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Role of Principal-Related Organizational Factors in Teachers' Job Satisfaction: A Comparative Study of Government and Private Colleges in Himachal Pradesh

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Abstract
The present study examines the role of principal-related organizational factors in shaping teachers' job satisfaction, with a comparative focus on government and private colleges in Himachal Pradesh. Job satisfaction among teachers is a critical determinant of institutional effectiveness, faculty retention, and student outcomes. Principals, as academic leaders and administrative heads, exert significant influence through their leadership style, decision-making practices, communication patterns, and support mechanisms. This research seeks to analyze the extent to which these factors differ across government and private institutions and how they impact teachers' perceptions of their professional environment. Employing a comparative framework, the study highlights variations in leadership effectiveness, fairness in administrative processes, recognition of faculty contributions, and provision of professional support. The findings underscore that while principal-related organizational factors play a pivotal role in enhancing teacher satisfaction, disparities between government and private colleges reveal structural and cultural differences that warrant policy attention. The study contributes to the broader discourse on educational leadership and organizational climate, offering insights for strengthening faculty well-being and institutional performance in higher education.

Keywords: *Job satisfaction, college teachers, principal's leadership, organizational factors, government colleges, private colleges, Himachal Pradesh.*

I. Introduction

Job satisfaction refers to the degree of contentment, happiness, and fulfilment an individual experience in relation to their job. It is an important concept in organizational behaviour because it influences employees' motivation, productivity, commitment, performance, and overall well-being. Job satisfaction is determined by various factors, including salary and financial benefits, working conditions, job security, opportunities for promotion, relationships with colleagues and supervisors, recognition of performance, and opportunities for professional growth. Employees who are satisfied with their jobs are generally more motivated, dedicated, and willing to contribute towards organizational goals, whereas dissatisfaction may lead to stress, reduced performance, absenteeism, and a lack of commitment. Therefore, job satisfaction is essential for maintaining a positive work environment, improving organizational effectiveness, and achieving long-term professional and institutional development.

Job satisfaction is an important determinant of teachers' professional performance, motivation, commitment, and overall effectiveness in higher education institutions. It reflects the extent to which teachers feel satisfied with their working environment, professional responsibilities, interpersonal relationships, and institutional support. Satisfied teachers are more likely to demonstrate commitment towards teaching, participate in academic and administrative activities, adopt innovative teaching practices, and contribute to the overall development of students and institutions. In the higher education sector, job satisfaction is influenced by several factors, including salary and financial benefits, working conditions, professional development opportunities, institutional policies, leadership practices, and relationships with colleagues and administrators. Among these factors, the role of the principal is particularly important because the principal serves as the academic and administrative leader who guides institutional activities, facilitates communication, resolves workplace issues, and creates an environment conducive to teaching and learning.

The principal occupies a significant position in the organizational structure of a college and plays a vital role in shaping teachers' perceptions of their workplace. Effective leadership helps establish a supportive institutional climate in which teachers feel respected, valued, and motivated to perform their duties. The principal's behaviour, decision-making practices, communication style, and approach towards teachers can influence their morale, professional confidence, and satisfaction with their jobs. A principal who demonstrates

fairness, impartiality, transparency, and consideration for teachers' concerns can promote trust and strengthen professional relationships within the institution. Conversely, inadequate communication, inconsistent instructions, limited interpersonal support, and insufficient recognition of teachers' contributions may create dissatisfaction and weaken their commitment towards institutional objectives. Therefore, examining principal-related organizational factors is essential for understanding the organizational dimensions of teachers' job satisfaction in higher education.

In Himachal Pradesh, colleges play a vital role in expanding access to higher education and promoting the educational and socio-economic development of the state. The effectiveness of these institutions depends not only on infrastructure, academic resources, and institutional policies but also on the quality of leadership and the working environment experienced by teachers. Given the geographical diversity and the presence of both government and private higher education institutions, understanding teachers' perceptions of principal-related organizational factors is relevant for improving institutional management and promoting a supportive academic environment. A comparative assessment of these factors can help identify areas of effective leadership as well as dimensions requiring improvement.

