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Impact of Students' Behaviour on Job Satisfaction among College Teachers in Himachal Pradesh: A Comparative Analysis

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Abstract
Students' behaviour is an important factor influencing the professional satisfaction, motivation and overall work experience of college teachers. A positive academic environment, characterised by constructive student-teacher relationships, learning interest, classroom discipline and active participation, contributes significantly to teachers' job satisfaction. The present study, entitled "Impact of Students' Behaviour on Job Satisfaction among College Teachers in Himachal Pradesh: A Comparative Analysis," aims to examine the influence of various student-related factors on the job satisfaction of college teachers in Himachal Pradesh. Specifically, the study focuses on seven dimensions of students' behaviour: healthy teacher-student relationships, students' interest in learning, maintaining discipline inside the classroom, regular attendance in classes, participation in extracurricular activities, punctuality in duties and a respectful attitude towards faculty members. These factors are considered important in creating a supportive teaching-learning environment and enhancing teachers' professional satisfaction. The study also aims to compare the perceptions of teachers working in government and private colleges regarding these dimensions of students' behaviour. A comparative research approach is adopted to identify similarities and differences between the two categories of institutions. The study is expected to provide insights into how students' academic interest, discipline, punctuality, participation and interpersonal behaviour influence teachers' professional experiences and job satisfaction. It may also help identify differences in student-related experiences across government and private colleges. The findings will be useful for college administrators, teachers and policymakers in developing strategies to strengthen teacher-student relationships, promote positive student behaviour and improve the overall academic environment. The study ultimately emphasises that constructive student behaviour is an essential element in enhancing teachers' job satisfaction and ensuring the effective functioning of higher education institutions in Himachal Pradesh.

Keywords: *Students' Behaviour, Job Satisfaction, College Teachers, Government Colleges, Private Colleges, Teacher-Student Relationship, Higher Education, Himachal Pradesh.*

I. Introduction

Education is one of the most important instruments for the social, economic and cultural development of a society. It plays a significant role in shaping individuals, developing knowledge, promoting values and preparing young people to meet the challenges of a changing world. Within the education system, teachers occupy a central position as they are responsible not only for imparting knowledge but also for developing students' intellectual abilities, moral values, attitudes and overall personality. The effectiveness of the educational process largely depends upon the quality, commitment, motivation and job satisfaction of teachers. Although several factors influence teachers' job satisfaction, students' behaviour is an important aspect that directly affects their professional experiences and working environment.

Job satisfaction refers to the degree of contentment, happiness and fulfilment that an individual experience in relation to their job. It reflects an employee's positive or negative feelings towards different aspects of their professional responsibilities and workplace environment. In the teaching profession, job satisfaction is influenced by various factors, including salary and financial benefits, institutional infrastructure, administrative support, professional development opportunities, workload, recognition and relationships with students. Among these factors, student-related experiences hold particular importance because teaching is an interactive process in which teachers and students continuously influence each other's behaviour, attitudes and performance. The relationship between teachers and students is an essential component of the educational environment. Positive student behaviour creates a supportive and productive classroom atmosphere, whereas negative or inappropriate behaviour may create difficulties for teachers in performing their academic and administrative responsibilities. Students' discipline, respect towards teachers, regular attendance, punctuality,

classroom participation, interest in learning, academic commitment and willingness to follow institutional rules are important indicators of student behaviour. When students demonstrate respectful attitudes, maintain classroom discipline, participate actively in academic activities and show genuine interest in learning, teachers generally experience greater professional satisfaction and motivation. On the other hand, indiscipline, absenteeism, lack of interest in studies, disrespectful behaviour, disruptive classroom activities and non-compliance with academic instructions may cause stress, frustration and dissatisfaction among teachers.

