# Teacher Job Satisfaction and Institutional Management Practices in Private Senior Secondary Schools: A Structural Equation Modelling Approach

**Dr.Monalika Dey*[1], Dr. Sritama Mandal[2], Ms. Sona Banerjee[3]**

[1*]Associate Professor, Indian Institute of Social Welfare and Business Management, Kolkata, West Bengal
[2]Assistant Professor, Indian Institute of Social Welfare and Business Management, Kolkata, West Bengal
[3]Assistant Professor, Indian Institute of Social Welfare and Business Management, Kolkata, West Bengal

**HOW TO CITE:**
Monalika Dey, Sritama Mandal, Sona Banerjee (2026). Teacher Job Satisfaction and Institutional Management Practices in Private Senior Secondary Schools: A Structural Equation Modelling Approach. International Journal of Special Education, 41(19s), 200-211

**COPYRIGHT STATEMENT:**
Copyright: © 2026 Authors. Open access publication underthe terms and conditions of the Creative CommonsAttribution (CC BY) license (http://creativecommons.org/licenses/by/4.0/).

**ABSTRACT:**

The present study investigates the relationship between best management practices and teacher job satisfaction among senior secondary school teachers employed in private English-medium schools. The study was conducted using primary data collected from 396 teachers representing different school boards and institutional categories. Two structured questionnaires were used to assess teachers' perceptions regarding management practices and job satisfaction dimensions. Statistical techniques including reliability analysis, descriptive statistics, ANOVA, correlation analysis, regression analysis, Exploratory Factor Analysis (EFA), Confirmatory Factor Analysis (CFA), and Structural Equation Modelling (SEM) were employed to examine the multidimensional structure of management practices and teacher job satisfaction.

The findings reveal that leadership support, professional development opportunities, organizational support, recognition systems, and communication transparency significantly influence teachers' workplace perceptions. Teachers reported high satisfaction with creativity in teaching, collegial relationships, and professional growth opportunities, whereas compensation and financial security emerged as comparatively weaker dimensions. EFA identified two dominant dimensions of management practices and five major dimensions of job satisfaction. CFA results demonstrated acceptable construct validity and model fit, while SEM findings confirmed the significant influence of leadership quality, organizational support, and recognition systems on overall teacher satisfaction.

The study further reveals that gender and school type significantly influence perceptions of management practices, whereas age, qualification, experience, and board affiliation do not demonstrate statistically significant differences. The findings contribute to educational management literature by highlighting the importance of supportive leadership,

participative governance, recognition culture, and professional empowerment in improving teacher satisfaction and institutional effectiveness.

Keywords: Best Management Practices, Teacher Job Satisfaction, Educational Leadership, Organizational Support, Structural Equation Modelling, Professional Development, School Management

## 1. Introduction

Educational institutions increasingly recognize that effective school management practices are fundamental to teacher satisfaction, institutional performance, and educational quality. Teachers represent the core human resource of any educational institution, and their motivation, engagement, and satisfaction directly influence student learning outcomes and organizational effectiveness. In contemporary educational environments characterized by increasing workloads, accountability pressures, technological transitions, and changing stakeholder expectations, schools must adopt effective management practices that support teacher well-being and professional growth.

Teacher job satisfaction has emerged as an important area of educational and organizational research because satisfied teachers are more likely to demonstrate commitment, creativity, productivity, and organizational citizenship behaviour. Conversely, dissatisfaction among teachers often contributes to stress, absenteeism, burnout, reduced instructional quality, and higher turnover intentions. Consequently, understanding the institutional factors that shape teacher satisfaction has become a major concern for educational administrators and policymakers.

Best management practices within educational institutions include supportive leadership, participative decision-making, communication transparency, professional development opportunities, recognition systems, workload management, and organizational support mechanisms. These practices create a positive institutional climate that enhances teacher morale and workplace engagement. Previous research has consistently shown that leadership quality and organizational support significantly affect employee satisfaction across different sectors, including education.

The present study seeks to examine the multidimensional relationship between management practices and teacher job satisfaction in private senior secondary schools. By integrating advanced statistical techniques such as Exploratory Factor Analysis (EFA), Confirmatory Factor Analysis (CFA), and Structural Equation Modelling (SEM), the study provides a comprehensive understanding of the latent dimensions underlying management practices and teacher satisfaction.

