

DETERMINANTS OF JOB SATISFACTION AMONG WOMEN TEACHERS: EVIDENCE FROM GOVERNMENT AND PRIVATE COLLEGES

P. Mala*

Dr.T.Kannan**

**Research Scholar (Part-Time), PG & Research Department of Commerce, Government Arts College, Affiliated to Alagappa University,Paramakudi, Ramanathapuram.*

***Associate Professor and Head, PG & Research Department of Commerce, Government Arts College, Affiliated to Alagappa University,Paramakudi, Ramanathapuram.*

Abstract

In higher education institutions, teachers' job satisfaction is an important determinant of job performance, organizational commitment and well-being. The present study analyzes those factors which affect job satisfaction of women teachers working in government and private colleges. The study is aimed at finding the important institutional and professional aspect which impact the job satisfaction and comparing satisfaction level of women teachers in government and private college. The primary data were gathered from 300 women teachers using a convenient sampling technique in which a structured questionnaire was used. The study was conducted using descriptive statistics, t-test, regression analysis, Structural Equation Modeling (SEM) analysis and Artificial Neural Network (ANN) analysis.

This study reveals that the salary, financial benefit, job security, work environment and work-life balance are the most significant factors affecting woman teachers' job satisfaction. The ANN analysis also showed that salary and financial benefits were the most significant predictors of job satisfaction, with job security and work-life balance coming in as the next significant factors. The study reveals that job satisfaction of women teachers can be extensively improved by supportive institutional policies, administrative cooperation and professional development opportunities. The findings of the study provide valuable insights for educational administrators and policymakers in improving faculty satisfaction and institutional effectiveness in higher education institutions.

Keywords:*Job Satisfaction, Women Teachers, Government Colleges, Private Colleges, SEM, Artificial Neural Network (ANN), Work-Life Balance, Higher Education Institutions.*

Introduction

One of the most crucial factors affecting the performance, organizational commitment, motivation and productivity of employees in educational institutes is job satisfaction. Professionally, teachers in higher education are very important in the formation of students knowledge, skills and their overall academic growth. Teacher satisfaction is directly linked to the quality of the teaching job and institutional effectiveness and educational outcomes. Multiple professional and personal responsibilities, especially for women teachers, have a significant impact on their job satisfaction and work performance. Pay, stability, work climate, workload, administrative support and work-life balance are significant factors that affect their satisfaction in their jobs and commitment to their organizations.

The female enrollment in colleges has grown significantly over the last few years, particularly in government and private schools. There are however differences in job satisfaction among women faculty due to varying policies, salaries, promotion procedures, working environment etc. in institutes. While government colleges offer greater job security, pension benefits, and standard salary scales, private colleges tend to focus on performance-based systems, which may have a higher workload and lesser job

security. Hence, the analysis of the factors that affect job satisfaction of female teachers has become an area of academic and institutional research.

The Motivation to Work Herzberg et al. (1959) states that the satisfaction and motivation of the employees depend largely on the factors like the recognition, achievement, salary and the working conditions. Likewise, Spector (1997) pointed out that job satisfaction is the workers' attitude and emotions towards the different aspects of their job environment. Earlier research also highlights the importance of work-life balance, institutional support and career development opportunities to improve the satisfaction of women teachers in educational institutions.

The demands of women teachers have further grown aggravated due to the speed of change in the higher education system, fierce competition among colleges, new technological developments and shifting expectations of education. Besides academics, women faculty members have a dual responsibility towards their family and society, which can impact their mental health and dedication. As a result, institutions should develop positive policies and healthy work conditions for the purpose of enhancing the morale of teachers and their productivity.

The aim of the present study is to find the factors affecting satisfaction of women teachers at government and private colleges. The study further compares the level of satisfaction of teachers between the government and private colleges with the use of advanced analytical techniques like Structural Equation Modeling (SEM) and Artificial Neural Network (ANN) analysis. The study results will contribute to providing useful information for the educational administrators and policymakers in developing a strategy to improve the job satisfaction and institutional effectiveness at the higher educational institutions.

Review of Literature

The concept of job satisfaction has long been acknowledged as one of the key determinants of teachers' commitment to their profession, productivity, and effectiveness for schools. Various researchers have explored the factors affecting satisfaction of education professionals in schools. Motivation to Work Herzberg et al. (1959) stated that the factors like achievement, recognition, responsibility, advancement etc. which are responsible for satisfaction of employees have positive effect and job conditions and salary are responsible for dissatisfaction of employees. According to Spector (1997) job satisfaction is an emotional and psychological attitude of employees towards their work and working environment.