In higher education institutions, particularly colleges, the behaviour of students assumes greater significance because college students are at a stage of developing independent thinking, professional aspirations and social responsibilities. College teachers are expected to perform multiple roles, including teaching, mentoring, counselling, research, evaluation and participation in institutional activities. Their ability to perform these responsibilities effectively depends, to a considerable extent, on the cooperation, interest and behaviour of students. A positive teacher-student relationship encourages meaningful academic interaction, improves classroom engagement and strengthens the overall teaching-learning process. Conversely, persistent behavioural challenges may reduce teachers' enthusiasm, affect their classroom effectiveness and negatively influence their overall job satisfaction.

It is a fact that students' behaviour plays a significant role in determining the job satisfaction of college teachers. Similar observations have been highlighted in various studies examining the relationship between student discipline, respect towards teachers, classroom participation, academic interest, cooperation and teachers' job satisfaction. The studies conducted by Navaneethakrishnan Kengatharan (2020), Olli-Pekka Malinen and Hannu Savolainen (2016), Cailen O'Shea (2021), David G. Buckman and Joshua T. Pittman (2021), Ietje Veldman et al. (2013), and Gyde Wartenberg et al. (2023) highlighted the importance of students' behaviour, teacher-student relationships, classroom discipline, student engagement and supportive learning environments in determining teachers' professional satisfaction. Their findings indicated that positive student behaviour and healthy teacher-student relationships contribute to a supportive teaching-learning environment and enhance teachers' motivation and professional fulfilment. However, some studies also reported variations in the relationship between student discipline and job satisfaction. Nevertheless, limited attention has been given to the impact of students' behaviour on college teachers' job satisfaction in government and private colleges in Himachal Pradesh. Therefore, the present study examines various student-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 influence of student-related factors on the job satisfaction of college teachers in Himachal Pradesh.
2. To compare the perceptions of teachers working in government and private colleges regarding students' behaviour and its influence on job satisfaction.
3. To identify significant differences between government and private college teachers' perceptions of various student-related factors using ANOVA.

Research Methodology

The present study is primarily based on primary data collected from a randomly selected sample of 400 college teachers working in government and private colleges across Himachal Pradesh. A structured questionnaire was designed to collect information regarding teachers' job satisfaction, with particular emphasis on student-related factors. The collected data were analysed using various statistical techniques, including simple percentages, mean, standard deviation, skewness, kurtosis and the chi-square test. In addition, independent-samples t-tests and one-way analysis of variance (ANOVA) were employed to compare the perceptions of teachers working in government and private colleges and to examine significant differences across various dimensions of student-related factors influencing teachers' job satisfaction.

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II. Results and Discussion

1. College Teachers' Perceptions of Students' Behaviour

Table 1 and Figure 1 present the teachers' views regarding healthy teacher–student relationships as a student-related factor influencing job satisfaction among college teachers in Himachal Pradesh. The findings reveal that 82.5% of the college teachers expressed a positive opinion, with 29.0% strongly agreeing and 53.5% agreeing that healthy teacher–student relationships contribute to their job satisfaction. In contrast, only 13.0% of the respondents disagreed or strongly disagreed, while 4.5% expressed no comment. The mean score of 3.935 indicates a generally favourable level of agreement, whereas the standard deviation of 1.050 shows a moderate

variation in the responses. The negative skewness (−1.330) indicates that the responses were concentrated towards the agreement side. The chi-square (χ^2) goodness-of-fit test further supports these findings, as the significant result indicates a statistically significant difference in the distribution of respondents' opinions (χ^2 = 362.50, $p < 0.01$). It can be concluded that healthy teacher–student relationships contribute positively to the job satisfaction of college teachers in Himachal Pradesh. The high level of agreement indicates that positive, respectful, and supportive interactions with students enhance teachers' satisfaction with their work in state colleges.