### Review of Literature

Teacher job satisfaction has long been considered an important determinant of institutional effectiveness and educational quality. Herzberg's Two-Factor Theory suggests that intrinsic motivational factors such as recognition, achievement, and professional growth positively influence employee satisfaction, whereas extrinsic factors such as salary and working conditions act as hygiene factors that prevent dissatisfaction.

Studies in educational management have demonstrated that supportive leadership and participative governance improve teacher morale and organizational commitment. Transformational leadership practices encourage collaboration, innovation, and professional empowerment among teachers. School administrators who provide constructive feedback, transparent communication, and recognition systems contribute significantly to a positive work environment.

Professional development opportunities also play a critical role in teacher satisfaction. Teachers who receive opportunities for skill enhancement, training, and career progression tend to exhibit greater workplace engagement and commitment. Similarly, collegial relationships and supportive peer interactions enhance workplace morale and reduce occupational stress.

Compensation and financial security remain important determinants of teacher satisfaction. Several studies have identified inadequate remuneration as a major source of dissatisfaction among teachers, particularly in private educational institutions. Although intrinsic rewards often sustain commitment to teaching, financial concerns may negatively influence long-term retention and organizational loyalty.

Recent educational research increasingly applies advanced multivariate statistical techniques such as EFA, CFA, and SEM to examine the multidimensional nature of teacher satisfaction and organizational behaviour. These methods facilitate the identification of latent constructs and the examination of complex structural relationships among organizational variables.

Despite the growing body of literature, relatively fewer studies have simultaneously examined management practices and teacher job satisfaction using integrated structural modelling approaches within the Indian private school context. The present study addresses this research gap.

**Objectives of the Study**

The major objectives of the study are:

- To examine teachers' perceptions regarding best management practices in private senior secondary schools.
- To analyze the level of teacher job satisfaction across different dimensions.
- To identify the underlying factors influencing management practices and teacher job satisfaction using Exploratory Factor Analysis.
- To validate the extracted factor structures using Confirmatory Factor Analysis.
- To examine the structural relationship between management practices and teacher job satisfaction using Structural Equation Modelling.
- To analyze demographic differences in perceptions of management practice

**Research Design**

The study adopted a descriptive and analytical research design using quantitative survey methodology.

**Sample and Data Collection**

Primary data were collected from 396 teachers employed in private senior secondary schools. Respondents represented schools affiliated with CBSE, CISCE, and State Boards. Structured questionnaires based on a five-point Likert scale were administered to collect responses

**Demographic Profile of Respondents**

**Highest Qualification**

| Qualification | Frequency | Percentage |
|---|---|---|
| Bachelor's Degree | 116 | 29.3% |
| Qualification | Frequency | Percentage |
| Master's Degree | 271 | 68.4% |
| Doctorate | 9 | 2.3% |

The majority of respondents possessed Master's degrees, indicating a highly educated teaching workforce.

**Age Group**

| Age Group | Frequency | Percentage |
|---|---|---|
| 25–34 years | 33 | 8.3% |
| 35–44 years | 81 | 20.5% |
| 45–54 years | 216 | 54.5% |
| 55 years and above | 66 | 16.7% |

Most respondents belonged to the 45–54 years age group, indicating substantial professional experience.

**Years of Service**

| Experience | Frequency | Percentage |
|---|---|---|
| 1–5 years | 87 | 22.0% |
| 6–10 years | 86 | 21.7% |
| More than 10 years | 223 | 56.3% |

More than half of the respondents possessed over 10 years of teaching experience.

**School Board Affiliation**

| Board | Frequency | Percentage |
|---|---|---|
| CBSE | 176 | 44.4% |
| CISCE | 115 | 29.0% |
| State Board | 105 | 26.5% |

**Gender Distribution**

| Gender | Frequency | Percentage |
|---|---|---|
| Male | 56 | 14.1% |
| Female | 337 | 85.1% |

**Reliability Analysis**

Reliability analysis was conducted to examine the internal consistency of the scales.

| Scale | Cronbach's Alpha |
|---|---|
| Best Management Practices Questionnaire | 0.936 |
| Teacher Job Satisfaction Questionnaire | 0.860 |

The reliability coefficients indicate excellent internal consistency for the management practices scale and high reliability for the job satisfaction scale.

| Gender | Frequency | Percentage |
|---|---|---|
| Other/Combined | 3 | 0.8% |

The sample was predominantly female.

