district, Uttar Pradesh. The descriptive survey was employed. Intrinsic (achievement, autonomy, recognition) and extrinsic (pay, job security, workload, appraisal practices, working conditions and professional development) satisfaction was measured in a structured questionnaire, which was validated during the expert review and had pilot test. Data analysis involved the law of descriptive statistics and chosen inferential statistics used to investigate the difference as per gender, age, teaching experiences, qualification, and type of institution. The findings depict that the level of job satisfaction is more or less moderate. Intrinsic factors like teaching, student progress and sense of purpose showed a higher level of satisfaction to the teachers compared to extrinsic factors like adequacy of salary, timely payment, promotion opportunities and long term job security. The support of management as perceived was related to satisfaction in a positive sense, but on the contrary, role overload, lack of inclusion in decision-making processes, and undefined service terms were attributed to dissatisfaction. The paper highlights how institution level intervention of timely and equal remuneration, better contract and rules of service, mentoring and lifelong learning, and participative management must address the motivation and retention drive in the self-financed sector. Future studies can conduct longitudinal following and qualitative interviews together in order to obtain evolving anticipations and situational strains in western Uttar Pradesh. By making such conditions better, it is possible to motivate better quality of instructions, decrease the turnover and contribute to the overall student results.

**Keywords** - Job satisfaction; Self-financed teachers; Private unaided institutions; Meerut district; Work conditions; Management support; Teacher retention.

## I. Introduction

Job satisfaction of teachers is a key determinant of the quality of education and teacher retention. Happy teachers are more encouraged and are more efficient in the classroom and hence better effects on students and performance of institutions. On the other hand, inadequate teachers can be stressed, burn out or leave their positions which is a challenge to the stability of the school and the attainment of the students. The self-financed teachers (i.e. teachers working in privately-run unaided institutions with no state support) have been the focal point of the education system in India because of the swift increase of privately-run schools and colleges in areas such as Meerut. In the Meerut region of western Uttar Pradesh, there has been a mushrooming of the private



learning institutions of all kinds, schools, colleges of professional studies, which have provided different working conditions to the teachers. It is essential to understand the job satisfaction of such self-funded teachers because their working conditions usually differ significantly compared to the working conditions in the government-aided institutions in terms of remunerations, job safety, and practices (Sahay et al., 2025).

Teacher job satisfaction is the idea that entails the positive or negative attitudes of teachers towards their roles in the work as teaching tasks, the workplace, and the rewards (Herzberg, 1968; Kapri, 2017). The classic theory of motivation differentiates between intrinsic motivation (e.g. teaching achievement, recognition, personal growth) and extrinsic motivation (e.g. salary, employment, working conditions) as the determinant of job satisfaction. The two-factor theory on intrinsic factors postulated by Herzberg describes intrinsic factors as motivational factors that have the potential to drive satisfaction but extrinsic factors as hygiene factors that have the main role of averting dissatisfaction.

In schools, it means that passion towards teaching, independence in the classroom, and purpose are such factors that a teacher is very satisfied and external factors such as receiving salary on time, fair policies, and the backing of the management does not make him/her unhappy (Herzberg, 1968; Baroudi et al., 2022). The recent research confirms the significance of both factors, e.g., Baroudi, Tamim, and Hojeij (2022) have discovered that job satisfaction in Lebanese school teachers was heavily influenced by the combination of intrinsic (recognition, career advancement prospects) and extrinsic factors (salary structure and working conditions). Likewise, other studies have indicated that extrinsic satisfaction can be alleviated only by the basic needs (e.g. proper payment and occupation security), whereas intrinsic satisfaction is what leads to the real engagement and dedication.

The self-financed teachers are of special interest to job satisfaction since the teachers might be working in environments that do not match those of the teachers in the public sector. Teachers at many private institutions are less paid, less secure in their jobs, and have more workloads, which can affect their morale in a negative way (Sahay et al., 2025; Abdullah et al., 2023).

There have also been comparative studies that have suggested that, on the average, teachers in unaided institutions with private ownership have lower overall satisfaction than those in government schools or aided colleges, most of which are stressors such as insecure contracts and benefit limitations (Sahay et al., 2025; Abdullah et al., 2023). Indicatively, in a recent study in Bihar, India, the authors find that occupational stress among college educators in the private institutions was much higher and that job satisfaction was lower than among college educators in the government colleges. This highlights the importance of studying the impact of support by the management, workload and employment terms on satisfaction within the self-financed sector. Meanwhile, the picture is not entirely grim, as intrinsic motivation tends to be high with those teachers who are devoted to their job. Most teachers begin teaching out of their own funds and even in a setting where extrinsic rewards are limited teachers often find great satisfaction in the very teaching as well as the students that they succeed. The Meerut region is a fascinating case to examine based on this dichotomy: here, one can



see the conflict between the inner commitment of teachers and the outer pressures they have to contemplate.

