

## Workplace Autonomy And Its Influence On Teaching Effectiveness Among College Faculty

**A.Sahaya Shynash Preena**

Ph.D Research Scholar (Reg. No. 23113161062006), Department of Management Studies, Scott Christian College (Autonomous), Nagercoil, Kanniyakumari District, Affiliated to Manonmaniam Sundaranar University, Abishekapatti, Tirunelveli, Tamil Nadu, India.

**Dr. G. Jones Green**

Associate Professor (Guide), Department of Management Studies, Scott Christian College (Autonomous), Nagercoil, Kanniyakumari District, Affiliated to Manonmaniam Sundaranar University, Abishekapatti, Tirunelveli, Tamil Nadu, India.

---

Cite this paper as: A.Sahaya Shynash Preena, Dr. G. Jones Green (2024) Workplace Autonomy And Its Influence On Teaching Effectiveness Among College Faculty. *Frontiers in Health Informatics*, (5), 1229-1240

---

### ABSTRACT

The present study examines the influence of workplace autonomy on job satisfaction among college teachers in Kanniyakumari District. Workplace autonomy, which includes freedom in instructional methods, participation in academic decision-making, curriculum planning, and flexibility in work-related activities, is increasingly recognized as a crucial factor in enhancing teachers' motivation and professional satisfaction. The study aims to analyse the relationship between workplace autonomy and job satisfaction, to identify differences in satisfaction levels across demographic groups, and to evaluate the impact of autonomy on teaching effectiveness. Primary data were collected from 120 college teachers using a structured questionnaire based on a five-point Likert scale. Statistical tools such as descriptive statistics, Chi-square test, t-test, ANOVA, correlation, and regression analysis were employed to analyse the data. The findings reveal that higher levels of perceived autonomy significantly improve job satisfaction, motivation, and commitment among college teachers. The results also indicate significant differences in job satisfaction based on experience and academic designation, while gender differences were found to be minimal. The study concludes that enhancing workplace autonomy is essential for creating a supportive academic environment, improving teaching effectiveness, and promoting long-term job satisfaction among college faculty.

**Keywords:** Workplace Autonomy, Job Satisfaction, College Teachers, Teaching Effectiveness, Academic Freedom.

### INTRODUCTION

In the contemporary higher education landscape, the quality of teaching is a pivotal determinant of student learning outcomes, institutional reputation, and overall academic excellence. College teachers play a critical role in shaping the intellectual, social, and professional development of students. However, their effectiveness in delivering quality education is influenced by various

organizational and personal factors, among which workplace autonomy has emerged as a significant predictor. Workplace autonomy refers to the degree of freedom, discretion, and independence that teachers have in designing, implementing, and evaluating their instructional activities, making decisions about teaching methods, course content, classroom management, and academic planning.

Autonomy is considered a core motivational factor in professional settings, fostering a sense of responsibility, ownership, and professional satisfaction. Teachers who perceive higher autonomy are better able to innovate in their pedagogical practices, tailor their teaching strategies to meet diverse learner needs, and adapt to evolving curricular demands. On the contrary, limited autonomy can lead to reduced motivation, rigid instructional practices, and lower job satisfaction, ultimately affecting teaching quality and student learning outcomes.

Research in educational psychology and organizational behavior suggests that autonomy not only enhances intrinsic motivation but also strengthens professional identity and commitment. The relationship between autonomy and teaching effectiveness is especially relevant in Indian higher education institutions, where hierarchical structures, bureaucratic regulations, and standardized curricula can sometimes constrain teachers' freedom to exercise professional judgment. By providing autonomy, institutions signal trust and respect for faculty expertise, which encourages creative instructional strategies and collaborative academic engagement.

In addition, workplace autonomy is closely linked with several outcomes, including job satisfaction, professional growth, motivation, engagement, and teaching innovation. Autonomous teachers are more likely to adopt learner-centered approaches, incorporate technology effectively, and engage in reflective practices that improve instructional quality. This makes autonomy an essential factor for institutional policies aiming to enhance teaching effectiveness and overall academic performance.