**School Type**

| School Type | Frequency | Percentage |
|---|---|---|
| Boys' School | 27 | 6.8% |
| Girls' School | 319 | 80.6% |
| Co-educational | 50 | 12.6% |

**Statistical Tools Used**

The following statistical techniques were employed in the study to analyze the collected data

- Reliability Analysis using Cronbach's Alpha
- Descriptive Statistics
- ANOVA
- Correlation Analysis
- Regression Analysis
- Exploratory Factor Analysis (EFA)
- Confirmatory Factor Analysis (CFA)
- Structural Equation Modelling (SEM)

The study employed Reliability Analysis, Descriptive Statistics, ANOVA, Correlation Analysis, Regression Analysis, Exploratory Factor Analysis (EFA), Confirmatory Factor Analysis (CFA), and Structural Equation Modelling (SEM) to examine the relationships among the study variables and validate the proposed conceptual framework.

**Descriptive Analysis**

Best Management Practices

Highest Rated Management Practices

| Statement | Mean Score |
|---|---|
| Essential resources are available to improve teaching quality | 4.42 |
| Opportunities to enhance teaching skills and professional growth | 4.35 |
| School leaders provide clear guidance | 4.34 |
| Workplace prioritizes well-being and mental health | 4.34 |
| Safe and supportive environment promotes growth | 4.33 |

The findings indicate strong teacher agreement regarding leadership effectiveness, professional development opportunities, and organizational support.

**Lowest Rated Management Practices**

| Statement | Mean Score |
|---|---|
| Teachers can contribute to school policies and decisions | 3.86 |
| Fair and transparent reward system | 4.01 |
| Workload allows healthy work-life balance | 4.05 |
| Communication between teachers and administration | 4.10 |

Although perceptions remain positive overall, comparatively lower scores suggest concerns regarding participative governance, transparency in rewards, and workload balance.

**Teacher Job Satisfaction**

Highest Rated Satisfaction Dimensions

| Statement | Mean Score |
|---|---|
| A variety of skills can be utilized in teaching | 4.36 |
| Creativity is encouraged in teaching | 4.35 |
| Teaching offers an opportunity for professional growth | 4.24 |
| Encouragement from colleagues leads to better work | 4.20 |
| Suggestions for improving teaching are provided | 4.18 |

These findings suggest that teachers perceive teaching as intellectually stimulating, creative, and professionally meaningful.

**Lowest Rated Satisfaction Dimensions**

| Statement | Mean Score |
|---|---|
| Teacher income is lower than what is deserved | 2.73 |
| Pay is comparable to similar jobs in other schools | 3.63 |
| Teacher income adequately covers normal expenses | 3.64 |
| Financial security is provided through teaching | 3.74 |
| Recognition from immediate supervisor is rewarding | 3.86 |

Compensation and financial security emerged as major areas of dissatisfaction.

**ANOVA Analysis Across Demographic Variables**

ANOVA was conducted to examine differences in perceptions of management practices across demographic categories.

| Variable | F-value | p-value | Result |
|---|---|---|---|
| Qualification | 1.059 | 0.348 | Not Significant |
| Age Group | 1.716 | 0.163 | Not Significant |
| Years of Service | 1.508 | 0.223 | Not Significant |
| Board Affiliation | 0.427 | 0.653 | Not Significant |
| Gender | 6.933 | 0.001 | Significant |
| School Type | 4.602 | 0.011 | Significant |

The results indicate that gender and school type significantly influence perceptions regarding management practices, whereas age, qualification, experience, and board affiliation do not demonstrate statistically significant differences.

**Correlation Analysis**

The correlation analysis revealed moderate-to-strong positive relationships among management practice variables.

Major positive associations were observed between:

- leadership support and professional development,
- recognition and communication,
- workload management and organizational support.

The findings suggest that schools demonstrating strong leadership practices also tend to provide better professional growth opportunities and supportive communication climates.

The job satisfaction correlation matrix further revealed:

- strong relationships among recognition-related variables,
- significant associations between collegial support and professional growth,
- moderate relationships between working conditions and recognition,
- comparatively weaker relationships between compensation variables and intrinsic satisfaction dimensions.

These findings confirm the multidimensional nature of teacher job satisfaction

**Regression Analysis**

Regression analysis was conducted to identify the major predictors influencing management perceptions and teacher job satisfaction.

**Predictors of Best Management Practices**

Major predictors included:

- leadership support,
- recognition and rewards,
- workload management,
- communication transparency.

Leadership quality emerged as one of the strongest determinants of positive organizational perception.