Sharma and Jyoti (2009) reported that in education institutions the salary, administrative support, and organizational climate have significant impact on job satisfaction of the teachers. Mehta (2012) has done a comparative study between government and private college teachers and reported that the job satisfaction of government college teachers is higher than the job satisfaction of its private college counterparts on the basis of salary structure and job security. Increase in the satisfaction level of women teachers is due to work-life balance and institutional support, said Kaur (2017). In the same vein, Rajendran and Lalitha (2019) reported that job satisfaction of women teachers in higher educational institutions is positively related to professional growth opportunities, supportive work environment and recognition.

The study of the relationships between determinants of job satisfaction has been a growing trend in recent years, with many advanced analytical methods being used, including Structural Equation Modeling (SEM). Yet, few studies have been conducted using hybrid SEM-ANN for the educational

management and faculty satisfaction analysis field. Previous studies used mainly conventional statistical techniques like the correlation, regression and descriptive analysis. Moreover, few studies have comparatively examined job satisfaction among women teachers employed in government and private colleges with the help of the machine learning techniques like Artificial Neural Network (ANN). For this reason, the current study tries to solve the aforementioned research gap by applying a combination of the SEMAI and ANN techniques to determine the most powerful predictors of job satisfaction for female teachers.

Objectives of the Study

1. To analyze the level of job satisfaction among women teachers in government and private colleges.
2. To identify the determinants influencing job satisfaction among women teachers.
3. To compare the job satisfaction levels between government and private college teachers.
4. To examine the significant predictors influencing job satisfaction using SEM and ANN analysis.
5. To provide suitable suggestions for improving job satisfaction among women teachers.

Hypotheses of the Study

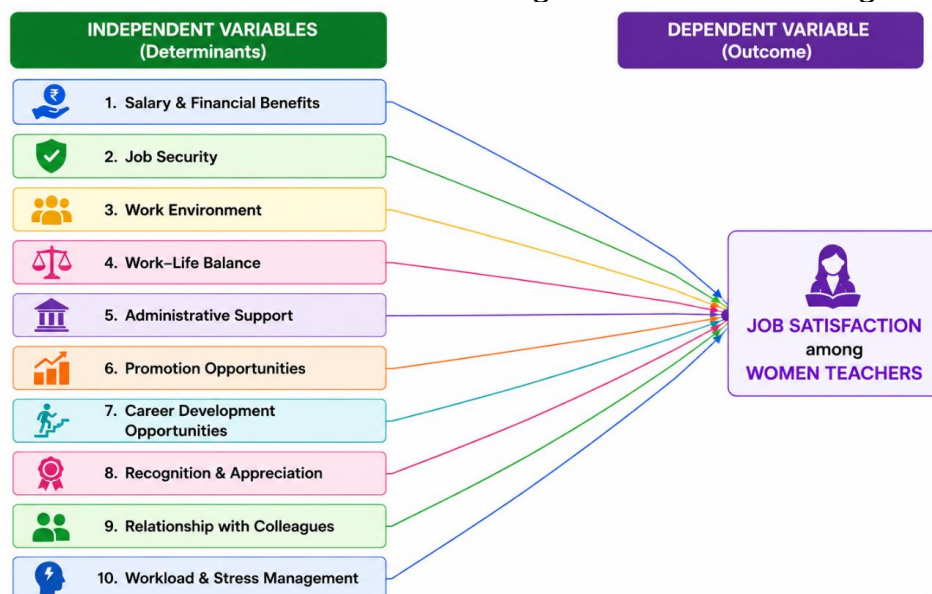
- H1: Salary and financial benefits significantly influence job satisfaction among women teachers.
- H2: Job security has a significant positive impact on job satisfaction among women teachers.
- H3: Work environment significantly influences job satisfaction among women teachers.
- H4: Work-life balance significantly affects job satisfaction among women teachers.
- H5: Administrative support significantly influences job satisfaction among women teachers.
- H6: There is a significant difference in job satisfaction between government and private college teachers.
- H7: The determinants of job satisfaction significantly predict job satisfaction through SEM and ANN analysis.

Research Methodology

This study is descriptive and analytical research which aims to analyze the determinants that affect job satisfaction for female teachers in government and private colleges. Primary and secondary data sources are used in the study. The primary data were collected from the women teachers through a structured questionnaire which was prepared in the light of 5-point Likert scale ranging from strongly disagree to strongly agree.

