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EXPLORING FACTORS INFLUENCING TEACHERS' JOB SATISFACTION: EVIDENCE FROM THE ICR REGION OF ARUNACHAL PRADESH

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ABSTRACT

Job satisfaction refers to the positive emotional state outcomes from how individuals perceive their job and working conditions. When teachers feel valued and content in their job, they perform better and contribute more to school success and Satisfied teachers are more motivated, consistent in their work, and better able to build a positive classroom environment.

This study aims to examine factors that influence job satisfaction among private school teachers in the Itanagar Capital Region, Arunachal Pradesh. Data were collected using a self-administered questionnaire and analysed via Partial Least Squares Structural Equation Modelling (PLS-SEM). The results show that recognition, promotion, coworker relations, and supervisor support all positively influence job satisfaction, with recognition being the strongest predictor. Based on these findings, it is recommended that school managements implement structured recognition programs and develop transparent, merit-based promotion pathways to enhance teachers' morale and retention.

KEYWORDS: Teacher Job Satisfaction, Recognition and Promotion, Supervisor Support, Coworker Relations, Private School Teachers

1. INTRODUCTION

Job satisfaction is a crucial determinant of teachers' performance, commitment, and retention in the education sector. In the context of Arunachal Pradesh, particularly within the Itanagar Capital Region (ICR), understanding the factors influencing teachers' job satisfaction is vital for improving educational outcomes. Multiple workplace variables—such as salary, opportunities for promotion, supervisor actions, relationships with co-workers, benefits, communication practices, and recognition—play a significant role in shaping teachers' overall satisfaction levels. Exploring these factors provides valuable insights into how institutional policies and work environments affect

teachers' motivation and productivity. This study seeks to examine the interplay of these variables in influencing job satisfaction among teachers in the ICR region, thereby offering evidence-based recommendations for enhancing teacher well-being and educational quality.

2. LITERATURE REVIEW

Based on relevant literature, Job Satisfaction can be defined in many ways. According to Granger et al., n.d. Job Satisfaction is defined as the overall positive emotional state that teachers experience when their expectations, needs, and values are met in the workplace. They investigate the relationship between teachers' salaries and their overall job satisfaction, with implications for teacher retention. Key variables explored include salary, working conditions, workload, recognition, and administrative support. Using a mixed method, the study finds that a significant proportion of teachers were dissatisfied with their salaries, with over 55% reporting dissatisfaction, and many expressed a willingness to leave the profession for better-paying jobs; the results highlight that while salary is a major factor, teacher job satisfaction is also strongly influenced by workload, recognition, and administrative support. The study concludes that improving salaries and working conditions could reduce teacher attrition, enhance satisfaction, and improve overall school performance.

Gius, 2013 examined whether merit pay schemes at the district level in the US have an impact on teachers' work satisfaction. The study, which includes more than 32,000 full-time public-school teachers, uses two-stage regression and ordered probit analyses to ensure validity. Numerous personal and professional criteria, including age, experience, school type, and student demographics, were taken into account in the examination. Teachers in districts with merit pay system are often neither more nor less satisfied with their jobs as compare to the teachers in districts without such systems. However, teachers in merit pay districts, expressed less enthusiasm, a lower likelihood of considering teaching to be important, and a willing to leave for a better salary elsewhere. It's interesting to note that teachers in merit pay districts who were paid more had greater levels of overall work satisfaction than those who did not receive any compensation. The study arrives at the conclusion that merit pay can impact certain parts of teachers' views toward their work, but it has little impact on overall satisfaction. Despite their increasing usage in educational reform, it also draw attention to the complexity of merit pay programs and raise the possibility that they might not always improve teacher morale.

Charoensukmongkol et al., 2016studied how supervisors' and coworkers' support affect workers' job satisfaction in a variety of work environments. To study the relative effects of each type of support on employees' attitudes, they performed a meta-analysis of 164 independent samples, drawing on social exchange theory. According to their findings, co-worker support is essential for improving job performance, commitment to the organization, and satisfaction at work. It usually has an effect that is

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on par with or even greater than that of supervisor support. On the other hand, it was discovered that organizational outcomes and contextual performance were more strongly associated with supervisor support. The study emphasised that both forms of support significantly affect employee well-being, but they operate through different psychological mechanisms: co-worker support primarily fosters a sense of belonging and teamwork, while supervisor support reinforces perceived fairness and organisational trust.