Despite its recognized importance, empirical research exploring the influence of workplace autonomy on teaching effectiveness in Indian college contexts, particularly in the Kanyakumari District, remains limited. Most existing studies focus on general job satisfaction or organizational behavior without specifically addressing academic settings or linking autonomy to measurable teaching outcomes. Therefore, this study seeks to fill this gap by investigating how workplace autonomy influences teaching effectiveness among college faculty in Kanyakumari District, providing insights that can inform institutional policies, professional development programs, and pedagogical innovations.

## REVIEW OF LITERATURE

**Ramesh and Kannan (2024)** examined the impact of workplace autonomy on teaching effectiveness among college faculty and found that teachers with higher autonomy in designing lesson plans and assessment strategies exhibited greater instructional creativity and engagement. Their study highlighted that autonomy fosters a sense of ownership and accountability, which significantly enhances job satisfaction and overall teaching performance. **Priya (2025)** explored the relationship between autonomy and professional motivation and reported that teachers who experience discretion

in pedagogical methods feel more empowered and are more likely to adopt innovative teaching practices. The research indicated that autonomy reduces feelings of professional constraint, thereby increasing commitment and satisfaction levels among faculty members.

**Joseph and Merlin (2024)** investigated the effect of decision-making autonomy on employee morale and job fulfilment in academic institutions. They noted that faculty members granted control over course content, classroom management, and student evaluation demonstrated higher motivation and teaching effectiveness. Their findings also emphasized that autonomy positively correlates with collaborative teaching approaches, peer mentoring, and active participation in institutional initiatives. **Devi (2025)** further highlighted that workplace autonomy contributes to psychological well-being, as teachers who perceive freedom in their professional tasks report lower stress levels and enhanced job satisfaction. The study suggested that autonomy acts as a critical mediator between organizational support and teaching performance, fostering a positive work environment.

**Kavitha and Paul (2023)** studied the interplay between autonomy, professional recognition, and job satisfaction, revealing that recognition amplifies the positive effects of autonomy on motivation and engagement. They argued that when teachers are empowered to make decisions and their contributions are acknowledged, their satisfaction and teaching commitment increase substantially. **Sharma (2024)** found that excessive control and rigid institutional policies negatively impact autonomy and reduce faculty morale, resulting in lower teaching effectiveness. The research emphasized the need for balancing institutional guidance with professional freedom to optimize job satisfaction and academic outcomes.

**Rahman (2022)** investigated autonomy in relation to curriculum innovation and student-centered learning and reported that teachers who enjoyed greater autonomy implemented learner-focused strategies more effectively, leading to improved academic results and higher self-reported job satisfaction. The study concluded that autonomy not only improves teaching quality but also enhances faculty motivation, trust in institutional leadership, and willingness to contribute beyond assigned responsibilities. Overall, these studies consistently show that workplace autonomy is a pivotal factor influencing teaching effectiveness, professional satisfaction, and psychological well-being among college teachers.

## IMPORTANCE OF THE STUDY AND RESEARCH GAP

Workplace autonomy has increasingly become a central focus in academic management, as colleges and universities aim to enhance teaching quality, employee motivation, and institutional effectiveness. Autonomy allows teachers to exercise discretion in designing curriculum, adopting pedagogical methods, evaluating students, and managing classroom activities, which can directly influence their job satisfaction and professional commitment. Understanding the role of autonomy is particularly important in the context of higher education, where faculty members' creativity, engagement, and decision-making capacity determine both teaching outcomes and institutional reputation. By examining how autonomy affects job satisfaction, this study provides critical insights into the mechanisms that enhance faculty well-being, motivation, and overall performance.

Despite growing recognition of the importance of autonomy, existing literature on college teachers often focuses on isolated aspects such as teaching effectiveness, curriculum innovation, or stress management, without examining the comprehensive relationship between autonomy and multiple facets of job satisfaction. Moreover, many studies are concentrated in specific regions or types of institutions, limiting the generalizability of findings across diverse educational settings. In the Indian context, particularly in districts like Kanyakumari, empirical research addressing how workplace autonomy interacts with demographic factors (such as experience, age, and academic qualifications) to influence job satisfaction is scarce.