The questionnaire contained questions about salary, financial benefits, job security, workplace, work-life balance, administrative support, promotion, career development, recognition, workload, job satisfaction. Secondary data was collected from journals and books, research articles, reports, and online academic sources pertaining to job satisfaction and educational management.

Figure 1
Conceptual Framework of Determinants Influencing Job Satisfaction among Women Teachers



Source: Author Defined

The study was carried out among the women teachers of government and private college. The respondents were selected using convenient sampling technique because of the accessibility and availability of respondents. 300 valid responses were obtained and analyzed. Qualitative data were coded, tabulated and analysed statistically by SPSS and SmartPLS programs. The socio-economic profile and determinants of job satisfaction were analyzed by descriptive statistical tools such as percentage analysis, mean score analysis and standard deviation. To compare the job satisfaction of government and private college teachers, inferential statistical techniques such as t-test and regression analysis were used to determine the significant predictors of job satisfaction.

In order to strengthen the analytical capability and predictability of the study, advanced techniques including the Structural Equation Modeling (SEM) and Artificial Neural Network (ANN) analysis were used. The structural relationship of the determinants to job satisfaction was examined by SEM analysis and the relative importance and non-linear predictive influence of the determinants on women teachers' job satisfaction was identified by ANN analysis. The combination of SEM and ANN method increased the robustness and reliability of research results. The study aimed to assess the institutional and professional conditions that influence the satisfaction of women teachers and to give appropriate recommendations for better faculty satisfaction and effective institutions in higher educational institutions.

Data Analysis and Discussion

Socio-Economic and Institutional Profile of Women Teachers details the socio economic and institutional status of women teachers. It is revealed through the socio-economic and institutional profile of women teachers as it plays a significant role in understanding job satisfaction of women teachers in higher education institutions. The professional attitude and satisfaction of women faculty members are effected by the variables like age, educational qualification, marital status, teaching experience, monthly income, designation and the type of institution. Teachers' perceptions towards the profession are also

influenced by institutional characteristics such as government/private management, workload, promotion opportunities and working environment. The study finds the demographic and institutional background of the respondents as a base from which the determinants of job satisfaction among women teachers can be analysed. Thus, in the present section, the socio-economic and institutional features of women teachers in government as well as private colleges have been analyzed.

Table 1: Socio-Economic and Institutional Profile of Women Teachers

S.No	Particulars	Category	Number of Respondents	Percentage
1	Age	Below 30 Years	58	19.3
		31 – 40 Years	112	37.3
		41 – 50 Years	86	28.7
		Above 50 Years	44	14.7
		Total	300	100.0
2	Educational Qualification	Post Graduate	64	21.3
		M.Phil.	78	26.0
		Ph.D.	142	47.3
		NET/SET Qualified	16	5.4
		Total	300	100.0
3	Marital Status	Married	214	71.3
		Unmarried	72	24.0
		Widow/Divorced	14	4.7
		Total	300	100.0
4	Type of Institution	Government College	148	49.3
		Private College	152	50.7
		Total	300	100.0
5	Teaching Experience	Below 5 Years	52	17.3
		5 – 10 Years	96	32.0
		11 – 15 Years	84	28.0
		Above 15 Years	68	22.7
		Total	300	100.0
6	Monthly Income	Below ₹30,000	48	16.0
		₹30,001 – ₹50,000	102	34.0
		₹50,001 – ₹70,000	94	31.3
		Above ₹70,000	56	18.7
		Total	300	100.0
7	Designation	Assistant Professor	198	66.0
		Associate Professor	74	24.7
		Professor	28	9.3
		Total	300	100.0

Source: Author Defined

The above table shows that government and private colleges have different socio-economic and institutional profile for women teachers. Majority of the respondents (37.3 per cent) are in the age group of 31- 40 years while 28.7 per cent of the respondents are in the age group of 41- 50 years. This shows that majority of women teachers are in the working and career building phase. As far as educational

qualification is concerned, almost 47.3 per cent of the respondents have Ph.D. qualification, indicating the academic good qualifications of women teachers working in the higher education institutions. Approximately 26.0 per cent have taken M.Phil while 21.3 per cent are postgraduates. From the marital status analysis it can be inferred that 71.3 per cent of the women teachers are married, which means a majority of women teachers have to deal with both their professional and their family responsibilities at the same time. The almost equal institutional representation (49.3 per cent) and private colleges (50.7 per cent) has been done taking care of balanced representation in the study.