Kaiyom et al., 2021 explored into the effects of coworker support, supervisor support, and workload on teachers' work engagement in boarding schools of Malaysian. The researchers employed a quantitative, non-experimental design to gather data from 274 Selangor teachers using validated questionnaires that were modified from well-known scales, such as those developed by (Schaufeli & Bakker, 2004). Multiple regression analysis was used in the study to look at how the independent factors affected work engagement. The findings showed that while instructors reported a moderate workload, they also reported high levels of work engagement, supervisor support, and coworker support.

3. RESEARCH OBJECTIVE

1. To understand the factors influencing the job satisfaction of teachers of private schools in ICR.
2. To identify the factor that has the most significant impact on job satisfaction.

4. RESEARCH QUESTION

1.RQ1: What are the factors affecting the job satisfaction of teachers?
2.RQ2: Which factors have a significant impact on the overall job satisfaction of teachers?

5. CONCEPTUAL MODEL AND HYPOTHESES

In this study, a conceptual model is suggested and put to the test to analyze the predictive factors of private school teachers of ICR of Arunachal Pradesh's job satisfaction (see Fig.1). Five constructs are included in this study:(i) Promotion, (ii)Supervisor, (iii)Recognition, (vi) Co-worker, (v) Job Satisfaction. Out of these five constructs, four constructs are exogenous(independent), while one construct is endogenous(dependent). The hypothesis of this study is as follows:

H1: Promotion positively affects teachers' job satisfaction.
H2: Supervisor support positively affects teachers' job satisfaction.
H3: Recognition positively affects teachers' job satisfaction.
H4: Co-workers positively affect teachers' job satisfaction.

6. DATA COLLECTION INSTRUMENT AND PROCEDURE

The goal of this exploratory study is to determine and investigate the factors that affect private school

teachers' job satisfaction in the Itanagar Capital Region of Arunachal Pradesh. Based on a thorough analysis of earlier empirical research and theoretical theories of job satisfaction, a structured, self-administered questionnaire was created to gather primary data.

The data were analysed using Partial Least Squares Structural Equation Modelling (PLS-SEM) due to the exploratory character of the study and the existence of several latent constructs. Because it does not presume that the data is normal and is especially useful for analysing complicated models that include both measurement and structural components, this analytical method was judged adequate (Hair et al., 2021).

7. RESULTS

7.1 Evaluation of the measurement model

A crucial stage in quantitative research is evaluation of the measurement model, which involves evaluating the constructs' psychometric qualities to ascertain internal consistency, validity, and reliability. It investigates at whether the measurement structure is statistically sound and whether the reported indicators accurately reflect their underlying latent variables. Before moving on to structural model analysis, the evaluation usually involves tests of convergent validity, discriminant validity, and composite reliability to ensure that the constructs are conceptually and empirically distinct.