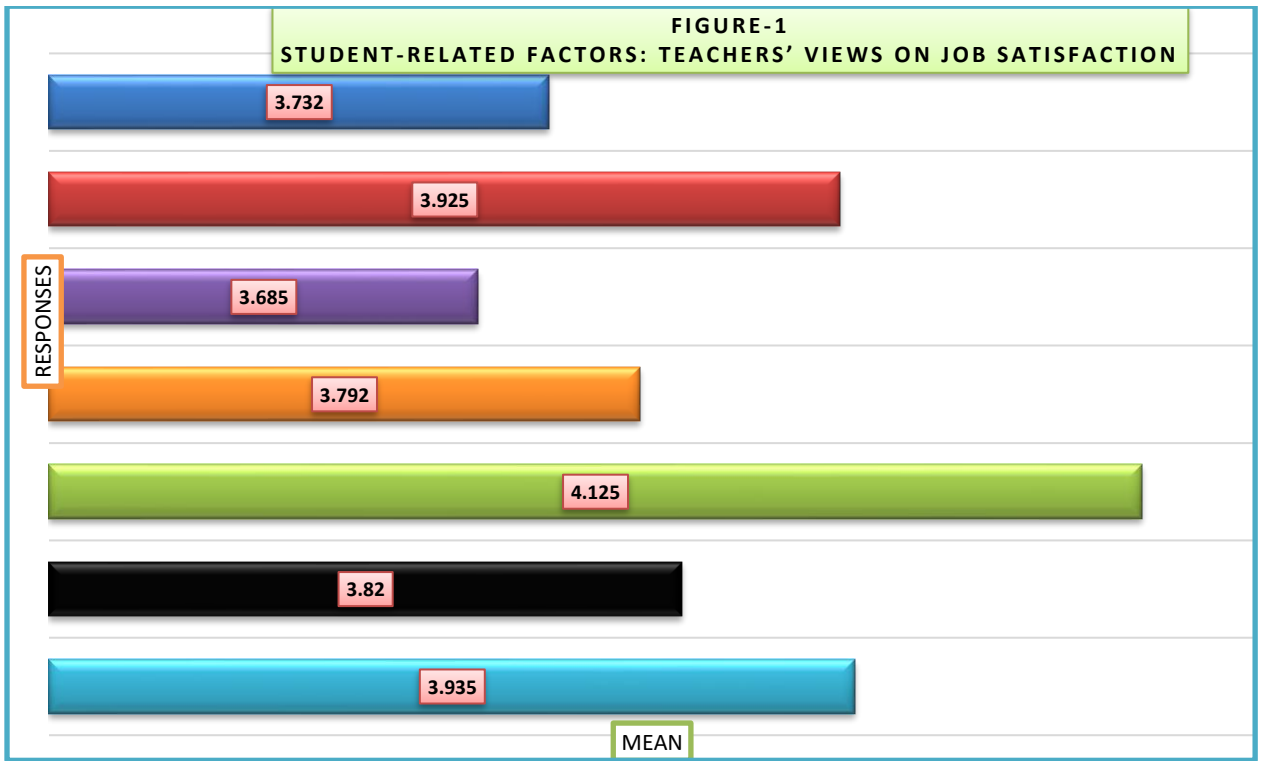
The analysis reveals that the mean score of college teachers' views regarding students' interest in learning is higher than the standard average, indicating a generally positive perception. The standard deviation of 0.946 reflects a moderate level of variation in responses, while the negative skewness value of −1.169 suggests that the majority of responses are concentrated in the higher categories of agreement. Indeed, a substantial proportion of respondents (77.2%) either agreed or strongly agreed with the statement, confirming that teachers derive satisfaction from students' interest in learning.The calculated kurtosis value further supports this concentration of responses, reinforcing the positive trend. Further, the value of χ^2 when compared with the table value is at 1 percent level of significance. It shows that the opinions of the respondents are not equally distributed. Thus, the above analysis reveals that the findings indicate that students' interest in learning is an important contributor to the job satisfaction of college teachers in Himachal Pradesh. Teachers derive greater professional satisfaction when students are motivated, actively engaged, and demonstrate a genuine enthusiasm for learning, thereby creating a positive and rewarding teaching environment.