It is a fact that principal-related organizational factors play a significant role in determining the job satisfaction of college teachers. Similar observations have been highlighted in various studies examining the relationship between leadership behaviour, administrative effectiveness, organizational support, and employees' job satisfaction.The studies conducted by Vijay Kumar (2016), Varun Saini (2016), Monika Devi (2017), Ankita Sharma (2018), Hem Raj (2019), and other researchers highlighted the importance of salary, working conditions, job security, leadership behaviour, organizational climate, recognition, and professional development in determining job satisfaction. Their findings revealed variations in satisfaction levels across occupational groups, institutional types, and geographical locations. However, limited attention has been given to principal-related organizational factors affecting college teachers' job satisfaction in government and private colleges in Himachal Pradesh. Therefore, the present study examines six principal-related factors and compares teachers' perceptions across both types of institutions to identify their implications for job satisfaction and institutional effectiveness.

Objectives

The main objectives of the study are as follows:

1. To examine the role of principal-related organizational factors in determining the job satisfaction of college teachers in Himachal Pradesh.
2. To compare College teachers' perceptions of principal-related organizational factors in government and private colleges.
3. To analyze the significant differences in principal-related organizational factors influencing teachers' job satisfaction in government and private colleges.

II. Research Methodology

The present study is primarily based on primary data collected from 400 college teachers selected randomly from government and private colleges in Himachal Pradesh. A structured questionnaire was developed specifically to collect information regarding teachers' job satisfaction, with particular reference to principal-related organizational factors. The collected data were analysed using statistical techniques such as simple percentages, mean, standard deviation, skewness, kurtosis, and the chi-square test. Independent-samples t-tests and one-way ANOVA were also employed to compare the perceptions of teachers working in government and private colleges and to identify significant differences in the selected dimensions of principal-related organizational factors influencing teachers' job satisfaction.

III. Results and Discussion

1.Role of Principal-Related Organizational Factors in Teachers' Job Satisfaction

The college teachers were asked to rate their perceptions regarding the role of the Principal in providing organizational support for their job satisfaction using a five-point Likert scale: Strongly Agree, Agree, No Comment, Disagree, and Strongly Disagree. These response categories were assigned weights of 5, 4, 3, 2, and 1, respectively. Based on the weighted scores, the average level of satisfaction was calculated to determine the overall perception of the Principal's role in enhancing organizational support.

It is evident from Table 1 and Figure 1 that the mean score of college teachers' views regarding the statement "The Principal is cordial and impartial" is higher than the standard average score. The standard deviation of 1.238 indicates a moderate variation in the respondents' opinions. The negative skewness value of −0.964 suggests that the responses are concentrated more towards the higher response categories, namely Agree and Strongly Agree. The χ^2 test of goodness of fit is significant at the 1 percent level, leading to the rejection of the null hypothesis. This indicates that the respondents' opinions are not equally distributed across the five

response categories. Thus, it can be concluded that the majority of college teachers in Himachal Pradesh agree that the Principal is cordial and impartial towards them.