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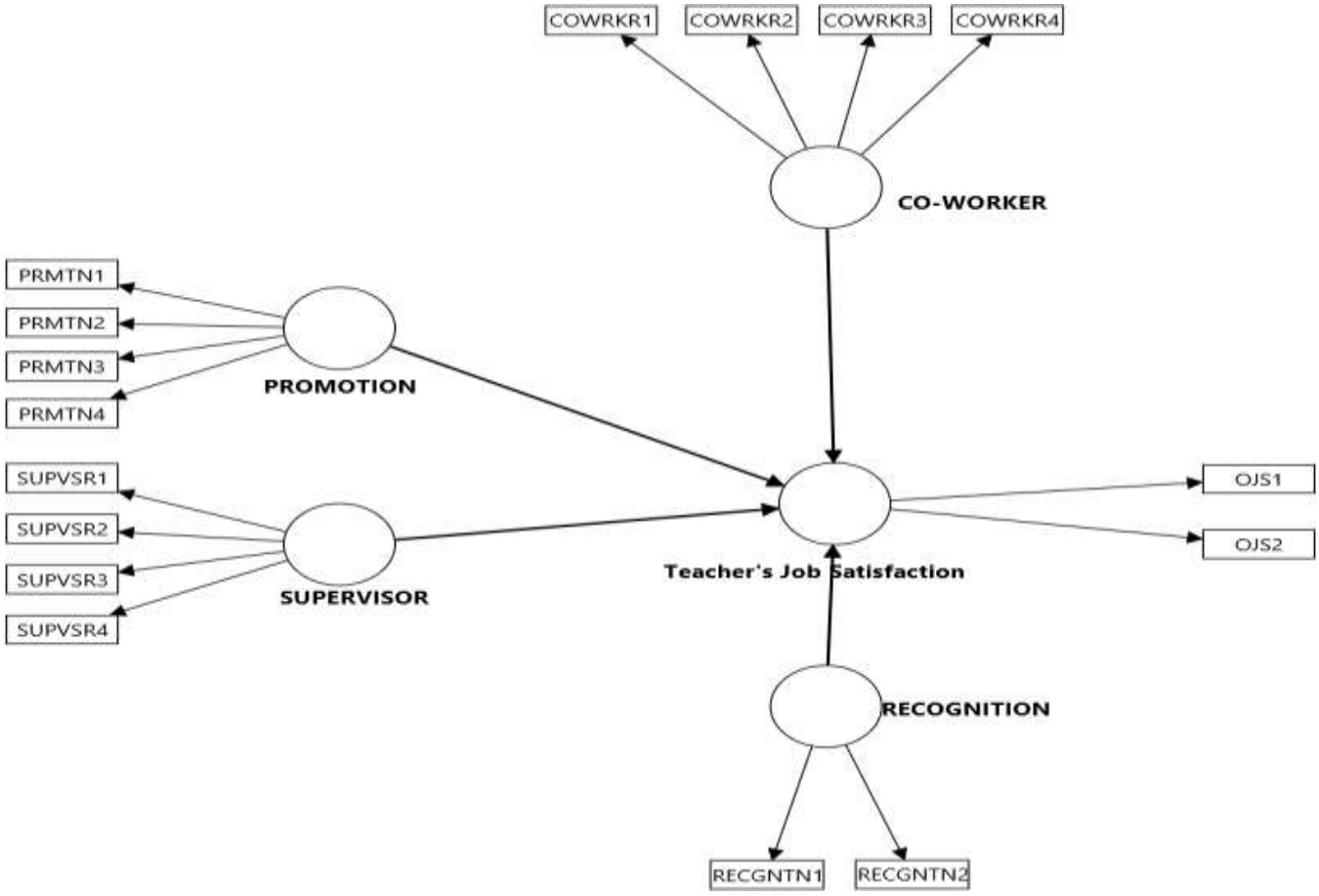
Fig.1 Conceptual Framework



7.2 Convergent Validity

The degree to which a measure is connected with other measures of the same concept in order to account for measurement variability is known as convergent validity. It implies that there should be strong correlations between measures with similar or the same concepts. Scholars frequently utilise average variance extracted (AVE) and indicators' outer loadings to guarantee convergent validity (Hair et al.2019). The outer loadings and AVE values should not be less than 0.708 and 0.50, respectively, according to earlier study (Ashraf & Amed,2020). Table 1 shows that all constructs' AVEs were larger than 0.5, meaning that each construct explains more than half of the variance in its component parts.

7.3 Discriminant validity

In empirical words, discriminant validity refers to how different a construct is from other constructs (Hult et.al.,2016). Ensuring a significant correlation between an indicator and a reflecting component is its primary objective. To assess discriminant validity, researchers usually employ three techniques:

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(i) evaluating indicator cross-loadings, (ii) using the Fornell-Larcker criterion (Fornell & Larcker,1981), and (iii) using the Heterotrait-Monotrait Ratio of Correlations (HTMT). According to (Hult et.al.,2016), there may be a problem with discriminant validity if an indicator's loadings on its related construct are less than the loadings of all other indicators on other constructs. Table 2 displays each indicator's cross-loadings that satisfied the predetermined threshold.

The Fornell-Larcker criterion is a more meticulous way to assess discriminant validity (Fornell & Larcker,1981). This method primarily compares the square root of AVE values with the correlations between constructs (Hult et.al.,2016). To prove discriminant validity, each construct's square root of AVE must be greater than the construct in the same model with which it has the strongest connection. The corresponding results, in line with the suggested method, are shown in the Table 2. Finally, the discriminant validity between two constructs is estimated by the HTMT value. The HTMT test is also suggested for discriminant validation in the SmartPLS software documentation. Discriminant validity between the two reflective concepts is achieved when the HTMT score is less than 0.90. Each construct has the recommended HTMT value, as shown by the findings in Table 4. Consequently, the Heterotrait-Monotrait Ratio of Correlations (HTMT), the Fornell-Larcker criterion, and the cross-loading method were used to assess the measurement model's discriminant validity.