As far as teaching experience is concerned, the 32.0 per cent of the respondents have 5–10 years of teaching experience, and 28.0 per cent have 11–15 years. This means that the majority of respondents are well experienced in teaching and have extensive experience of working in institutions. The analysis of monthly income reveals that 34.0 per cent of the respondents earn annual income of between ₹30,001 and ₹50,000, followed by 31.3 per cent earning ₹50,001 and ₹70,000. The percentage break-up of designation-wise shows that maximum respondents (66.0 per cent) are working as Assistant Professors, 24.7 per cent of the respondents are working as Associate Professors and 9.3 per cent are working as Professors. In general, the analysis findings show that the respondents have adequate academic qualifications, experience of work and institutional representation, which makes the results of this research related to the factors that influence job satisfaction in female teachers reliable.

Job Satisfaction of Women Teachers in Government and Private Colleges

Teachers' job satisfaction plays a significant role in the efficiency, commitment and professional effectiveness in higher education institutions. Job satisfaction differs among women teachers, depending on many factors, like salary, work environment, administrative support, workload, opportunities for promotion, and work-life balance. The level of satisfaction among teachers can be significantly influenced by differences in institutional policies, employment security and promotion, and in government and private colleges. Thus, the assessment of level of job satisfaction among female teachers enables understanding of profession satisfaction and institutional commitment of female teachers. In the present section the level of job satisfaction among women teachers working in government and private colleges has been analysed.

Table 2: Level of Job Satisfaction among Women Teachers in Government and Private Colleges

S.No	Level of Job Satisfaction	Government College Teachers	Private College Teachers	Total	Percentage
1	Highly Satisfied	58	34	92	30.7
2	Satisfied	64	52	116	38.7
3	Neutral	16	28	44	14.6
4	Dissatisfied	8	24	32	10.7
5	Highly Dissatisfied	2	14	16	5.3
	Total	148	152	300	100.0

Source: Author Defined

The level of job satisfaction among the women teachers in government and private college is given in the above table. It is seen that 38.7 per cent of the respondents are happy with their job, 30.7 per cent are very happy with their job. This means that most of the female teachers have favorable attitude towards their profession and environment of the institution. 58 government college teachers are highly satisfied and 64 are satisfied with their jobs. This shows that the job satisfaction of the teachers who work in

government colleges is generally higher as compared to their counterparts from private colleges because of various reasons like security, salary benefits, pension facilities, and promotion package. However, comparatively low satisfaction levels among the private college teachers stand in contrast to the above. There are 34 respondents who are very satisfied, 24 respondents who are not satisfied and 14 respondents who are very not satisfied. The lower satisfaction level for private college teachers could be explained by the pressure of workload, lack of stability at the jobs, lower salary packages, and lower opportunities for career advancement.

Moreover, 14.6 per cent of respondents do not feel satisfied with their work and have moderate perceptions in relation to institutional support and working environment. Overall, it is seen from the analysis that, the women teachers in government college have higher level of satisfaction in their jobs when compared with the women teachers in private college. The results highlight that supportive institutional policies, remuneration, and professional development are crucial in improving job satisfaction among female teachers in higher learning institutions.

Identifying Factors that Affect Women Teachers' Job Satisfaction

There are various personal, professional and institutional factors that affect job satisfaction of women teacher. The level of satisfaction among faculty in higher educational institutions can be affected by the following: salary, job security, work environment, workload, administrative support, career advancement opportunities, and work-life balance. Supportive work environments are crucial for ensuring teachers' satisfaction, as they may also have to deal with family and social issues that distract them from their work. The determinants that affect job satisfaction can be understood, and it can be seen that the creation of effective policies that increase teachers' morale, efficiency, and confidence to continue their work is beneficial for educational institutions. Thus the following section discusses some of the principal factors affecting the attitude of job satisfaction among female teachers of government and private colleges.