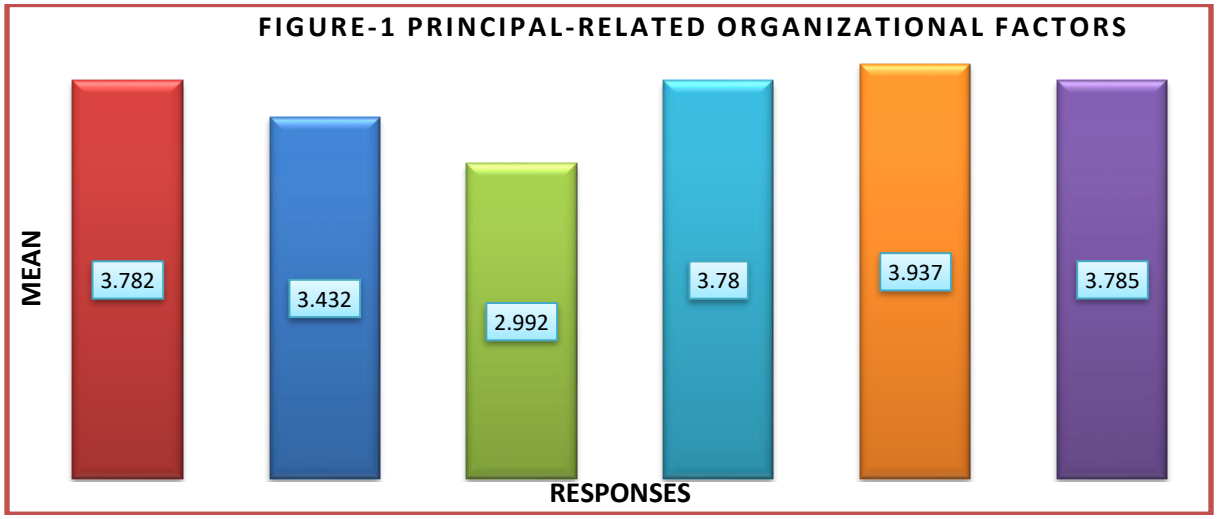
The data presented in Table 1 and Figure 1 highlights college teachers' views regarding the clarity and consistency of the Principal's instructions. A majority of the respondents expressed favourable opinions, with 59 (14.7%) strongly agreeing and 192 (48.0%) agreeing, together accounting for 62.7% of the total respondents. In contrast, 57 (14.3%) of the respondents remained neutral, while 47 (11.7%) disagreed and 45 (11.3%) strongly disagreed, collectively representing 23.0% of the respondents. The mean score of 3.432 indicates a moderately positive perception of the clarity and consistency of the Principal's instructions, while the standard deviation of 1.205 indicates a moderate degree of variation in the respondents' opinions. The negative skewness value of -0.759 suggests that the responses are concentrated more towards the higher response categories, particularly Agree and Strongly Agree, whereas the kurtosis value of -0.434 indicates a relatively flatter distribution of responses. Furthermore, the chi-square value ($\chi^2 = 197.85$, $p < 0.01$) is statistically significant at the 1 percent level, indicating that the responses are not equally distributed across the five categories and that there is a significant difference in the distribution of opinions among the respondents. Overall, the findings suggest that college teachers generally perceive the principal's instructions as clear and consistent, which may contribute positively to their job satisfaction in colleges of Himachal Pradesh.

Table 1and Figure 1 indicates college teachers' views regarding the principal's sympathy towards teachers' personal problems. Among the respondents, 70 (17.5%) strongly agreed and 110 (27.5%) agreed that the principal is sympathetic towards their personal problems, together accounting for 45.0% of the respondents. In contrast, 41 (10.3%) remained neutral, while 105 (26.3%) disagreed and 74 (18.4%) strongly disagreed, collectively representing 44.7% of the respondents. The mean score of 2.992 is almost equal to the standard average score of 3.00, indicating a nearly neutral overall perception. The standard deviation of 1.407 indicates a relatively high variation in the respondents' opinions. The skewness value of −0.008 indicates that the distribution is approximately symmetrical, while the kurtosis value of −1.392 suggests a relatively flat distribution of responses.