7.4 Internal consistency reliability

Internal consistency is the degree of resemblance between the observed indicator variables in a test or survey. Internal consistency reliability is commonly assessed using Cronbach's alpha and composite reliability. Good internal consistency is typically indicated by a Cronbach's alpha value of at least 0.7, while a number below 0.7 is regarded as dubious. Every construct in Table 1 has a Cronbach's alpha value of at least 0.7, demonstrating the measurement model's strong internal consistency. Because composite reliability ranks indicators according to their individual dependability, it is a more suitable metric than Cronbach's alpha (Hult et.al.,2016). Greater reliability is indicated by higher composite reliability scores, which range from 0 to 1. Consequently, in exploratory research, composite reliability >0.60 is deemed acceptable (Hult et.al.,2016). According to Table 1, every construction was above the recommended threshold level (>0.60). This guarantees the sample has the required reliability and internal consistency.

8. EVALUATION OF THE STRUCTURAL MODEL

Evaluating the structural model is the second step in the analysis of PLS-SEM results (Sarawa & Masud,2016). Collinearity assessment, structural model path coefficients, effect size (f2), coefficient of determination (R2), and predictive relevance (Q2) are the five criteria suggested by Refs. [Hair et.al, 2018] for evaluating the structural model.

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8.1 Collinearity assessment

It is vital to look into any collinearity problems to make sure the OLS regressions do not impact the path coefficients of the structural model (Hair et.al,2021).

Table 1: Validity and reliability of the measurement model.

Constructs	Indicators	Convergent Validity					Internal Consistency Reliability		
		Std. Dev	Mean	Loading	AVE	P value	Cronbach's Alpha	Composite reliability(rho_a)	Composite reliability(rho_c)
Promotion	PRMTN1	0.019	0.865	0.865	0.714	0.000	0.869	0.899	0.909
	PRMTN2	0.018	0.880	0.880		0.000			
	PRMTN3	0.034	0.836	0.836		0.000			
	PRMTN4	0.038	0.796	0.796		0.000			
Supervisor	SUPVSR1	0.059	0.716	0.716	0.653	0.000	0.822	0.864	0.882
	SUPVSR2	0.065	0.728	0.728		0.000			
	SUPVSR3	0.028	0.888	0.888		0.000			
	SUPVSR4	0.030	0.885	0.885		0.000			
Recognition	RECGNTN1	0.055	0.767	0.767	0.708	0.000	0.602	0.676	0.828
	RECGNTN2	0.013	0.909	0.909		0.000			
Co-worker	COWRKR1	0.039	0.862	0.862	0.614	0.000	0.792	0.840	0.863
	COWRKR2	0.080	0.706	0.706		0.000			

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	COWRKR3	**0.042**	**0.845**	**0.845**		**0.000**			
	COWRKR4	**0.092**	**0.707**	**0.707**		**0.000**			
Teachers Job Satisfaction	**OJS1**	**0.016**	**0.935**	**0.935**	**0.865**	**0.000**	**0.844**	**0.846**	**0.927**
	OJS2	**0.018**	**0.925**	**0.925**		**0.000**			

Table 2: Cross-loadings of indicators of the measurement model.

	Promotion	Supervisor	Recognition	Co-worker	Teachers Job Satisfaction
PRMTN1	**0.865**	0.452	0.483	0.325	0.507
PRMTN2	**0.880**	0.554	0.479	0.329	0.458
PRMTN3	**0.836**	0.676	0.285	0.273	0.320
PRMTN4	**0.796**	0.644	0.309	0.187	0.327
SUPVSR1	0.545	**0.716**	0.208	0.366	0.214
SUPVSR2	0.512	**0.728**	0.236	0.292	0.186
SUPVSR3	0.562	**0.888**	0.320	0.382	0.265
SUPVSR4	0.548	**0.885**	0.368	0.365	0.320
RECGNTN1	0.401	0.306	**0.767**	0.237	0.538
RECGNTN2	0.414	0.308	**0.909**	0.206	0.827
COWRKR1	0.230	0.361	0.233	**0.862**	0.257
COWRKR2	0.291	0.339	0.157	**0.706**	0.195
COWRKR3	0.357	0.417	0.257	**0.845**	0.293

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COWRKR 4	0.128	0.175	0.103	**0.707**	0.133
OJS1	0.455	0.263	0.708	0.228	**0.935**
OJS2	0.464	0.323	0.746	0.326	**0.925**

Table 3: The Fornell-Lacker criterion of the construct of the measurement model.