Table 1 and Figure 1 the mean score of 4.125, which is well above the standard average, indicates that college teachers strongly emphasize the importance of maintaining discipline in the classroom. The relatively low standard deviation (0.861) shows that responses are fairly consistent across the sample. The negative skewness value (−1.664) suggests that the majority of responses are concentrated in the higher agreement categories, with 90.2% of teachers either agreeing or strongly agreeing with the statement. The calculated value of kurtosis also supports the above opinion. Further, the value of $\chi 2$ when compared with the table value is at 1 percent level of significance.

Table 1
Student-Related Factors: Teachers' Views on Job Satisfaction

Responses	Nature of Response					Total	Mean	S.D.	SKW	Kurt	χ^2	P. Value
	Strongly Agree	Agree	No Comment	Disagree	Strongly Disagree							
Healthy Teacher–Student Relationships	116 (29.0)	214 (53.5)	18 (4.5)	32 (8.0)	20 (5.0)	400 (100)	3.935	1.050	-1.330	1.356	362.50	<0.01
Students' Interest in Learning	77 (19.2)	232 (58.0)	47 (11.8)	30 (7.5)	14 (3.5)	400 (100)	3.820	0.946	-1.169	1.379	388.25	<0.01
Maintaining discipline inside the classroom	127 (31.8)	234 (58.4)	12 (3.0)	16 (4.0)	11 (2.8)	400 (100)	4.125	0.861	-1.664	3.780	492.57	<0.01
Students regularly attend classes	79 (19.7)	224 (56.0)	52 (13.0)	25 (6.3)	20 (5.0)	400 (100)	3.792	0.993	-1.193	1.322	351.82	<0.01
Participation in Extracurricular Activities	82 (20.5)	209 (52.2)	39 (9.7)	41 (10.3)	29 (7.3)	400 (100)	3.685	1.127	-1.017	0.285	280.60	<0.01
Punctuality in Duties	102 (25.5)	238 (59.4)	13 (3.3)	22 (5.5)	25 (6.3)	400 (100)	3.925	1.033	-1.522	2.067	454.06	<0.01
Respectful Attitude towards Faculty Members	109 (27.3)	213 (53.2)	23 (5.7)	35 (8.8)	20 (5.0)	400 (100)	3.732	1.138	-0.976	0.387	228.84	<0.01

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



Overall, the findings reveal that maintaining discipline inside the classroom is considered a crucial factor contributing to teachers' job satisfaction in Himachal Pradesh. Teachers derive greater professional fulfillment when classroom discipline is upheld, as it fosters an environment conducive to effective teaching, student engagement, and academic excellence.

It is evident from the table that a majority of the respondents (56.0%) agreed that students attend classes regularly, while 19.7% strongly agreed, indicating a high level of regular student attendance. Only a small proportion of respondents reported disagreement or strong disagreement, suggesting that irregular attendance is relatively limited. The mean score of 3.792, with a standard deviation of 0.993, reflects an overall positive perception of students' regular attendance and indicates moderate variability in responses. The negative skewness value (-1.193) shows that responses are concentrated toward the higher end of the scale, whereas the kurtosis value (1.322) indicates a slightly leptokurtic distribution. Furthermore, the chi-square value (χ^2 = 351.82, $p < 0.01$) reveals a statistically significant association between students' regular attendance and teachers' job satisfaction. Therefore, the findings suggest that regular student attendance contributes significantly to the job satisfaction of college teachers by promoting effective classroom interaction, validating their teaching efforts, and enhancing their sense of professional accomplishment in Himachal Pradesh.

The mean score of 3.685 indicates that college teachers generally agree that students actively participate in extracurricular activities. The negative skewness value (−1.017) suggests that the majority of responses are concentrated in the higher agreement categories, reflecting a strong positive perception. The standard deviation (1.127) shows moderate variability in opinions, yet still supports the overall trend toward agreement. The chi-square test for goodness of fit is highly significant, rejecting the null hypothesis that the opinions of respondents are equally distributed. This statistical evidence further strengthens the finding that teachers overwhelmingly recognize student involvement in extracurricular activities.