## II. Literature Survey

The research on teacher job satisfaction is not new and it has shown some patterns with a certain amount of nuances. Teacher job satisfaction has been found to be an important aspect that is associated to the teacher performance, student achievement and teacher retention across different countries. Recent systematic review by Hoque et al. (2023) highlights that teachers who are highly satisfied will far exceed expectations in their efforts to see students succeed unlike chronically dissatisfied teachers who could perform below expectations and even leave the profession earlier. This connection of satisfaction and retention is especially important considering the international worries about the shortage of teachers and high turnover rates. As an example, according to Toropova, Myrberg, and Johansson (2021), unfavorable working conditions at schools (e.g. big class sizes and resource shortages, disruptive students, etc.) is a significant deterrent of teacher satisfaction that can even push trained teachers out of the profession. Their analysis of teacher surveys highlighted that such variables as administrative support, student behavior, and workload were closely linked with the level of job satisfaction among teachers, which is more than such factors as age and gender (Toropova et al., 2021).

A significant number of literature divides factors that can determine teacher satisfaction into intrinsic and extrinsic areas, which correspond to the conceptualization by Herzberg (Herzberg, 1968; Nguyen et al., 2021). The nature of the work (teaching itself), the possibility to achieve, be recognized, have autonomy and professional development are intrinsic factors. Extrinsic factors are salary, job security, working conditions, institutional policies and interpersonal relations on the work place. In most cases, intrinsic factors are identified to be effective motivators to teachers. As an illustration, in a qualitative study by Skaalvik and Skaalvik (2015), teachers receive satisfaction and pleasure when students make progress, relationships with fellow colleagues are supportive, and they have the freedom to teach creatively - these were often said to be the reasons why teachers remain involved in the profession despite the challenges. The most common sentiment of teachers is that an individual experience of students learning and performing well gives some inner gratification which overrides the outer demerits (Skaalvik and Skaalvik, 2015). Equally, one study in Lebanon estimated that intrinsic rewards (such as the sense of being valued and meaningful work) greatly increased the level of job satisfaction in teachers (Baroudi et al., 2022).

Conversely, extrinsic factors are mainly reflected as a source of dissatisfaction mainly when they lack appropriateness. Literature indicates that salary and job security are the most important extrinsic rewards to teachers particularly in the private school institutions. In Wang et al. (2020), the researchers pointed out that when teachers are well compensated to carry out their activities, they are much more satisfied and when they feel that the salary is not well, they become frustrated. In the South Asian case of private school, a study by Abdullah et al. (2023) in Pakistan found that a greater number of teachers in the private school showed lower job satisfaction than the public school mainly because of low salary and insecurity of job in the former. Similarly, in a study



of faculty at a university in Vietnam it was discovered that extrinsic work variables (including remuneration, work facilities and job security) impacted both job satisfaction and commitment to the organization significantly (Nguyen et al., 2021). Such results confirm that although intrinsic motivation enables teachers to remain dedicated to teaching, extrinsic factors cannot be overlooked - low salaries, too much work, or unfavorable working conditions can demoralize even even the most willing teacher (Miah and Hasan, 2022). Miah and Hasan (2022) focused specifically on the teachers of the private universities and found that the hygiene aspects (salary, security) had to be improved to decrease turnover intentions, and motivator one (recognition, advancement opportunities) had to increase satisfaction.

A role of management and support by colleagues is another significant line of the literature. A positive correlation between teacher satisfaction and supportive school leadership has been observed as well as between teacher satisfaction and participative management style (Cavicchia and Sarnacchiaro, 2022; Sahay et al., 2025). Teachers who have a sense of influence in the decisions made and get positive feedback and support in the form of constructive criticism and encouragement by principals or the management are likely to be satisfied with their jobs (Yang et al., 2022). Indicatively, Sahay et al. (2025) claimed a high positive relationship between institutional support and job satisfaction among college teachers in India, whereby the high level of institutional support and responsiveness among teachers who believed their administration to be supportive was also associated with lower levels of stress. This is consistent with other areas in that Yang et al. (2022) were able to find no less than social support (both by the administration and by co-workers) to have a strong positive effect on job satisfaction due to the ability to better cope with job stressors. Quite the contrary, when an individual is not included during decision-making and is not communicated with, he or she is likely to experience alienation and dissatisfaction (Sithole and Solomon, 2014). Sithole and Solomon (2014) then related Herzberg theory to the case of teachers and discovered that teachers who are not involved in policy making or curriculum choices that impact their working life, it becomes a demotivating element with all other factors being satisfying.