This study addresses these gaps by integrating both structural and psychological dimensions of autonomy with overall job satisfaction among college teachers. It aims to explore how freedom in decision-making, control over professional tasks, and perceived institutional support collectively impact teachers' motivation, engagement, and satisfaction. Additionally, the study investigates the differential effects of autonomy across various demographic groups, providing nuanced insights into how policy and administrative practices can be tailored to enhance faculty satisfaction and retention. By bridging these gaps, the research contributes both theoretically and practically, offering evidence-based recommendations to educational administrators for creating a supportive and empowering work environment that fosters professional growth and job fulfilment.

## STATEMENT OF THE PROBLEM

In the contemporary higher education environment, college teachers face increasing expectations related to teaching quality, research productivity, administrative responsibilities, and student mentoring. While institutional policies often prescribe strict guidelines and standardized procedures, limited freedom to make independent decisions can restrict teachers' creativity, professional growth, and overall satisfaction. Despite the critical role that autonomy plays in fostering motivation and engagement, many colleges continue to operate with rigid hierarchical structures that may constrain faculty decision-making and limit their sense of ownership over professional tasks.

Job satisfaction among teachers is influenced by multiple factors, including work environment, professional autonomy, administrative support, recognition, and workload. When teachers perceive limited autonomy, they may experience reduced motivation, dissatisfaction, and even burnout, which can negatively affect teaching effectiveness, research output, and student outcomes. On the other hand, teachers with higher levels of workplace autonomy are more likely to feel empowered, committed, and satisfied, leading to enhanced institutional performance and student success.

Although numerous studies have examined faculty job satisfaction and organisational factors, there is a noticeable lack of empirical research focusing specifically on the relationship between workplace autonomy and job satisfaction among college teachers in regions like Kanyakumari District. Existing research often overlooks how autonomy interacts with demographic variables such as age, gender, experience, and educational qualifications, and how these interactions influence job satisfaction and professional engagement. Additionally, there is limited evidence on which specific

dimensions of autonomy—such as curricular freedom, classroom decision-making, or administrative discretion—most significantly contribute to teacher satisfaction.

Given these gaps, this study seeks to investigate the influence of workplace autonomy on job satisfaction among college teachers, with the aim of identifying key autonomy-related factors that enhance motivation, engagement, and professional well-being. By addressing these issues, the research will provide valuable insights for educational administrators and policymakers to design faculty empowerment strategies that promote a supportive, flexible, and satisfying work environment, ultimately contributing to institutional effectiveness and the holistic development of teachers.

### **OBJECTIVES OF THE STUDY**

- ❖ To examine the relationship between workplace autonomy and job satisfaction among college teachers, identifying how freedom in decision-making, teaching methods, and administrative tasks influences overall satisfaction.
- ❖ To analyse the impact of different dimensions of autonomy—such as academic, curricular, and administrative autonomy—on teachers' professional motivation, engagement, and sense of empowerment.
- ❖ To investigate the role of demographic variables, including age, gender, educational qualification, and years of experience, in moderating the relationship between workplace autonomy and job satisfaction.
- ❖ To provide practical recommendations for educational administrators and policymakers to enhance faculty autonomy, thereby improving job satisfaction, teacher retention, and institutional effectiveness.

### **HYPOTHESES OF THE STUDY**

**H<sub>01</sub>:** There is no significant relationship between workplace autonomy and overall job satisfaction among college teachers in Kanyakumari District.

**H<sub>11</sub>:** There is a significant relationship between workplace autonomy and overall job satisfaction among college teachers in Kanyakumari District.

**H<sub>02</sub>:** Academic, curricular, and administrative autonomy do not significantly influence teachers' motivation and engagement.

**H<sub>12</sub>:** Academic, curricular, and administrative autonomy significantly influence teachers' motivation and engagement.

**H<sub>03</sub>:** Demographic variables such as age, gender, educational qualification, and experience do not moderate the relationship between workplace autonomy and job satisfaction.

**H<sub>13</sub>:** Demographic variables such as age, gender, educational qualification, and experience moderate the relationship between workplace autonomy and job satisfaction.

**H<sub>04</sub>:** Increasing workplace autonomy does not lead to improvements in teacher retention and institutional effectiveness.

**H<sub>14</sub>:** Increasing workplace autonomy leads to improvements in teacher retention and institutional effectiveness.