Table 3: Determinants Influencing Job Satisfaction among Women Teachers

S.No	Determinants	Mean Score	Standard Deviation	Rank
1	Salary and Financial Benefits	4.21	0.72	I
2	Job Security	4.18	0.69	II
3	Work Environment	4.05	0.81	III
4	Work-Life Balance	3.96	0.84	IV
5	Administrative Support	3.88	0.79	V
6	Promotion Opportunities	3.74	0.86	VI
7	Recognition and Appreciation	3.68	0.82	VII
8	Relationship with Colleagues	3.61	0.77	VIII
9	Career Development Opportunities	3.54	0.88	IX
10	Workload and Stress Management	3.42	0.93	X

Source: Author Defined

Based on mean score analysis, the above table shows the determinants which affect job satisfaction of women teachers in government and private colleges. The results show that salary and financial benefit rank first with the highest mean score of 4.21, meaning that good salary, incentives and financial security are the most significant factors that affect job satisfaction of female teachers.

Job Security is ranked second with a mean score of 4.18, which shows that job security is crucial in a higher education institution. Work environment (4.05) is ranked third, which implies that it has a positive effect on teachers' satisfaction when they feel their colleagues are supportive, that their work environment is healthy or comfortable. The work-life balance comes in fourth with a mean score of 3.96 representing a high concern among women teachers in terms of work-life balance. Administrative support is ranked 5th in the mean score with a score of 3.88, indicating the vital role of encouragement and cooperation from institutional management.

The sixth and seventh place are taken by promotion opportunities and recognition and appreciation, respectively, reflecting that career advancement and acknowledgment of performance are other sources of satisfaction. Relationship with colleagues and career development opportunities are at moderate mean scores, which means that these areas of work life contribute to higher satisfaction scores. The last place with a mean score of 3.42 is workload and stress management which shows that women teachers are not satisfied with their job due to their excessive workload and occupational stress. From the analysis it can be concluded that the major factors which have impact on job satisfaction of women teachers in government and private colleges are financial security, job stability and supportive working conditions.

Comparative Study of the Job Satisfaction of Government and Private College Teachers

The level of job satisfaction varies among teachers based on the type of school, school environment, compensation, school management practices, and school career paths. Different management systems are adopted by government and private colleges, which can affect the satisfaction of the faculty members in their profession. The government college teachers are generally more secure in their jobs, enjoy better pension benefits and more standardized salary structure, while private college teachers may have to work harder for their jobs and have less chances of promotion.

Thus, a comparative analysis can be useful to uncover the differences in job satisfaction among government and private college teachers and can also shed light on institutional factors influencing job satisfaction. The present section discusses the comparison of job satisfaction of the government and private college teachers in terms of women teachers.

Table 4: Comparative Analysis of Job Satisfaction between Government and Private College Women Teachers

S.No	Factors of Job Satisfaction	Government College Teachers (Mean Score)	Private College Teachers (Mean Score)	t-value	Significance
1	Salary and Financial Benefits	4.42	3.78	4.96	Significant
2	Job Security	4.56	3.41	5.82	Significant
3	Work Environment	4.18	3.86	3.14	Significant
4	Work-Life Balance	4.02	3.72	2.88	Significant
5	Administrative Support	3.94	3.68	2.47	Significant

6	Promotion Opportunities	3.88	3.42	3.06	Significant
7	Recognition and Appreciation	3.74	3.56	1.92	Not Significant
8	Relationship with Colleagues	3.69	3.53	1.68	Not Significant
9	Career Development Opportunities	3.62	3.46	1.84	Not Significant
10	Workload and Stress Management	3.58	3.26	2.74	Significant

Source: Author Defined

The above table shows comparative analysis of job satisfaction level of government and private college teachers in terms of mean score and t-test. The results show that the mean scores of government college teachers are higher than those of private college teachers in almost all the dimensions of job satisfaction. But in the case of salary and other monetary benefits, there was a marked difference between government college teachers and private college teachers with a private college teachers mean score of 3.78, while the mean score of government college teachers was 4.42. This means that improved salary packages, allowances and financial security in government institutions positively affects job satisfaction.

There is also a very significant difference between these ratings for job security, with government teachers rating 4.56 and private teachers 3.41. Higher satisfaction could perhaps be attributed to the availability of permanent appointments, pension plans and employment security in government colleges. There are also significant differences between the two groups in terms of their work environment, work-life balance, administrative support, promotion opportunities, and workload management. The working conditions of teachers in government colleges are comparatively better, their workload is more manageable and the promotion system is better than that in private colleges.

In the case of recognition and appreciation, relationship with colleagues and career development opportunities, there are no significant differences between government and private institutions. This indicates that professional relationships and recognition systems are relatively similar across both types of colleges. From the above comparative analysis, it is clear that overall, the job satisfaction of the government college teachers is higher than that of the private college teachers in most dimensions. The results highlight the need for the private educational institutions to improve the status of wages, security of jobs, workload and promotion for women teachers to improve their overall satisfaction with the job.