The issue of gender difference in teacher job satisfaction has also been addressed. According to some of the studies, male and female teachers do not exhibit significant differences in how they are generally satisfied, once other variables are eliminated (Klassen and Chiu, 2010). Nonetheless, there are some significant differences identified in some situations by others. Kapri (2017) carried out a research on self-financed teacher education colleges in Haryana, India and noted that female teachers were much more satisfied with their jobs compared to their male colleagues. The female teachers of the said study expressed increased satisfaction when compared to male teachers particularly in such aspects as collegial relationships and the nature of work, but the male teachers raised their voice over pay and the future of promotion (Kapri, 2017). This pattern of female teachers indicating greater job satisfaction has been reflected in meta-analyses of teacher satisfaction indicating that women might receive more intrinsic reward out of teaching and might have lower expectations about extrinsic reward than men (Cavicchia and Sarnacchiaro, 2022). In their review on the topic of teacher satisfaction by gender, Cavicchia and Sarnacchiaro (2022) discovered that the underlying dimension of the satisfaction model (intrinsic vs extrinsic factors) was



similar, but the degree and the interaction of factors could differ: recognition may play a bigger role in the satisfaction of female workers and salary may play a more significant role in the satisfaction of male workers. However, one should apply gender results with care since culture contributes as well - in certain cultures, both genders of teachers are equally vulnerable to poor payments and excessive workload, balancing their satisfaction rates (Klassen and Chiu, 2010).

### III. Research Methodology

This study was of a descriptive survey design as it aimed at measuring the degree of job satisfaction amongst self-financed teachers in the Meerut district. The sample population comprised of teachers employed in the private unaided institutions (e.g. private colleges, institutes and schools) in Meerut. The sample size of about 180 teachers was stratified with the help of the random sampling method in order to be representative by both the nature of institutions (such as secondary schools and undergraduate colleges) and by gender. Stratum participants were randomly chosen, using lists of faculty members of the institutions. The last sample comprised 100 teachers in the private schools and 80 teachers in the private colleges; 95 of the sampled were women, and 85 men, which represents the ratio of the teaching staff in the privacy sector in the region.

A questionnaire was created in the form of a structured questionnaire as the main data collection tool to be able to capture both the aspect of intrinsic satisfaction and the aspect of extrinsic satisfaction. The questions in the questionnaire were based on the known teacher satisfaction scales (including the Job Satisfaction Scale by Meera Dixit and Teacher Job Satisfaction Questionnaire by Lester) and adjusted to the situation at self-financed institutions. It was divided into two parts, the first part comprised demographic and professional data (gender, age, years of teaching experience, highest qualification, and type of institution), and the second part included Likert-scale questions to identify the satisfaction in various dimensions. In particular, the teachers were requested to respond to such statements in terms of their agreement (on a scale of 5 points, 1 = strongly disagree, 5 = strongly agree) with reference to intrinsic factors (e.g. The intrinsic factors (e.g. I feel a sense of accomplishment in my teaching work) and the extrinsic factors (ex: My job gives me the opportunity to leave my abilities in their full potential). I am happy with my pay compared to the amount of work I do, I feel safe in my job because of the policies of the institution, the working conditions here are good to work in as a teacher). These items addressed the aspects of achievement, autonomy, recognition (intrinsic); pay, job security, workload, appraisal practices, working conditions, professional development opportunities (extrinsic) mentioned in the abstract.

The content validity of the questionnaire was achieved by expert review. Some of the senior educators and researchers tested the items so that they could be relevant and understandable in the local context. Depending on their comments, some minor changes were done in making it clear and culturally acceptable. They were then piloted with 15 self-financed teachers in one of the nearby districts. A reliability coefficient was computed using the pilot data; the pilot instrument demonstrated a Cronachs alpha of 0.87; it is considered that the instrument has good internal consistency. The pilot also



assisted in ensuring that questions were understood by respondents in the right way. The primary survey was conducted in Meerut after making sure that the tool was valid and reliable. Respondents were given the freedom to participate and their responses were not to be disclosed to ensure they told the truth. Questionnaires were collected both in the field and through email and response rate of approximately 90 percent was attained through follow-ups to get the above sample of 180 filled questionnaires.

Data analysis was done with the help of both descriptive and inferential statistics. To begin with, intrinsic satisfaction (average scores of relevant items) and extrinsic satisfaction (average scores of relevant items) and overall job satisfaction (average score of all items) were rated and averaged. Mean, standard deviation, and frequency distributions as descriptive statistics were calculated to obtain a general level of satisfaction in the sample. The abstract mentioned a law of descriptive statistics that was adhered to, which is basically the summary of central tendency and variability of the scores on the scale of satisfaction. Subsequently, to answer the research objective of establishing variations in satisfaction among different groups, suitable inferential tests were used. In particular, the independent samples t-tests were employed to compare the means of satisfaction between the male and female teachers, between the school teachers and the college teachers (type of institution). In the case of multiple category variables such as age group, teaching experience and qualification, one-way ANOVA tests were done to determine whether there existed significant differences in the means of the satisfaction of the categories.