It is observed from Table 1 and Figure 1 that college teachers hold a positive perception regarding students' punctuality in performing their duties. About 25.5% of the college teachers strongly agreed, while 59.4% agreed, indicating that more than 84% of the respondents either agreed or strongly agreed with the statement. A smaller proportion (3.3%) expressed no comment, whereas 5.5% disagreed and 6.3% strongly disagreed, reflecting a limited level of disagreement. The mean score of 3.925 and the negative skewness value (-1.522) indicate that the responses are concentrated toward the agreement side of the scale. The standard deviation of 1.033 suggests a moderate variation in the responses. The chi-square test of goodness of fit further supports these findings, revealing a statistically significant difference in the distribution of respondents' opinions. Thus, it can be concluded that college teachers in Himachal Pradesh generally perceive students as being punctual in performing their duties, and this positive perception contributes to their overall job satisfaction.

Table 1 and Figure 1 also present the college teachers' views regarding students' respectful attitude towards faculty members as a student-related factor influencing job satisfaction in Himachal Pradesh. The findings reveal that a substantial majority of the respondents (80.5%) expressed a positive opinion, with 27.3% strongly agreeing and 53.2% agreeing that students' respectful behaviour towards faculty members contributes to their job satisfaction. In contrast, 13.8% of the teachers expressed disagreement, including 8.8% disagreeing and 5.0% strongly disagreeing, while 5.7% remained neutral. The mean score of 3.732, which is higher than the midpoint of the scale, indicates that college teachers generally hold a favourable perception regarding students' respectful attitude towards faculty members. The standard deviation (1.138) suggests a moderate variation in responses. The negative skewness (−0.976) indicates that responses are concentrated towards the agreement end of the scale, reflecting an overall positive opinion. The kurtosis value (0.387) suggests a distribution that is slightly more peaked than a normal distribution. Furthermore, the calculated chi-square value ($\chi^2 = 228.84$, $p < 0.01$) is statistically significant, confirming that the observed distribution of responses is not due to chance. Overall, the findings suggest that students' respectful attitude towards faculty members is perceived as an important contributor to college teachers' job satisfaction.

2. College-Wise Comparison of Teachers' Perceptions of Students' Behaviour

Table 2 presents a college-wise comparison of teachers' perceptions regarding students' behaviour in government and private colleges. The findings indicate that teachers in both types of colleges generally expressed favourable perceptions of students' behaviour, as reflected by the mean scores above the average level for all the components. Regarding healthy teacher–student relationships, the mean score was 3.951 for government colleges and 3.914 for private colleges. The difference was statistically insignificant ($p = 0.728$ and $p = 0.729$, respectively), indicating that teachers from both types of institutions had broadly similar perceptions in this regard. For students' interest in learning, the mean score was comparatively higher among private college teachers (3.926) than government college teachers (3.737). The difference was statistically significant at the 5% level ($p = 0.049$ for government colleges and $p = 0.042$ for private colleges), suggesting a significant difference in teachers' perceptions of students' interest in learning across the two types of colleges in Himachal Pradesh.

With respect to maintaining discipline inside the classroom, the mean scores were 4.115 for government colleges and 4.137 for private colleges. The difference was statistically insignificant ($p = 0.804$), indicating a similar perception among teachers of both institutional categories. Similarly, the mean scores for students regularly attending classes were 3.777 and 3.811 for government and private colleges, respectively, with no statistically significant difference ($p = 0.737$ and $p = 0.738$). This suggests that teachers in both colleges perceived students' regular attendance at a broadly comparable level.

A statistically significant difference was observed in participation in extracurricular activities, where government college teachers reported a higher mean score (3.813) than private college teachers (3.520). The corresponding p-values (0.010 and 0.012) indicate that this difference was statistically significant.