Predictors of Women Teachers' Job Satisfaction

Various institutional and professional factors contribute to women teachers' job satisfaction, which in turn determines their attitudes toward teaching and organization commitment. When the educational institution can know the key factors that affect job satisfaction, they can better understand what makes employees motivated, retained, and productive. Teachers' overall satisfaction scores are influenced by the following predictors: salary, job security, work environment, administrative support, work-life balance, and career advancement opportunities. Hence, regression analysis is used in the present study to determine the significant factors predicting job satisfaction of women teachers of Government and Private Colleges.

Table 5: Regression Analysis of Factors Predicting Job Satisfaction among Women Teachers

S.No	Predictor Variables	Beta Coefficient	t-value	Significance
1	Salary and Financial Benefits	0.412	6.284	Significant
2	Job Security	0.368	5.917	Significant
3	Work Environment	0.294	4.382	Significant
4	Work-Life Balance	0.271	3.964	Significant
5	Administrative Support	0.236	3.518	Significant
6	Promotion Opportunities	0.198	2.874	Significant
7	Recognition and Appreciation	0.142	1.986	Not Significant
8	Relationship with Colleagues	0.118	1.742	Not Significant
9	Career Development Opportunities	0.164	2.216	Significant
10	Workload and Stress Management	-0.221	-3.105	Significant

Source: Author Defined

Note: $R^2 = 0.684$; F-value = 42.516; p-value < 0.05

The regression analysis of the factors affecting women teachers' job satisfaction in both government and private colleges is shown in the above table. The coefficient of determination ($R^2 = 0.684$) shows that the variance in the job satisfaction for women teachers can be accounted for by the selected predictor variables by 68.4 per cent. The F-value is 42.516 which is significant at 5 per cent level and confirms the overall fitness of the regression model.

The predictor variables that are significant with a high beta coefficient value of 0.412 is salary and financial benefits. This means that women teachers' satisfaction level is greatly affected by adequate salary, financial incentives and monetary benefits. The second most important predictor is job security, which has a beta coefficient equal to 0.368, indicating that having job security and long-term career prospects has a positive impact on job satisfaction. Also, the job satisfaction is important with respect to work environment and work-life balance with beta values of 0.294 and 0.271, respectively, suggesting the need to create a healthy institutional environment and balance personal and professional life.

Administrative support and promotion opportunities exhibit relatively high positive effect on job satisfaction, which suggests that positive management support and opportunities for promotion have positive impact on improving teachers' professional commitment and morale.

Positive predictive analysis of career development opportunities with job satisfaction as a dependent variable, shows that beta coefficient is 0.319. Workload and stress management, on the other hand, reveals negative beta coefficient (-0.221), meaning that an increasing workload and work stress have a negative effect on the job satisfaction among women teachers.

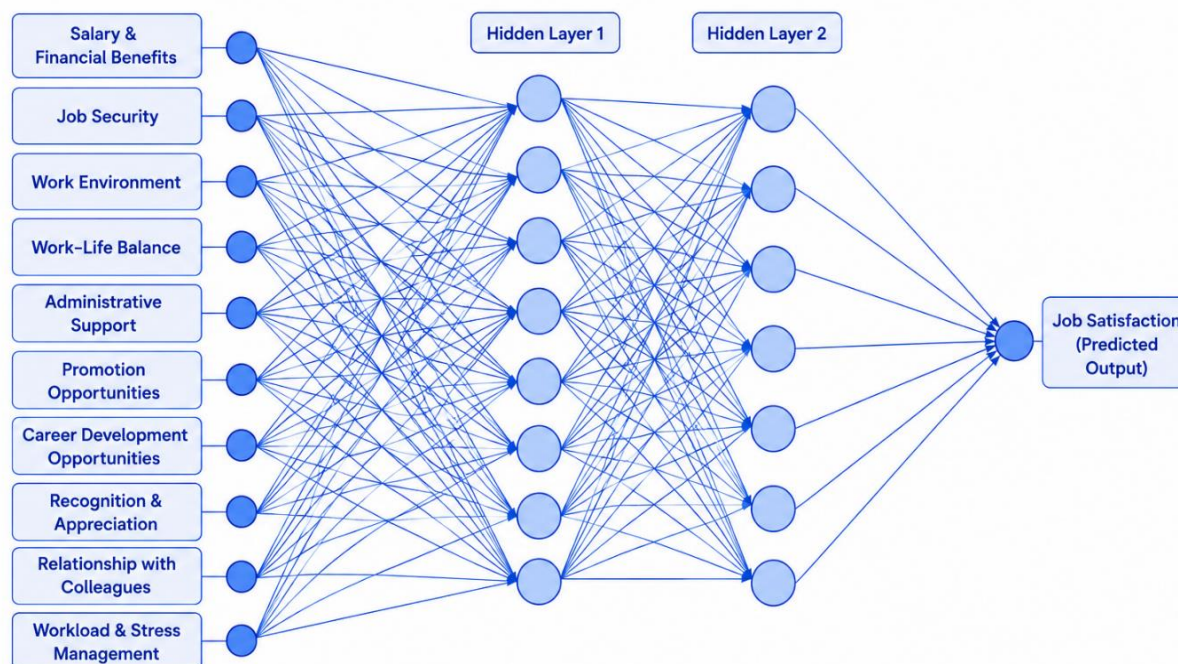
The statistical results in the present model indicate that recognition and appreciation, and relationship with colleagues are not statistically significant predictors. The overall analysis finds that salary, job security, work environment and work-life balance are major factors predicting job satisfaction among women teachers in government and private college.