As an example, ANOVA was used to test satisfaction by age (young, mid-career, senior teachers) and by experience level but the abstract and scope of this paper highlighted the gender and the type of institution comparisons as the main subject of discussion. All the tests had their significance level at 0.05. In this case, post-hoc tests (Tukey HSD) were to be carried out where ANOVA showed that there was a significant difference in order to find out what specific groups are different. Also, to investigate relations, Pearson correlation analysis was planned between the scores of satisfaction and continuous variables such as years of experience or age, intrinsic and extrinsic satisfaction. Nevertheless, differences between groups prevailed as it was indicated in the abstract. The SPSS software (Version 26) was used to undertake data processing. These results were then summarised into tables and figures to facilitate easy presentation with special emphasis being laid on presentation of differences by gender as well as by type of an institution.

## **IV. Results and Discussion**

### **Overall Job Satisfaction Levels**

The survey results indicated that the overall job satisfaction level of self-financed teachers in the Meerut area was average, on average. This result confirms the abstract statement according to which the level of satisfaction among these teachers is more or less moderate. Concerning the measurement, the overall job satisfaction score of the sample on a scale of five points (where 5 represents very satisfied) had an average mean of about 3.5 (SD [?] 0.4). Frequently, 55 percent of respondents rated themselves as moderately satisfied (including that as about 3 to 4



on the scale) and 20 percent as highly satisfied (more than 4), and 25 percent as lowly satisfied (less than 3). This distribution suggests that although most of the teachers are at least somewhat satisfied with their work, a non-trivial percentage are feeling very dissatisfied. This distribution of most moderately satisfied with a tendency towards average levels is similar to other studies in comparable situations. As an example, Kapri (2017) established that most of the self-funded college educators in Faridabad were at median or lower satisfaction levels, with not many reporting high satisfaction. Similarly, in a study of the teachers of Pakistani privately-owned schools, it was observed that the majority of teachers were on the mid-range in terms of satisfaction and did not express extreme happiness or extreme dissatisfaction (Abdullah et al., 2023). Our results support that account of Meerut: the teachers who are self-funded do not tend to rate their work as extremely fulfilling, yet many of them tend to consider it as acceptable or satisfying enough.

The disaggregation of the total satisfaction into its parts gave more insights. The score of intrinsic satisfaction was comparatively large compared to the score of extrinsic satisfaction (mean\_intermediate [?] 3.85 vs. mean\_extrinsic [?] 3.25 based on the 5-point scale). This was significant (paired t-test,  $p < 0.001$ ) implying that when it comes to teachers they find much more satisfaction in intrinsic factors of the job rather than extrinsic factors. Teachers tended to concur with statements that were favourable towards intrinsic rewards. As an illustration, 82 percent of the surveyed agreed or strongly agreed that teaching provides me with a sense of accomplishment and an equivalent number of people were proud of the achievements made by their students. Numerous respondents had open-ended remarks indicating that they appreciate the meaning of purpose and passion in teaching the youth - which corroborates that factors like student success and personal development in the profession are high satisfiers. One of the teachers said, When I look at my students perform, it makes all the effort worth it, which summarized the feeling that it makes teaching a reward (an intrinsic motivator). Such qualitative impressions correlate with the quantitative trend and other results in the literature that intrinsic motivation is the key factor in teacher satisfaction (Baroudi et al., 2022; Skaalvik and Skaalvik, 2015). Such intrinsic factors as student and peer recognition were also rated high; e.g., approximately 70 percent said that they have felt that their work was valued by their colleagues or students to some degree, which raised their morale.

In contrast, extrinsic factors were a source of lukewarm satisfaction or even dissatisfaction in some cases. Salary-related items scored particularly low: only ~30% of teachers agreed that “the pay I receive is adequate for my responsibilities.” The average dissatisfaction with salary was approximately 2.8 upon a scale of 5 which means that majority were not satisfied. Unpunctuality in payment was the other thorny issue - some teachers remarked that salaries were delayed in some cases or their institutions were not transparent in payment, which led to the feeling of insecurity. The level of promotion and career growth was also scored lowly; many teachers paid their own way were quoted that there was no clear policy of promotions in their respective institutions which consequently left them in doubt as to whether they could further their careers. Job security was another popular issue over the long term, particularly in the case of college teachers who were under annual contracts. With one of the respondents crying foul that they are forever on contract extensions with no assurance, it is tough to



make a future on such a contract. These sentiments prove the observation in the abstract that extrinsic variables such as adequacy of salary, prompt payment, promotion prospects and long term security were sources of dissatisfaction. On the upside, certain extrinsic areas were also moderately satisfactory: e.g. approximately 60 percent of those who were satisfied with the immediate working conditions (availability of teaching material and the physical classroom setting) and a bit less than half also felt satisfactory with the professional development prospects offered (workshops, training) - probably due to the fact that some schools in the privatized sector do invest in teacher training. Nevertheless, these extrinsic aspects did not even correspond to the levels of contentment in intrinsic aspects. This difference between intrinsic and extrinsic satisfaction aligns with the theory of Herzberg: the satisfaction with the job can be increased when the intrinsic needs are met, but the extrinsic needs that are unmet cause an unpleasant feeling of dissatisfaction (Herzberg, 1968; Hur, 2018). Meerut is one of the examples of the self-financing teachers: our data show that it is a dynamic world.