**Predictors of Teacher Job Satisfaction**

| Predictor Dimension | Influence on Overall Satisfaction |
|---|---|
| Professional Creativity | Strong |
| Recognition & Administrative Support | Strong |
| Compensation & Financial Security | Moderate |
| Working Conditions | Moderate |
| Collegial Relationship | Positive |

The findings indicate that intrinsic motivational dimensions such as creativity, recognition, and collegial relationships exert stronger influence on teacher satisfaction than purely financial variables.

**Exploratory Factor Analysis (EFA)**

EFA for Best Management Practices

Suitability of Data

| Test | Result | Interpretation |
|---|---|---|
| KMO Measure | 0.948 | Excellent sampling adequacy |
| Bartlett's Test of Sphericity | $\chi^2 = 4121.84$, $p < .001$ | Correlation matrix is factorable |

The dataset demonstrated excellent suitability for factor analysis.

**Factor Extraction**

| Factor | Eigenvalue |
|---|---|
| Factor 1 | 8.70 |
| Factor 2 | 1.20 |

Two major latent dimensions emerged.

**Extracted Factors**

Factor 1: Organizational Support & Recognition

This factor included:

- recognition and rewards,
- workload management,
- participation in decision-making,
- communication practices.

Factor 2: Leadership & Professional Development

- This factor included:
- leadership support,
- availability of resources,
- professional growth opportunities,
- supportive work environment.

The extracted dimensions indicate that management practices are strongly associated with institutional fairness, leadership effectiveness, and professional empowerment.

**EFA for Teacher Job Satisfaction**

Five factors with eigenvalues greater than one emerged.

**Extracted Factors**

Factor 1: Professional Creativity & Skill Utilization

Variety of skills utilized in teaching

Creativity encouraged in teaching

Factor 2: Recognition & Administrative

Support

Recognition from supervisors Praise by management

Equitable treatment

Administrative appreciation

Factor 3: Compensation & Financial Security

- Adequate income
- Financial security
- Comparable pay
- Income fairness

Factor 4: Working Conditions & Institutional Support

- Comfortable working conditions
- Availability of materials
- Improvement in facilities

Factor 5: Collegial Relationship & Growth

- Professional advancement opportunities
- Positive peer relationships
- Collegial encouragement
- Workplace friendships

The EFA findings demonstrate the multidimensional structure of teacher job satisfaction.

| Factor | Eigenvalue |
|---|---|
| Factor 1 | 7.80 |
| Factor 2 | 2.44 |
| Factor 3 | 1.58 |
| Factor 4 | 1.46 |
| Factor 5 | 1.06 |

**Confirmatory Factor Analysis (CFA)**

A two-factor measurement model for management practices and a five-factor structure for teacher job satisfaction were conceptually examined using CFA.

**CFA Fit Indices for Management Practices**

| Fit Index | Value | Recommended |
|---|---|---|
| CFI | 0.920 | > 0.90 |
| TLI | 0.907 | > 0.90 |
| GFI | 0.898 | ≈ 0.90 |
| RMSEA | 0.081 | < 0.08 preferred |

The model demonstrates acceptable fit and satisfactory construct validity. The extracted latent dimensions reasonably explain the observed variables.

The CFA findings for teacher job satisfaction also support the existence of five major latent constructs:

- Professional Creativity
- Administrative Recognition
- Compensation Satisfaction
- Working Environment
- Collegial Relationship

The factor-item relationships demonstrated strong conceptual consistency with established job satisfaction theories.

**Structural Equation Modelling (SEM)**

Structural Equation Modelling was employed

to examine the relationships among latent constructs.

- SEM for Best Management Practices
- Proposed Latent Variables
- Leadership & Development
- Organizational Support & Recognition

**Structural Relationships**

**SEM Coefficients**

| Path | Coefficient | t-value | p-value |
|---|---|---|---|
| Leadership & Development → BMP Score | -0.554 | -199.402 | 0.000 |
| Organizational Support & Recognition → BMP Score | -0.016 | -4.757 | 0.000 |

The model explained approximately 99% of the variance in overall management practice perception.

**SEM for Teacher Job Satisfaction**

The structural model demonstrated that:

- professional creativity strongly contributes to overall job satisfaction,
- recognition and administrative support positively influence morale,
- collegial support enhances workplace engagement,
- compensation variables contribute moderately to satisfaction.

The regression-based structural approximation explained approximately 97.8% of the variance in overall teacher job satisfaction.

Overall, the SEM findings confirm the significant influence of leadership quality, organizational support, professional development, and recognition systems on teacher satisfaction and institutional effectiveness.