Table 1
Principal-Related Organizational Factors: Views of College Teachers

Responses	Nature of Response					Total	Mean	S.D.	SKW	Kurt.	χ^2	P. Value
	Strongly Agree	Agree	No Comment	Disagree	Strongly Disagree							
Cordial and Impartial	128 (32.0)	171 (42.8)	17 (4.3)	54 (13.4)	30 (7.5)	400 (100)	3.782	1.238	-0.964	-0.178	221.62	<0.01
Clarity and Consistency of the Principal's Instructions	59 (14.7)	192 (48.0)	57 (14.3)	47 (11.7)	45 (11.3)	400 (100)	3.432	1.205	-0.759	-.0434	197.85	<0.01
Principal's Sympathy Towards Teachers' Personal Problems	70 (17.5)	110 (27.5)	41 (10.3)	105 (26.3)	74 (18.4)	400 (100)	2.992	1.407	-0.008	-1.392	39.78	<0.01
Principal's Appreciation of Teachers' Performance	123 (30.8)	180 (45.0)	19 (4.8)	42 (10.4)	36 (9.0)	400 (100)	3.780	1.241	-1.046	0.035	236.88	<0.01
Principal as an Effective Administrator	131 (32.8)	192 (48.0)	22 (5.5)	31 (7.7)	24 (6.0)	400 (100)	3.937	1.109	-1.280	1.015	300.58	<0.01
Principal's Support for Teachers' Skill Development	100 (25.0)	200 (50.0)	39 (9.8)	36 (9.0)	25 (6.2)	400 (100)	3.785	1.107	-1.079	0.531	268.03	<0.01

Note: Figures in parenthesis indicate the percentages of the row total
Source: Various Questionnaires from Respondents.



Furthermore, the chi-square test of goodness of fit is significant at the 1 percent level, confirming that the distribution of opinions is not equal. Overall, the findings suggest that college teachers have mixed views regarding the principal's sympathy towards their personal problems, with no clear overall tendency towards agreement or disagreement

It is inferred that the mean of the college teachers regarding the Principal as an Effective Administrator is higher than the standard average score on the five-point scale. The standard deviation is 1.109. The negative value of skewness (-1.280) also supports that the majority of the respondents are skewed more towards the higher side. The calculated value of kurtosis is noted 1.015, which support the above opinion. The χ^2 test also indicates significant difference in the distribution of the opinion of the respondents. Thus, the above concluded reveal that most college teachers in Himachal Pradesh perceive their Principal as an effective administrator, indicating a favourable view of administrative leadership within their institutions.

The findings regarding the Principal's support for teachers' skill development reveal that a majority of college teachers (50.0%) strongly agreed and 25.0% agreed that principals take sufficient steps to enhance teachers' professional skills. A smaller proportion of respondents expressed a neutral opinion (9.8%), while 9.0% disagreed and 6.2% strongly disagreed. The mean score of 3.785 and standard deviation of 1.107 indicate a generally favourable perception, with moderate variation in responses. The negative skewness value of -1.079 suggests that the responses were concentrated more toward the agreement categories. The kurtosis value of 0.531 indicates a relatively moderate distribution of responses. Furthermore, the chi-square value of 268.03 ($p < 0.01$) indicates that the observed distribution of responses is statistically significant. Thus, it is clear from the above statistical analysis that the majority of college teachers perceive principals as supportive of their professional skill development. This reflects the favorable role of principals in promoting teachers' professional growth and contributing to institutional effectiveness in the state.

2.College-Wise Comparison of Principal-Related Organizational Factors

Table 2 presents a comparison of principal-related organizational factors influencing teachers' job satisfaction in government and private colleges. The results indicate that teachers in both types of colleges generally reported positive perceptions of their principals, with mean scores ranging from 2.992 to 3.960 on the measured dimensions. The results indicate that teachers in government colleges reported a slightly higher perception of principals being cordial and impartial (M = 3.884, SD = 1.163) than teachers in private colleges (M = 3.782, SD = 1.238). The negative skewness values for both groups indicate that responses were generally concentrated toward higher ratings, reflecting favorable perceptions, while the kurtosis values suggest approximately normal distributions. The independent samples *t*-test showed that the difference between government and private college teachers was not statistically significant ($t = 1.843$, $p = 0.066$). Therefore, it can be concluded that teachers in both types of colleges perceive their principals as similarly cordial and impartial, and college type does not significantly influence this aspect of teachers' job satisfaction. Similarly, for "Clarity and Consistency of the Principal's Instructions," government college teachers (M = 3.529, SD = 1.126) scored marginally higher than private college teachers (M = 3.432, SD = 1.205). The difference was not significant ($t = 1.787$, $p = 0.075$), suggesting comparable perceptions regarding the clarity and consistency of principals' instructions across the two sectors.