Table 2
College-Wise Comparison of Teachers' Perceptions of Students' Behaviour

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)
Healthy Teacher–Student Relationships	3.951	1.0403	-1.366	1.534	0.347	0.728	3.914	1.066	-1.296	1.213	0.346	0.729
Students' Interest in Learning	3.737	1.0383	-1.098	0.801	-1.978	0.049	3.926	0.802	-1.080	1.895	-2.042	0.042
Maintaining discipline inside the classroom	4.115	0.8530	-1.704	4.004	-0.248	0.804	4.137	0.873	-1.633	3.652	-0.248	0.804
Students regularly attend classes	3.777	0.9794	-1.152	1.245	-0.336	0.737	3.811	1.014	-1.254	1.485	-0.334	0.738

Participation in Extracurricular Activities	3.813	1.0092	-1.195	1.133	2.602	0.010	3.520	1.225	-0.778	-0.447	2.536	0.012
Punctuality in Duties	3.986	0.9037	-1.511	2.744	1.355	0.176	3.846	1.176	-1.410	1.167	1.312	0.190
Respectful Attitude towards Faculty Members	3.947	0.971	-0.861	1.010	2.973	0.003	3.694	1.156	-0.969	0.289	2.890	0.004

Source: Various Questionnaires from Respondents.

Similarly, government college teachers had a higher mean score for punctuality in duties (3.986) compared with private college teachers (3.846); however, the difference was not statistically significant ($p = 0.176$ and $p = 0.190$). In the case of respectful attitude towards faculty members, government college teachers again reported a higher mean score (3.947) than private college teachers (3.694). The difference was statistically significant ($p = 0.003$ and $p = 0.004$), indicating that teachers in government colleges perceived students as demonstrating a more respectful attitude towards faculty members than did teachers in private colleges. The skewness values for all the components are predominantly negative in both government and private colleges, indicating that responses were generally concentrated towards the higher end of the response scale and reflected favourable perceptions of students' behaviour. The kurtosis values varied across the components, suggesting differences in the degree of concentration of responses around the mean.

Hence, it can be inferred from the above statistical analysis that teachers in both government and private colleges generally hold positive perceptions of students' behaviour in Himachal Pradesh. However, significant differences were observed in three dimensions: students' interest in learning, participation in extracurricular activities, and respectful attitude towards faculty members. Teachers in private colleges reported comparatively higher perceptions of students' interest in learning, whereas teachers in government colleges expressed more favourable perceptions regarding students' participation in extracurricular activities and respectful attitudes towards faculty members. For the remaining dimensions healthy teacher student relationships, classroom discipline, regular attendance, and punctuality in dutiesthe differences between government and private colleges were statistically insignificant. These findings suggest that students' behavioural characteristics contribute positively to teachers' work experiences and may have implications for their overall job satisfaction, although the nature and strength of these perceptions vary across institutional contexts.

3. College-Wise Comparison of Teachers' Perceptions of Students' Behaviour-One-Way ANOVA

Table 3 show the college-wise comparison of teachers' perceptions of students' behaviour in government and private colleges of Himachal Pradesh using one-way ANOVA. The findings reveal that there is no statistically significant difference between government and private college teachers' perceptions regarding healthy teacher–student relationships ($F = 0.121$, $p = 0.728$), maintaining discipline inside the classroom ($F = 0.062$, $p = 0.804$), regular attendance of students ($F = 0.113$, $p = 0.737$), and punctuality in duties ($F = 1.837$, $p = 0.176$), as all p-values are greater than 0.05. However, significant differences are observed in teachers' perceptions of students' interest in learning ($F = 3.914$, $p = 0.049$), participation in extracurricular activities ($F = 6.771$, $p = 0.010$), and respectful attitude towards faculty members ($F = 11.409$, $p < 0.001$). These results indicate that the type of college significantly influences teachers' perceptions in these three behavioural dimensions, while perceptions remain broadly similar across government and private colleges in the other four dimensions.