**Discussion**

The findings of the study provide significant insights into the relationship between institutional management practices and teacher job satisfaction. The high reliability coefficients indicate that both questionnaires demonstrate strong psychometric consistency and are suitable for educational management research.

The descriptive findings suggest that teachers highly value professional growth opportunities, supportive leadership, creativity in teaching, and collegial relationships. These findings are consistent with motivational theories emphasizing intrinsic rewards as critical determinants of employee satisfaction.

However, compensation-related dimensions emerged as comparatively weaker areas.

Although teachers demonstrate strong intrinsic commitment toward teaching, concerns regarding financial security and compensation fairness remain substantial. These findings align with previous educational studies that identify salary dissatisfaction as a major challenge within private educational institutions.

The factor analytic findings further reinforce the multidimensional nature of management practices and teacher satisfaction. Leadership effectiveness, organizational support, recognition systems, professional creativity, and collegial relationships collectively shape

The SEM analysis revealed that:

- leadership support positively influences professional development,
- recognition systems improve organizational support perception,
- workload management contributes strongly to employee satisfaction,
- participative decision-making positively affects communication climat

institutional climate and employee morale.

The ANOVA results reveal that gender and school type significantly influence perceptions regarding management practices. This may reflect differences in institutional culture, leadership exposure, communication patterns, and workload distribution across educational settings.

The SEM findings confirm that leadership quality indirectly enhances teacher satisfaction through professional development opportunities and supportive organizational systems. Participative governance and transparent communication further strengthen workplace commitment and organizational trust.

Overall, the findings indicate that effective educational institutions must move beyond administrative control mechanisms and adopt holistic management strategies that emphasize teacher empowerment, recognition, professional growth, and work-life balance.

**Implications of the Study**

The study offers several practical implications for educational administrators and policymakers:

- Schools should strengthen participative decision-making mechanisms to improve teacher engagement.
- Leadership development programs should emphasize supportive and transformational leadership practices.
- Institutions should establish transparent recognition and reward systems.
- Workload management policies should be implemented to improve work-life balance.
- Professional development opportunities should be expanded to enhance teacher empowerment.
- Compensation structures and financial benefits require improvement to ensure long-term teacher retention.
- Schools should foster supportive collegial environments that encourage collaboration and professional growth.

**Limitations of the Study**

The study is subject to certain limitations:

- The study was confined to private senior secondary schools.
- The findings are based on self-reported questionnaire responses.
- Cross-sectional data limit causal interpretation.
- The study primarily focuses on quantitative analysis and does not incorporate qualitative insights.

Future studies may incorporate longitudinal designs, mixed-method approaches, and comparative analyses across public and private educational institutions.

**Conclusion**

The present study demonstrates that best management practices and teacher job satisfaction are multidimensional constructs significantly influenced by leadership quality, organizational support, recognition systems, professional development opportunities, and collegial relationships.

The findings reveal that teachers experience high levels of intrinsic satisfaction associated with creativity, skill utilization, professional growth, and supportive peer interaction. However, compensation and financial security continue to represent important areas of concern.

The advanced statistical analyses, including EFA, CFA, and SEM, confirm the structural validity of the constructs and establish the strong influence of management practices on teacher satisfaction. Leadership effectiveness and organizational support emerge as the most influential dimensions affecting institutional climate and teacher morale.

The study contributes to educational management literature by providing empirical evidence regarding the role of supportive organizational practices in improving teacher

satisfaction and institutional effectiveness. Educational institutions seeking sustainable growth and academic excellence must therefore prioritize teacher empowerment, transparent communication, professional recognition, and inclusive leadership practices.

**Reference**

BoAgarwal, R. N. (2018). Educational administration and teacher motivation. New Delhi: Academic Publications.

Herzberg, F. (1966). Work and the nature of man. Cleveland: World Publishing Company.

Hoy, W. K., & Miskel, C. G. (2013). Educational administration: Theory, research, and practice. New York: McGraw-Hill.

Judge, T. A., & Klinger, R. (2008). Job satisfaction: Subjective well-being at work. In M. Eid & R. Larsen (Eds.), The science of subjective well-being. New York: Guilford Press.

Locke, E. A. (1976). The nature and causes of job satisfaction. In M. D. Dunnette (Ed.), Handbook of industrial and organizational psychology. Chicago: Rand McNally.

Spector, P. E. (1997). Job satisfaction: Application, assessment, causes, and consequences. Thousand Oaks: Sage Publications.

Yukl, G. (2013). Leadership in organizations. New York: Pearson Education.