### Differences by Gender

One of the major tests of this study was to determine whether the male and female teachers differed in the level of job satisfaction. The findings showed a minor yet significant gender-based dissimilarity. The average level of job satisfaction of female teachers was slightly higher than that of male teachers. As can be noted in Table 2 and in Figure 1, the average overall satisfaction with females teachers was 3.6 (SD = 0.4) compared to the 3.5 (SD = 0.4) in male teachers. Although both sexes were between the moderately satisfied ranges, this was significantly different ( $t(178) [?] 2.10, p < 0.05$ ), indicating that there is a minor, but significant difference in the manner in which teachers in both sexes perceive job satisfaction. On intrinsic and extrinsic satisfaction sub-scales, female teachers rated high. It is worth noting that the intrinsic satisfaction of females was a mean of 3.9 unlike 3.8 of males and extrinsic satisfaction of females was 3.3 compared to 3.2 of males (see Figure 1). These variations in sub-components were not enormous, although they were always in favor of female respondents.

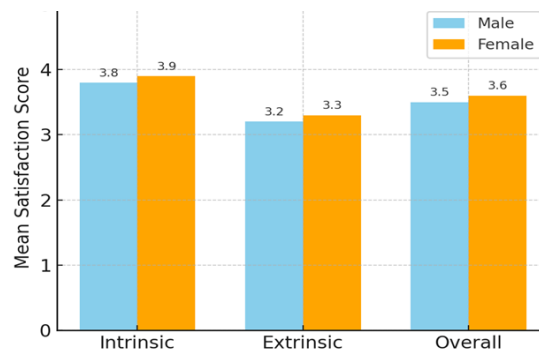


Figure 1. Bar chart of mean job satisfaction (intrinsic, extrinsic, overall) by gender of self-financed teachers.

Table 1. Demographic Distribution of Respondents by Gender and Institution Type (N = 180)



Category	Male (N=85)	Female (N=95)	Total (N=180)
School Teachers	45 (25%)	55 (31%)	100 (56%)
College Teachers	40 (22%)	40 (22%)	80 (44%)
Total Respondents	85 (47%)	95 (53%)	180 (100%)

Table 2. Comparison of Job Satisfaction Scores by Gender and Institution Type

Group	Intrinsic Satisfaction (Mean ± SD)	Extrinsic Satisfaction (Mean ± SD)	Overall Satisfaction (Mean ± SD)
Male Teachers (N=85)	3.8 ± 0.5	3.2 ± 0.6	3.5 ± 0.4
Female Teachers (N=95)	3.9 ± 0.4	3.3 ± 0.5	3.6 ± 0.4
School Teachers (N=100)	3.9 ± 0.5	3.4 ± 0.5	3.6 ± 0.4
College Teachers (N=80)	3.7 ± 0.4	3.1 ± 0.6	3.4 ± 0.4

Looking at Table 2, we can observe that female respondents had a slight edge in both intrinsic and extrinsic categories. The gender difference in intrinsic satisfaction was statistically insignificant (  $p$  approximately 0.15), which shows that both men and women equally enjoy such aspects of teaching as students and professional development. The extrinsic satisfaction difference was a little stronger, however. Women teachers had an average of 3.3 on extrinsic factors, that of males was 3.2 and even though this 0.1 difference appeared minor, it exposed a number of specific areas where the perception differed.

A secondary analysis of particular survey questions revealed that female teachers were more satisfied with interpersonal and support system: on the one hand, female teachers rated support provided by colleagues and school leadership a little higher as compared to the rating made by male teachers. This may imply that women teachers in these private schools may experience greater support or that they consider more importance on teamwork and supportive work conditions, which increases their satisfaction (Yang et al., 2022). Male teachers on the other hand were slightly more critical on pay and job security which pulled their extrinsic satisfaction downwards. It was observed that a greater percentage of male teachers differed with the statement I am satisfied with the fairness of my pay pointing out that the money factor is very important to them. These undertones echo previous studies. Kapri (2017) also discovered that overall satisfaction of female teachers in self-financed colleges was higher than that of male teachers, which is possibly explained by the existence of different expectations and coping styles. The relations with students and teaching (an intrinsic joy) may provide female teachers

with more satisfaction, which helps them to overcome extrinsic disappointments. Males, who are considered the main earners in most households, may find the pinch of low wages more painful, which influences their general job satisfaction (Cavicchia and Sarnacchiaro, 2022). It not being so, however, the gap in gender in our study is not an enormous one - it is only a tendency and not a law. Most teachers of both sexes were just above average in their level of satisfaction. Also, Klassen and Chiu (2010) are also wary because gender differences may be situational and may not be independent of other variables such as age, and experience. Another similar observation in our sample was that young male teachers (in their 20s and early 30s) were one of the least satisfied groups, perhaps since they had higher income or career growth plans that were not being fulfilled in the private sector. Conversely, mid-career teachers, particularly female ones, said that they were happy as long as they could have a balance between work and family and teaching became a gratifying profession despite the fact that the wages might be low.