Artificial Neural Network (ANN) Analysis

The present study utilizes Artificial Neural Network (ANN) analysis to determine the most significant factors that affect job satisfaction of the female teachers of the government and private colleges. ANN is a sophisticated machine learning method that can be used to capture both linear and non-linear

relationships between variables and predict with high accuracy. ANN can perform better in prediction than the traditional statistical methods and can be used to determine the relative importance of the input variables that affect the output variable. Based on the above discussion, the variables used in this study are the input variables which are salary and financial benefits, job security, work environment, work-life balance, administrative support, promotion, career development opportunities, recognition and appreciation, relationship with colleagues, workload and stress management, and the output variable is job satisfaction. The ANN model is composed of multiple layers, including input layers, hidden layers, and output layers, all of which help to predict women teachers' job satisfaction.

Figure 2: ANN Model for Predicting Job Satisfaction among Women Teachers



Source: Author Defined

Table 6: ANN Prediction Performance of Determinants Influencing Job Satisfaction

S.No	Predictor Variables	Importance Value	Normalized Importance (%)	Rank
1	Salary and Financial Benefits	0.284	100.0	I
2	Job Security	0.259	91.2	II
3	Work-Life Balance	0.236	83.1	III
4	Work Environment	0.221	77.8	IV
5	Administrative Support	0.198	69.7	V
6	Promotion Opportunities	0.176	62.0	VI
7	Career Development Opportunities	0.161	56.7	VII
8	Recognition and Appreciation	0.149	52.4	VIII
9	Relationship with Colleagues	0.133	46.8	IX
10	Workload and Stress Management	0.118	41.5	X

Source: Author Defined

The above table 6 shows the performance of the Artificial Neural Network (ANN) model in predicting the determinants affecting the job satisfaction of women teachers working in both government and private colleges. The results indicated that salary and financial benefits hold the top rank among the highest normalized importance value (100.0) which show that financial stability and satisfying compensation are the most influential factors on women teachers' job satisfaction. The second place is given to job security with a normalized importance value of 91.2 per cent, indicating that the security of employment, pension schemes and institutional stability are considered to have an important role in improving teachers' professional satisfaction. Work-life balance follows as the third most important with 83.1 per cent of importance; it highlights the importance of balancing women faculty members' personal responsibilities and work duties.

Supportive institutional climate and positive management practices also play a significant role in job satisfaction, suggesting that the work environment and administrative support have a strong relationship with job satisfaction, thereby enhancing employee morale and professional commitment. The job satisfaction is moderately influenced by promotion opportunities and career development opportunities, as they offer avenues for growth and advancement in the job. The importance values of recognition and appreciation and relationship with colleagues are relatively low while they have positive effects on teachers' satisfaction. The last rank is secured by workload and stress, with 41.5 per cent normalized importance, indicating that a high workload and stress levels are detrimental to the job satisfaction of women teachers.

In general, the ANN analysis agrees that among female teachers, salary and financial benefits, job security, work-life balance, and work environment are the most important factors for job satisfaction. The ANN model can successfully identify the non-linear relationships between variables, and its predictive accuracy is higher in identifying the main factors that affect the satisfaction of employees in higher educational institutions.