Table 3

Factor Dimension	Source of Variance	Sum of Squares	df	Mean Square	F-Value	Sig.
Healthy Teacher–Student Relationships	Between Groups	0.133	1	0.133	.121	0.728
	Within Groups	440.177	398	1.106		

	Total	440.310	399			
Students' Interest in Learning	Between Groups	3.477	1	3.477	3.914	0.049
	Within Groups	353.563	398	0.888		
	Total	357.040	399			
Maintaining discipline inside the classroom	Between Groups	0.046	1	0.046	0.062	0.804
	Within Groups	295.704	398	0.743		
	Total	295.750	399			
Students regularly attend classes	Between Groups	0.111	1	0.111	0.113	0.737
	Within Groups	393.666	398	0.989		
	Total	393.778	399			
Participation in Extracurricular Activities	Between Groups	8.470	1	8.470	6.771	0.010
	Within Groups	497.840	398	1.251		
	Total	506.310	399			
Punctuality in Duties	Between Groups	1.956	1	1.956	1.837	0.176
	Within Groups	423.794	398	1.065		
	Total	425.750	399			
Respectful Attitude towards Faculty Members	Between Groups	22.345	1	21.325	11.409	0.000
	Within Groups	683.053	398	1.791		
	Total	705.398	399			

College-Wise Comparison of Teachers' Perceptions of Students' Behaviour

Source: Various Questionnaires from Respondents

Overall, the findings suggest that college type has a significant effect on teachers' perceptions of students' interest in learning, participation in extracurricular activities, and respectful attitude towards faculty members, whereas no significant college-wise differences are found in healthy teacher–student relationships, classroom discipline, regular attendance, and punctuality.

III. Findings and Suggestions

The findings of the present study lead to the conclusions: The study reveals that student-related factors play an important role in influencing the job satisfaction of college teachers in Himachal Pradesh. Healthy teacher student relationships are a significant contributor to teachers' job satisfaction, with 82.5% of respondents expressing agreement. Students' interest in learning positively influences teachers' professional satisfaction, as 77.2% of respondents reported favourable opinions. Maintaining classroom discipline emerged as the most significant student-related factor, with 90.2% of teachers expressing agreement. Regular student attendance contributes to effective teaching and enhances teachers' sense of professional accomplishment. Students' participation in extracurricular activities creates a positive academic environment and contributes to teachers' overall job satisfaction. Students' punctuality in performing their duties and responsibilities is also perceived positively by college teachers. A respectful attitude towards faculty members strengthens teacher student relationships and improves teachers' professional experiences. The comparison between government and private colleges reveals significant differences in students' interest in learning, participation in extracurricular activities and respectful attitudes towards faculty members. Overall, the study concludes that positive student behaviour, academic engagement, discipline and mutual respect are essential for creating a supportive teaching environment and enhancing job satisfaction among college teachers.

Suggestions

On the basis of the findings of the study, the following suggestions are recommended:

- **Strengthening Teacher–Student Relationships:** Colleges should promote healthy and supportive teacher–student relationships through regular interaction, mentoring programmes and academic counselling.

- **Promoting Interest in Learning:** Teachers should adopt innovative, participative and student-centred teaching methods to enhance students' interest, motivation and involvement in academic activities.
- **Maintaining Classroom Discipline:** Colleges should establish clear classroom rules and encourage students to maintain discipline, appropriate behaviour and academic responsibility.
- **Improving Regular Attendance:** Institutions should take appropriate measures to encourage regular class attendance through attendance monitoring, counselling and awareness programmes.
- **Encouraging Extracurricular Participation:** Colleges should organize cultural activities, sports competitions, debates, seminars and other extracurricular programmes to enhance students' participation and interaction.
- **Developing Punctuality and Responsibilit**y: Students should be encouraged to develop punctuality, sincerity and a responsible attitude towards academic and institutional activities.
- **Special Attention to Private Colleges:** Private colleges should strengthen extracurricular opportunities and promote respectful student behaviour, considering the comparatively lower perceptions reported by their teachers in these areas.
- **Creating a Positive Institutional Environment:** College administrations should develop a supportive academic culture that encourages cooperation between teachers and students, recognises teachers' efforts and promotes discipline, mutual respect and professional satisfaction.
- **Overall Recommendation:** College administrations should recognise student behaviour as an important dimension of teachers' job satisfaction and incorporate student development, discipline, academic motivation and teacher–student interaction into institutional quality-improvement initiatives.

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