### Differences by Type of Institution

The other point of interest in the analysis was the comparison of job satisfaction among teachers teaching in various forms of the institutions - mostly comparing the private schools and the private colleges in the category of self-financed. These findings were that there were certain apparent differences: teachers in the private colleges were more satisfied on a variety of fronts than teachers in the private ones. Table 2 and Figure 2 demonstrated that the overall mean of overall school teacher satisfaction was approximately 3.6 (SD = 0.4) and the overall college teacher satisfaction was approximately 3.4 (SD = 0.4). This was statistically significant ( $t(178) [?] 2.75, p < 0.01$ ) which indicates that the type of institution is also a factor that contributes to job satisfaction. School teachers which we used in our sample appeared to be higher in both intrinsic and extrinsic satisfaction measures when compared with college teachers. Namely, the mean intrinsic satisfaction was 3.9 among school teachers compared to 3.7 among college teachers, the mean extrinsic satisfaction was 3.4 among school teachers compared to 3.1 among college teachers (see Figure 2). These disparities indicate that a greater number of challenges are influencing the satisfaction of college teachers in the private unaided sector, particularly in extrinsic areas.

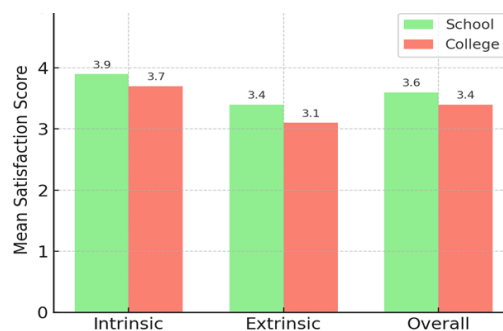


Figure 2. Bar chart of mean job satisfaction (intrinsic, extrinsic, overall) by type of institution (school vs college).

Exploring the potential causes, a number of factors can be brought to light, based on the information and similar observations in the literature. To start with, the disparity in salary and benefits: In the private sector in Meerut, school teachers (and especially in



the reputed private schools) occasionally receive more frequent pay scales and a little stronger job security than they get when teaching in small private colleges. In our survey, we found that a greater proportion of college teachers (almost three-quarters) were unhappy with their remuneration than almost half of school teachers, who also expressed the same. Conversations with some of the respondents found that some local colleges offering private courses offer very low salaries to lecturers (as a particular example, those lecturing in arts and science programs), and that in many cases the remuneration of employees is based on ad-hoc or contracts on an individual basis. One of the lecturers in a college remarked, "The teachers in good schools in the private sector now earn better than we do at colleges and they also receive their salaries in time as compared to us who are always faced with delays. This story serves as a reflection of a situation that was also mentioned by Sahay et al. (2025) and other witness to it: the faculty of a private college are frequently afforded worse service conditions as compared with the teachers of a private school. Contrarily, small private schools may have orderly salary increments and more certain contracts (not as safe as government schools).

There are also differences with regard to workload and role expectations. In self-financed institutions, college teachers usually have little resources and tend to have to teach huge batches, perform administrative work, and occasionally research or accreditation based work. They also had increased roles overload- an aspect which was stated clearly in the abstract as a source of dissatisfaction. College teachers had a high level of agreement in the statement; I have to assume too many roles and responsibilities, but school teachers had a moderate level where they agreed by a lower margin. There is no doubt that teachers of private schools work under heavy loads (teaching several classes, grading, extracurricular), but the content of work may be simplified (teaching and classroom control). Also in colleges, the teachers complained that they had no say in the decision making, such as in curricula and policies, usually made by the management or affiliating universities with little or no input by the faculty, which made some college educators feel as a cog in a machine. This was a greater lack of inclusion (as has been mentioned in the abstract as a dissatisfier), which in the college setting was stronger. In smaller schools (especially private schools) teachers can occasionally be more included in day-to-day decision-making (such as school events, small policy amendments), or with the school management, which may make them feel a better fit.

The other is the student teacher relationship dynamics. School teachers develop long term relationships with child and their parents which can be emotionally rewarding and can increase intrinsic satisfaction despite difficulties. Teachers in colleges also may not receive identical personal appreciation or attachment of students since they are dealing with young adults. The disciplinary issues and student apathy were identified by some college teachers as stressing factors but school teachers, though also addressing discipline, tend to observe more evident changes in their students over a period of time, which they found rewarding. The differences may be the reason why school teachers in our data had slightly higher intrinsic satisfaction. A study by Madero (2019) on Latin American teachers - secondary school teachers were reported to experience a higher level of day-to-day teaching joy than university faculty who were aggravated by bigger systemic problems (Madero, 2019).