In contrast, a statistically significant difference was found for "Principal's Sympathy towards Teachers' Personal Problems" ($t = 2.577$, $p = 0.010$). Government college teachers reported a higher mean score (M = 3.151, SD = 1.141) than private college teachers (M = 2.992, SD = 1.407), indicating that teachers in

government colleges perceived greater sympathy and understanding from their principals regarding personal issues. Regarding"Principal's Appreciation of Teachers' Performance," Government college teachers reported a marginally higher mean ($\bar{X}$ = 3.960) compared with Private college teachers ($\bar{X}$ = 3.780).

Table-2
College-Wise Comparison of Principal-Related Organizational Factors Influencing Teachers' Job Satisfaction

Components	Government Colleges						Private Colleges					
	$\bar{X}$	σ	Skewness	Kurt.	t-value	p-value (2-tailed)	$\bar{X}$	σ	Skewness	Kurt.	t-value	p-value (2-tailed)
Cordial and Impartial	3.884	1.163	-1.130	0.426	1.872	0.062	3.782	1.238	-0.964	-0.178	1.843	0.066
Clarity and Consistency of the Principal's Instructions	3.529	1.126	-0.886	0.014	1.818	0.070	3.432	1.205	-0.759	-0.434	1.787	0.075
Principal's Sympathy Towards Teachers' Personal Problems	3.151	1.141	-0.194	-1.375	2.573	0.010	2.992	1.407	-0.008	-1.392	2.577	0.010
Principal's Appreciation of Teachers' Performance	3.960	1.107	-1.314	1.111	3.330	0.001	3.780	1.241	-1.046	0.035	3.246	0.001
Principal as an Effective Administrator	3.938	1.128	-1.326	1.086	0.006	0.995	3.937	1.109	-1.280	1.015	0.006	0.995
Principal's Support for Teachers' Skill Development	3.636	1.225	-0.826	-0.276	-3.092	0.002	3.785	1.107	-1.079	0.531	-3.209	0.001

Source: Various Questionnaires from Respondents.

The difference was found to be highly statistically significant (t = 3.330, p = 0.001 for Government; t = 3.246, p = 0.001 for Private), indicating that appreciation and recognition by the principal play a significant role in enhancing teachers' job satisfaction in both categories of colleges.

Table 2 also shows that both government college teachers ($\bar{X}$ = 3.938, σ = 1.128) and private college teachers ($\bar{X}$ = 3.937, σ = 1.109) have nearly identical mean scores. The skewness and kurtosis values are also very close, indicating similar distribution patterns in responses. Importantly, the t-value (0.006) and p-value (0.995) confirm that there is no statistically significant difference between government and private colleges in how teachers perceive their principals' administrative effectiveness. Thus, it can be concluded that teachers across both types of institutions share a consistent perception of their principals' administrative capabilities, with no meaningful variation between the two groups.

It is also observed from the table that the principal's support for teachers' skill development" showed a significant difference between the two groups (t = −3.209, p = 0.001). Although government college teachers reported a mean score of 3.636 (SD = 1.225), private college teachers recorded a significantly higher mean score of 3.785 (SD = 1.107), indicating that principals in private colleges were perceived to provide greater support for teachers' professional skill development. Overall, the findings suggest that while teachers in government and private colleges shared similar perceptions regarding principals' cordiality, clarity of instructions, and administrative effectiveness, significant differences existed in three areas. Government college principals in Himachal Pradesh were perceived as more sympathetic toward teachers' personal problems and more appreciative of their performance, whereas private college principals were perceived as providing greater support for skill development.