	Coworker	Promotion	Recognition	Supervisor	Teachers Job Satisfaction
Coworker	**0.783**				
Promotion	0.339	**0.845**			
Recognition	0.256	0.479	**0.841**		
Supervisor	0.434	0.664	0.360	**0.808**	
Teachers Job Satisfaction	0.296	0.494	0.836	0.314	**0.930**

Table 4: The Heterotrait-monotrait ratio of correlation (HTMT) value of the construct of the measurement model.

	Coworker	Promotion	Recognition	Supervisor	Teachers Job Satisfaction
Coworker					
Promotion	0.373				
Recognition	0.351	0.639			
Supervisor	0.512	0.822	0.502		
Teachers Job Satisfaction	0.344	0.556	1.132	0.368	

Collinearity is evaluated using a construct's variance inflation factor (VIF) value. To prevent collinearity problems, a construct's tolerance (VIF) value should be between 0.20 and 5, as

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recommended by Refs. (Hair, et.al,2021). The constructs are regarded as significantly linked when the VIF value falls between 1 and 5 (Ahmmed et. al,2022). The measured VIF values are shown in Table 6, and all of them fall within the recommended range of 1–5, suggesting that there are no collinearity problems. According to Refs. (Hult et. al,2016), collinearity assessment, path coefficients of the structural model, coefficient of determination (R2), effect size (f2), and predictive relevance (Q2) are the five factors to be assessed in order to analyse the structural model.

8.2 Structural model path coefficients

The directed nature of our hypotheses in this work justifies the use of a one-tailed test for assessing route coefficients in PLS-SEM. When previous studies and theoretical frameworks offer a solid foundation for anticipating a particular direction of the interaction between variables, one-tailed tests are appropriate.

Table 5: Internal Consistency reliability of the measurement model.

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)
Coworker	0.792	0.840	0.863
Promotion	0.869	0.899	0.909
Recognition	0.602	0.676	0.828
Supervisor	0.822	0.864	0.882
Teachers job satisfaction	0.844	0.846	0.927

Table 6: Collinearity assessment.

Construct	VIF	Higher than 0.10 and lower than 5
Coworker	1.252	Yes
Promotion	2.033	Yes
Recognition	1.316	Yes
Supervisor	1.966	Yes

For instance, previous studies have consistently indicated positive effects of Coworker, Promotion, Recognition and supervisor on job satisfaction among teachers, justifying the expectation of similar directional impacts in our study. Additionally, PLS-SEM's default setting for one-tailed tests aligns with its typical application in exploratory and predictive modelling contexts, where directional hypotheses are often tested (Han et, al,2019). This approach enhances the statistical

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power to detect effects in the expected direction, providing a more precise assessment of the hypothesized relationships. Table 7 delineates the effects and statistical significance of factors influencing teachers' job satisfaction, organized in accordance with their respective rankings. Table 7 and Fig.1 demonstrate that all the constructs positively influence teachers' job satisfaction. Among them, all four constructs are found to be statistically significant. All the construct has a positive and significant effect on teachers' job satisfaction. Respectively, **recognition** emerged as the most dominant predictor of job satisfaction ($\beta = 0.773$, $t = 17.931$, $p < 0.001$), suggesting that appreciation and acknowledgement of teachers' efforts substantially enhance their sense of fulfilment and commitment toward their work. Promotion opportunities ($\beta = 0.170$, $p < 0.01$), supportive co-worker relationships ($\beta = 0.092$, $p < 0.05$), and effective supervision ($\beta = 0.118$, $p < 0.05$) also contribute meaningfully to teachers' satisfaction levels. All these findings support our hypothesis.