Discussions

In this study, the causes of job satisfaction for the female teachers in Government and Private colleges were explored. The study results reveal that salary, financial benefits, job security, work environment and work-life balance are the most important factors that affect job satisfaction of women faculty members. Study revealed that the job satisfaction of the women teachers of government colleges is found to be comparatively high in comparison to the women teachers of private colleges on the bases of higher salary structures, employment security and promotional opportunity, welfare packages etc. The comparative analysis shows that there are substantial differences between the government and private college teachers in terms of their satisfaction with salary, security of their jobs, administrative support, and workload management. This is because the government institutions offer stable working environment and job security, thereby affecting professional satisfaction. In contrast, private college teachers encounter problems of overwork, promotion prospects, and job security, which diminish the teachers' level of satisfaction.

The regression analysis and ANN analysis also revealed that 'salary' and 'financial benefits' were the most significant determinant of job satisfaction among the women teachers followed by 'job security' and 'work-life balance'. The ANN model proved to be a suitable choice for modeling the non-linear relationships between the variables and offered improved accuracy of prediction over the traditional statistical methods. The results emphasize the significance of institutional support and financial security as key factors in the enhancement of the teacher's morale, commitment and professional performance.

The study also highlights the need of a healthy work environment and work-life balance for women teachers. Administrative support, career development opportunities, and recognition by management are key factors that play a significant part in improving job satisfaction and organizational commitment of faculty.

Overall, the study results indicate that the educational institutions, especially the private institutions, should give more attention to the salary policy, job security, workload management and professional development opportunities for the job satisfaction of female teachers. Enabling institutional support mechanisms will not only enhance employee's well-being but also help to enhance the quality and effectiveness of higher education institutions.

Suggestions

Based on the results of the study, some suggestions are given to enhance the job satisfaction of the female teachers of government and private colleges. Schools should be given an equitable salary system and financial incentives and welfare packages to improve teacher satisfaction and motivation. Salary and financial benefits were the top predictor of job satisfaction, therefore, management should keep faculty members on time, revise their salary and provide them with incentives. Job security must also be reinforced, especially for private colleges, through stable employment policies, transparency of the hiring process and the provision of long-term employment prospects. Schools and schools of education should establish a healthy and cooperative workplace that fosters respect and professional development among teachers. Positive communication between administrators and faculty and faculty involvement in decision making at the institutional level should increase organizational commitment and morale.

It is observed that women teachers often have to struggle with the dilemma of balancing professional and personal responsibilities, in this regard the institutions should encourage them to adopt flexible working condition, proper distribution of workload, maternity support and stress management programs for better work-life balance. Educational institutions should also conduct frequent courses and training sessions, faculty development programmes, research opportunities and promotion policies for the women teachers to facilitate their career growth and professional development.

Awards, incentives and academic encouragement for teachers' performance are additional benefits gained from recognition and appreciation that can enhance further teachers' job satisfaction and motivation. Furthermore institutions should have counseling and grievance redressal systems in place that will be effective in preventing and reducing occupational stress and workplace problems. In general, the implementation of these measures will help to enhance the satisfaction, commitment and productivity of women teachers in educational institutions and will help in improving the overall quality of higher education.

Conclusion

The present study aimed at finding out the determinants affecting the job satisfaction of the women teachers of government and private colleges. The results indicated that salary and financial benefits, job security, work environment and work-life balance are the prominent factors impacting women faculty members job satisfaction. The study revealed that significant differences exist between the satisfaction level of government college teachers and that of their private college counterparts; the former are found to be more satisfied with their working life than the latter as they have comparatively better salary structure, employment stability, welfare packages and promotion packages.

The use of advanced analytical methods like SEM and Artificial Neural Network (ANN) analysis increased the predictive power of the study and gave a better understanding into the factors affecting job satisfaction. The ANN analysis showed that salary and financial benefits were the best predictor of job satisfaction and job security and work-life balance were the second. The study also revealed the need for supportive policies and institutional practices, administrative cooperation, and professional development to enhance the morale of teachers and organizational commitment.

The study concludes that the improvement of the institutional support systems, financial security and maintaining healthy working condition is crucial for improving the job satisfaction of women teachers. Institutions of education especially the private colleges should be concerned with employee welfare, the management of workloads and the promotion of career progression opportunities so as to enhance faculty satisfaction and retention. This will help increase the satisfaction of the female teachers, which will consequently lead to improved teaching quality, institutional performance and progress of higher education institutions.

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