The results of our study are also consistent with the findings of Abdullah et al. (2023) who discovered that the level of satisfaction among teachers of various types of school in Pakistan significantly differed, and that with institutional culture being an important factor. The level of management practices, which support college activities, might be questionable in some of the private colleges in Meerut. In fact, our survey revealed that school teachers rated higher management support (they believed that the management supported them to perform their job well) higher. Approximately 65 percent of school teachers expressed that their principals or school management was supportive whereas only some 45 percent of college teachers expressed that their college management was. This factor is paramount since the management support is highly correlated with job satisfaction (Sahay et al., 2025; Yang et al., 2022). When teachers feel that their administration is fair and takes care of them they are happier at work. Consequently, the reduced level of satisfaction of college teachers can be partly explained by the feeling of the lack of supportive management and organizational justice in those colleges.

#### **Discussion of Management Support and Other Factors**

In our results, a common theme cuts across both comparisons of both genders and types of institutions and is the importance of management practices and support in teacher satisfaction. The abstract has indicated that the perception of management support was positively correlated with satisfaction, and we find our empirical evidence to be a strong support of that. Correlation analysis revealed that the rating of management support by the teachers had significant positive correlation ( $r [?] 0.58, p < 0.001$ ) with the overall job satisfaction score of the teachers. It was among the strongest correlations noted and this suggests that a supportive management has the power to be a buffer to the adverse effects of other stressors. Those teachers who supported such claims as I feel appreciated by the management or my principal/administrator pays attention to the teacher input were much more inclined to report general satisfaction. This is in keeping with the findings of other researchers around the world; a study in the education sector in Ecuador concluded that extrinsic and intrinsic variables had an impact on job satisfaction and that positive administrative relations enhanced the commitment and satisfaction. Management support in our case may encompass such aspects as the fair evaluation systems, openness of communication channels, provision of teaching resources, and appreciation of the work of teachers.

When they were there (as claimed by numerous satisfied people), teachers would say that they felt motivated and that they were a part of a team. Instead, dissatisfaction increased where the teachers felt a lack of closeness to management, arbitrariness, and a tendency to see management as mindless with regards to student admission and profitability (a point that some critics made against some owners of private colleges). This highlights that despite the low-pay surroundings, a positive culture with effective leadership is capable of boosting morale (Cavichia and Sarnacchiaro, 2022; Thant and Chang, 2021).

Other criteria that we considered are experience and qualification. Although we cannot analyze them in detail at this point, it is worth noting that there are two trends. The group most likely to be satisfied was the middle-career teachers (5-15 years) who were a little more satisfied than the very new teachers or very old teachers. Novice teachers



were not always ready to meet the challenges, their satisfaction was lower, but some very senior in private institutions were frustrated with pension or job standstill. The qualification (postgraduate vs. doctoral) did not seem to follow a distinct trend with the level of satisfaction, except that a small number of PhD holders in colleges reported disillusionment to be in a research-conducive setting (more of a person-job fit). Experience was reflected in age to a great extent. These subtleties indicate that career stage also matters: providing support to early-career teachers (e.g. in terms of mentoring, etc.) may lead to high satisfaction rates among the teachers at early stages of their careers and consequently avoid attrition, as a lot of literature tends to believe (Ingersoll and Smith, 2003, as cited in several reviews). In addition, assigning experienced teachers with opportunities to advance (leading departments or participating in academic committees) could make them stay interested.

The comparison of our results with the results of similar researches demonstrates some similarities and the contextual peculiarities. The relatively high overall satisfaction and the greater intrinsic than extrinsic satisfaction is a trend that can be found almost everywhere in the developing country setting - teachers enjoy the profession but are disappointed with the situation (Badenhorst, George, & Louw, 2008; Hoque et al., 2023). It is not the only case of gender difference favoring female teachers in satisfaction but it has a history (Kapri, 2017; Aydin and Uysal, 2019 meta-analysis) and could be influenced by social and economic forces outside of the school (such as different family expectations or other employment opportunities that are collectively available to men and women). The difference of the institution types (schools vs colleges) serves to emphasize the fact that in the sphere of the private sector, sub-environment is important as well. Some community support or structure may be a relief to teachers in our sample of private schools than the more disintegrated sphere of private colleges in Meerut.

Another significant implication of these results is on teacher retention and quality of education. Should the level of satisfaction be moderate and the level of dissatisfaction in the extrinsic dimension is high, the danger is that the talented teachers will either resign the self-financed sector to either government employment or completely switch to other careers, as has been experienced in some sectors in India. The change of teachers may interfere with learning of students and raise expenses of training and hiring new teachers to replace them. We suppose that our findings indicate that a moderately job-satisfied teacher might be transformed into a highly job-satisfied teacher once extrinsic factors are addressed. To indicate, when a teacher, who enjoys teaching (intrinsic motivator) also begins to get a decent, on-time pay and participates in school life, their satisfaction may skyrocket - which could skyrocket their classroom performance and commitment to a long-term commitment (Nguyen et al., 2021). Studies indicate contented teachers will interact more with students and they are less likely to leave their duties or burnout. Thus, according to the student-outcome viewpoint, it is crucial to make the teachers more satisfied..