8.1.Coefficient of determination (R2)

Researchers often use the coefficient of determination (R2) to assess the explanatory power of a model. Higher numbers indicate more explanatory power; the R2 value ranges from 0 to 1. According to Ref. (Hult et, al,2016), R2 values of 0.75, 0.50, and 0.25 for endogenous constructs are considered significant, reasonable, and poor, respectively. According to Table 7, the R2 value for teacher job satisfaction is 0.715, indicating that the models have a strong explanatory power, as suggested by Ref. (Hair, et, al,2021) and the construct has a reasonable R2.

8.2.Effect size (f2)

Researchers frequently utilise effect size, or f2, to assess the relative impact of exogenous constructs on endogenous constructs. Greater influence is indicated by higher f2 values, which range from 0 to 1. A minor, medium, and high effect of an exogenous construct on an endogenous construct is indicated by f2 values of 0.02, 0.15, and 0.35, respectively, according to Refs. (Hair, et, al,2021). Table 9 shows that Coworker and Promotion have low effect size, Recognition has high effect size and Supervisor has medium effect size.

8.3.PLSpredict (PLS path model estimations)

Based on the algorithm suggested by Shmueli et al., which evaluates prediction ability using Q predict, RMSE (Root Mean Square Error), and MAE (Mean Absolute Error) metrics, Table 10 displays the PLSpredict route model estimations. TJS is one of the constructs assessed. Robust predictive performance was demonstrated by the Q2 predict value of 0.700, which indicates predictive accuracy. The model provides good accuracy with a reduced RMSE of 0.550, according to the RMSE value, which captures the variability in prediction mistakes. The TJS design has the smallest mistake at 0.383, according to the MAE values, which show the average amount of prediction errors. The PLSpredict algorithm indicates that this design provides higher predictive performance, as evidenced by the

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model's overall greatest Q2 predict and lowest RMSE.

Table 7: Teacher's Job Satisfaction.

R-Square	0.715

Table 8: Path coefficient

Path Coefficient	Coefficient (Original)	Coefficient (Mean)	Std. Dev.	T statistics	P Values	Rank
Co-worker->TJS	0.092	0.094	0.046	1.969	0.024	**3**
Promotion->TJS	0.170	0.169	0.057	3.009	0.001	**2**
Recognition->TJS	0.773	0.773	0.043	17.931	0.000	**1**
Supervisor->TJS	0.118	0.114	0.060	1.966	0.025	**4**
Teacher's JS	**R-square** 0.715					