3. College-Wise Comparison of Principal-Related Factors-One-Way ANOVA

Table 3 and Figure 2 reveals the college-wise comparison of principal-related factors influencing the job satisfaction of college teachers using One-Way ANOVA. The results indicate that significant differences between government and private college teachers have found for three factors. Principal's sympathy towards teachers' personal problems showed a statistically significant difference (F = 6.618, p = 0.010), as did principal's appreciation of teachers' performance (F = 11.090, p = 0.001) and principal's support for teachers' skill development (F = 9.563, p = 0.002). Since the p-values are below 0.05, the perceptions of teachers from government and private colleges differ significantly on these dimensions.

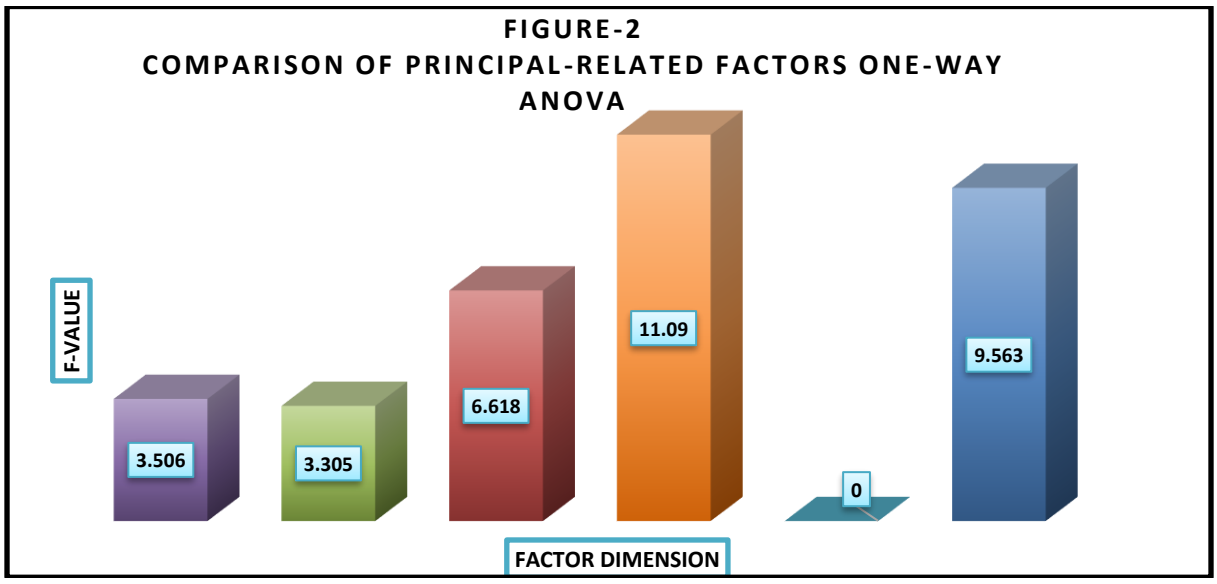
Table-3

Factor Dimension	Source of Variance	Sum of Squares	df	Mean Square	F-Value	Sig.

Cordial and Impartial	Between Groups	5.345	1	5.345	3.506	0.062
	Within Groups	606.733	398	1.524		
	Total	612.078	399			
Clarity and Consistency of the Principal's Instructions	Between Groups	4.778	1	4.778	3.305	0.070
	Within Groups	575.399	398	1.446		
	Total	580.178	399			
Principal's Sympathy Towards Teachers' Personal Problems	Between Groups	12.938	1	12.938	6.618	0.010
	Within Groups	778.039	398	1.955		
	Total	790.977	399			
Principal's Appreciation of Teachers' Performance	Between Groups	16.663	1	16.663	11.090	0.001
	Within Groups	597.977	398	1.502		
	Total	614.640	399			
Principal as an Effective Administrator	Between Groups	.000	1	.000	.000	0.995
	Within Groups	491.437	398	1.235		
	Total	491.438	399			
Principal's Support for Teachers' Skill Development	Between Groups	11.486	1	11.486	9.563	0.002
	Within Groups	478.024	398	1.201		
	Total	489.510	399			