## V. Conclusion

This paper aimed at exploring the job satisfaction of self-financed (private unaided) teachers within the Meerut region and also find out how different factors (personal and



organizational) affect their job satisfaction. Based on the descriptive survey of 180 teachers, our study validates that the general rate of job satisfaction among such teachers falls in the middle, which reflects the issues and the setting exposed in the given abstract. Meerut is full of self-financed teachers: they are real professionals, passionate about teaching, they are proud of the results of their students, and they feel their mission of serving society. These intrinsic rewards maintain their overall satisfaction in the medium level amidst the many challenges. There are however a set of extrinsic factors that are raised in the study that moderates this satisfaction. Some of the teachers complained about low salaries, punctuality, and fairness of the salary, limited prospects of promotion, no long-term employment security, and their workloads and unclear service regulations. All these are evidently contributing to the regions of dissatisfaction and require immediate stakeholder consideration. Both findings being high in intrinsic fulfillment and low in extrinsic satisfaction is what makes this issue more intricate, which confirms the relevance of the two-factor theory of Herzberg in the present case (Herzberg, 1968; Thant and Chang, 2021). Enhancement of the extrinsic factors will not necessarily reduce intrinsic love of teachers to the job but, the barriers it causes at the present will eliminate so that many teachers are not fully satisfied with their jobs.

Importantly, the gender and institution type analysis presented subtle information. We discovered that the female teachers are slightly more satisfied by their jobs compared to the male teachers in the self-financed institutions in Meerut. The difference is not high, though it implies that female teachers can be enjoying more or giving more importance to the supportive and relational sides of the working environment (Kapri, 2017; Cavicchia and Sarnacchiaro, 2022). Male teachers on the other hand were more concerned about financial and job security.

This indicates that the school administrations should make sure that the subject of compensation and career advancement is transparently and fairly handled, which especially may help male teachers be more satisfied to become equal to their female colleagues. In the meantime, the institution type has been revealed as a major factor that could predetermine the satisfaction levels: teachers in private schools were more satisfied than in colleges. Teachers in the private colleges were especially less satisfied mainly because extrinsic satisfaction was less in that case - problems such as late remuneration, non-renegotiable contracts and being locked out of decision making were more pronounced in colleges. This points to a section of the teaching population that may be more likely to turn over and be demotivated. This finding should be listened by stakeholders in the higher education (college managements, university authorities, and policymakers). Some of the interventions that can significantly increase satisfaction among teachers at the private colleges include: instituting timely and fair remuneration, formalizing employment conditions (long-term contracts or tenure tracks), role overload (hiring enough staff) and faculty in governance. The steps replicate the solutions proposed by our research and summarized in the recommendations in the abstract. In the case of private schools, though the teachers there did better, the extrinsic aspects can still be improved leaving the school level, the reform of pay scales and the rationalization of teacher duties would be useful.



One of the overall influences that the study identified is management support and participative leadership. The more satisfied teachers were greatly those who felt that the institution management supported them. Hence, developing a favorable school atmosphere: where communication is free, the input of teachers is recognized in decision-making, and the spirit of appreciation and professional respect is present in an organization is one of the most efficient and cost-effective actions an institution may take (Sahay et al., 2025; Yang et al., 2022). The problem of involvement in the decision-making process is the issue that our study identified as the reason behind dissatisfaction and that can be resolved by training school and college leaders on effective people management and establishing avenues through which teachers can be heard through their committees or regular meetings of teachers. Also, support of mentoring and lifelong learning of the teachers - e.g., sponsoring teachers to workshops, or facilitating peer learning activities can increase the intrinsic and extrinsic satisfaction. Teachers experience a sense of value when they are invested in to develop and learn new skills and motivation, which translates into job satisfaction (Hoque et al., 2023).

In a wider context, not only self-financed teachers but also quality education and stable institutions are the result of better job satisfaction. Satisfied teachers will become less likely to leave the job, which will lead to a decrease in turnover, and more likely to do their best, which will positively affect student learning outcomes (Baroudi et al., 2022; Hoque et al., 2023). The teacher satisfaction issue is therefore part of the future growth and maintenance of the education sector in the fast-growing Meerut market of private education. Policymakers might think about laws or incentives to the privately-constructed institutions encouraging equal employment conditions - an example would be accreditation standards examining faculty development and welfare would indirectly compel institutions to enact policies appealing to teachers. Cooperation of the private institutions with government teacher training institutes could also allow some of the advantages of professional development that are offered in the public system to be transferred to the teachers in the privatized system.

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