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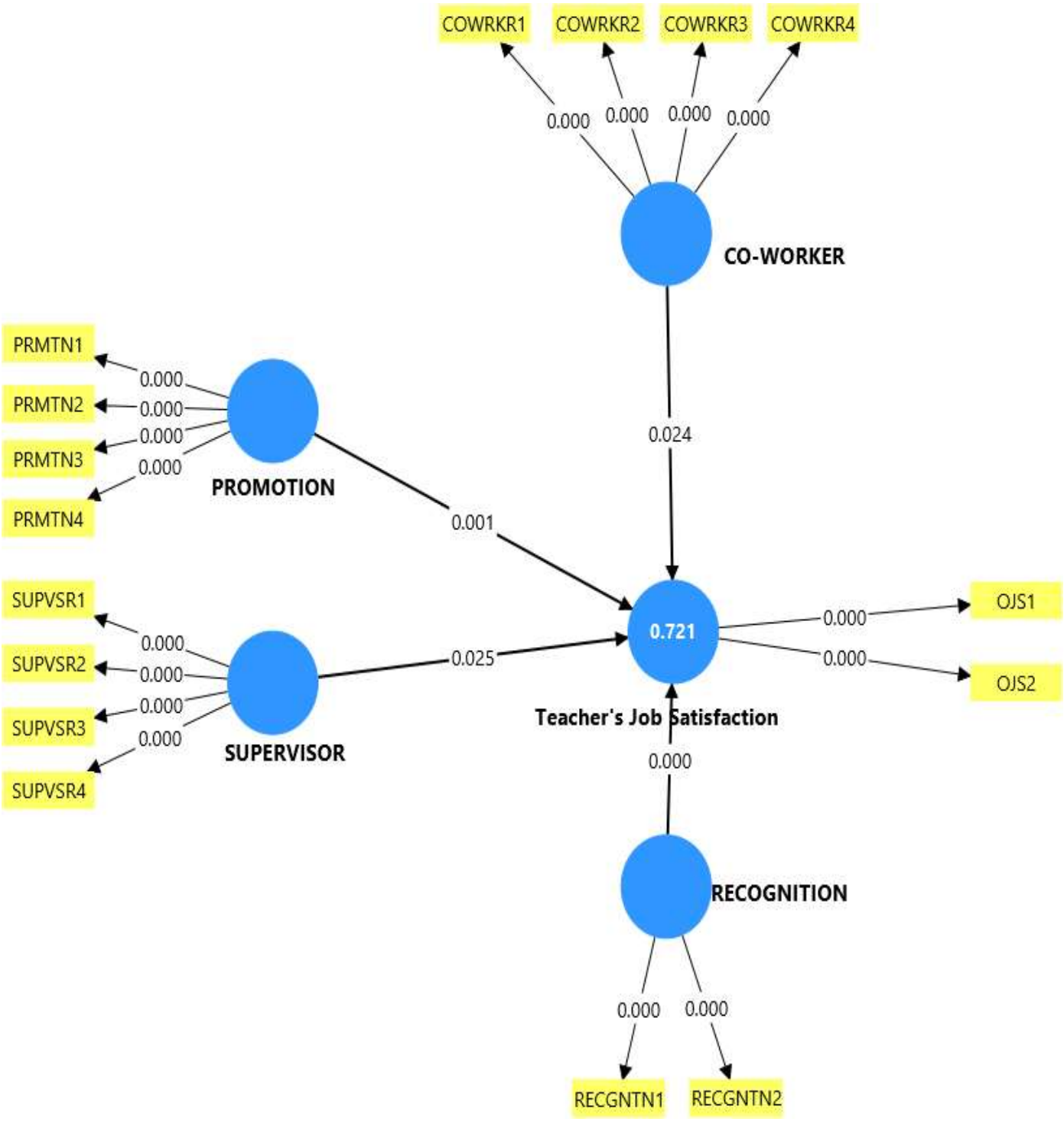

Fig:2 Final Model

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Table 9: Effect Size.

Construct	f 2	Effect size
Coworker	0.024	Low
Promotion	0.051	Low
Recognition	0.627	High
Supervisor	0.025	Medium

Table 10: PLS predict LV Summary.

	Q2 predict	RMSE	MAE
Teachers Job Satisfaction	0.700	0.550	0.383

9. CONCLUSION

The current study investigated the main variables affecting private school teachers' job satisfaction in Arunachal Pradesh's Itanagar Capital Region. A self-administered questionnaire was used in the exploratory study to gather primary data from participants. To investigate the connections between the selected constructs, data were analysed using Partial Least Squares Structural Equation Modelling (PLS-SEM).

The findings of the study revealed that **recognition, promotion opportunities, co-worker relationships, and supervision** have a **significant positive influence** on teachers' overall job satisfaction. Among these, **recognition** emerged as the most dominant predictor of job satisfaction ($\beta = 0.773$, $t = 17.931$, $p < 0.001$), suggesting that appreciation and acknowledgement of teachers' efforts substantially enhance their sense of fulfilment and commitment toward their work. Promotion opportunities ($\beta = 0.170$, $p < 0.01$), supportive co-worker relationships ($\beta = 0.092$, $p < 0.05$), and effective supervision ($\beta = 0.118$, $p < 0.05$) also contribute meaningfully to teachers' satisfaction levels.

Overall, the study highlights that **intrinsic motivators** such as recognition and **extrinsic factors** like promotion and supervision jointly shape the satisfaction and morale of private school teachers. These results are consistent with Herzberg's Two-Factor Theory, which emphasises the importance of both motivators and hygiene factors in influencing job satisfaction. The findings carry important implications for school management and policymakers. To foster a more motivated and committed teaching workforce, school authorities should develop mechanisms to regularly recognize teachers' contributions, provide transparent promotion policies, and cultivate a supportive work environment. Enhancing these aspects can lead not only to improved teacher satisfaction but also to better retention rates and educational outcomes.

Future research could expand the scope by incorporating a larger and more diverse sample from different districts of Arunachal Pradesh or by examining other potential predictors such as workload, pay satisfaction, and work-life balance. Despite its contextual limitations, this study contributes valuable empirical evidence to the growing literature on teacher job satisfaction in India's northeastern region.

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