College-Wise Comparison of Principal-Related Factors One-Way ANOVA

Source: Various Questionnaires from Respondents



However, no statistically significant differences have observed for cordial and impartial behaviour (F = 3.506, p = 0.062), clarity and consistency of the principal's instructions (F = 3.305, p = 0.070), and principal as an effective administrator (F = 0.000, p = 0.995), as their p-values exceed 0.05. This indicates that teachers from government and private colleges have broadly similar perceptions regarding these aspects of principals' functioning. Overall, the findings reveal that college type significantly influences teachers' perceptions of principals' sympathy, appreciation of performance, and support for skill development, whereas no significant college-wise differences exist in cordiality and impartiality, clarity of instructions, and administrative

effectiveness. Thus, principal-related organizational factors differ significantly between government and private colleges in Himachal Pradesh across several key dimensions, particularly those involving interpersonal support and professional development.

IV. Conclusion and Suggestions

From the forgoing analysis it can be concluded that principals play an important role in creating a supportive academic environment through effective administration, impartial behaviour, clear communication, appreciation of teachers' performance, and support for professional skill development. The overall results indicate that teachers generally hold favourable perceptions of their principals' functioning. Administrative effectiveness received the highest mean score (M = 3.937), followed by support for teachers' skill development (M = 3.785) and appreciation of teachers' performance (M = 3.780). However, teachers expressed mixed opinions regarding principals' sympathy towards their personal problems, with a mean score of 2.992, indicating scope for improvement in interpersonal support and understanding. The comparative analysis of government and private colleges revealed statistically significant differences in perceptions regarding principals' sympathy towards teachers' personal problems, appreciation of teachers' performance, and support for professional skill development. Government college teachers reported greater satisfaction with principals' sympathy and appreciation, whereas private college teachers perceived stronger support for professional skill development. In contrast, no significant differences were observed between the two categories of colleges regarding principals' cordial and impartial behaviour, clarity and consistency of instructions, and administrative effectiveness. The findings suggest that although principal-related organizational factors are generally perceived positively, certain dimensions require greater attention to meet teachers' professional and personal expectations. It can therefore be concluded that supportive leadership, recognition of teachers' contributions, effective communication, and opportunities for professional development are important organizational dimensions associated with teachers' job satisfaction. Strengthening these aspects may contribute to improved teacher morale, institutional commitment, and the overall effectiveness of higher education institutions in Himachal Pradesh.On the basis of the findings, the following suggestions are proposed to improve principal-related organizational factors and enhance the job satisfaction of college teachers in Himachal Pradesh.

1. Principals should demonstrate greater sensitivity towards teachers' personal and professional difficulties. Regular interactions, counselling opportunities, and an approachable leadership style can help develop trust and mutual understanding.
2. Principals should ensure fairness and transparency in the allocation of duties, workload distribution, leave approval, and other administrative decisions. Equal treatment can strengthen teachers' confidence in institutional leadership.
3. Clear, consistent, and timely communication should be maintained regarding academic responsibilities, institutional policies, examination duties, and administrative decisions. Teachers should also be encouraged to share their views and suggestions.
4. Principals should acknowledge teachers' contributions to teaching, research, publications, student mentoring, and institutional development. Appreciation through certificates, formal recognition, and constructive feedback may improve motivation and job satisfaction.
5. Colleges should provide adequate opportunities for faculty development programmes, workshops, seminars, conferences, research activities, and digital teaching skills. Government colleges may particularly benefit from strengthening teachers' perceptions of support for professional development.
6. Teachers should be involved in academic planning, departmental decisions, committee activities, and institutional development initiatives. Participative decision-making can promote a sense of ownership and strengthen relationships between principals and teachers.
7. Principals should provide regular, constructive feedback regarding teaching performance and professional responsibilities. Mentoring and collaborative discussions can help teachers improve their performance and develop professionally.

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