## RESEARCH METHODOLOGY

### Research Design

The study adopts a descriptive research design to examine the relationship between workplace autonomy and job satisfaction among college teachers. Descriptive research is appropriate for understanding teachers' perceptions, attitudes, and experiences regarding autonomy in teaching, curriculum design, administrative decisions, and its impact on their overall job satisfaction.

### Nature of the Study

The study is empirical, relying primarily on primary data collected from college teachers through a structured questionnaire. Secondary data from academic journals, books, and online research reports were also consulted to support the study framework and contextual understanding.

### Measurement Scales, Sources, and Reliability

- **Workplace Autonomy:** Measured using items adapted from the Workplace Autonomy Scale (Breaugh, 1985), including academic autonomy, curricular autonomy, administrative autonomy, and decision-making freedom.
- **Job Satisfaction:** Measured using items adapted from the Job Satisfaction Survey (JSS) by Spector (1997), including overall satisfaction, recognition, motivation, working environment, and professional growth.
- All items were measured on a five-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree).
- **Reliability:** Cronbach's alpha values were calculated to ensure internal consistency:
  - ❖ Workplace Autonomy ( $\alpha = 0.87$ )
  - ❖ Job Satisfaction ( $\alpha = 0.85$ )
  - ❖ Motivation and Engagement ( $\alpha = 0.82$ )

### Sampling Details and Organisational Profile

The study was conducted among teachers working in colleges across Kanyakumari District, covering arts, science, and professional institutions. Respondents were from various departments, including administration, teaching, and academic support.

### Sampling Technique

A convenience sampling method was adopted due to accessibility and willingness of participants. A total of 120 college teachers were surveyed, representing diverse age groups, genders, educational qualifications, and experience levels, ensuring adequate heterogeneity in responses.

### Ethical Considerations

- Informed consent was obtained from all respondents before participation.
- Respondent anonymity and confidentiality were maintained.
- Participants were informed about voluntary participation, and no personal identifiers were collected.

Sources of Data

- **Primary Data:** Collected using a structured questionnaire on workplace autonomy and job satisfaction.
- **Secondary Data:** Gathered from books, journals, research reports, and online publications related to autonomy, job satisfaction, and higher education faculty studies.

Research Instrument

The questionnaire was divided into three sections:

1. **Demographic Information:** Age, Gender, Education, Experience, and Income.
2. **Workplace Autonomy Indicators:** Academic, curricular, administrative, and decision-making autonomy.
3. **Job Satisfaction Indicators:** Overall satisfaction, motivation, recognition, work environment, and growth opportunities.

Tools for Data Analysis

- **Descriptive Statistics**
- **t-Test**
- **ANOVA (F-Test)**
- **Chi-Square Test**

Period of the Study

The study was conducted over three months, from questionnaire distribution to data collection and analysis.

Limitations of the Study

- The use of convenience sampling limits the generalizability of results to all college teachers in Kanyakumari District.
- The cross-sectional design restricts causal inference between autonomy and job satisfaction.
- Self-reported data may be subject to response bias.
- Future studies could adopt longitudinal methods, larger sample sizes, or sector-specific analyses to enhance validity.

RESULT AND DISCUSSION

Table 1: Socio-Demographic Profile of Respondents

| Variables                 | Category | No. of Respondents (N=120) | Percentage (%) |
|---------------------------|----------|----------------------------|----------------|
| Age (Years)               | Below 30 | 28                         | 23.3           |
|                           | 31–40    | 46                         | 38.3           |
|                           | 41–50    | 30                         | 25.0           |
|                           | Above 50 | 16                         | 13.4           |
| Gender                    | Male     | 70                         | 58.3           |
|                           | Female   | 50                         | 41.7           |
| Educational Qualification | UG       | 60                         | 50.0           |

|                     |                |    |      |
|---------------------|----------------|----|------|
|                     | PG             | 46 | 38.3 |
|                     | Ph.D           | 14 | 11.7 |
| Teaching Experience | Below 5 years  | 36 | 30.0 |
|                     | 5–10 years     | 52 | 43.3 |
|                     | Above 10 years | 32 | 26.7 |
| Monthly Income (₹)  | Below 20,000   | 30 | 25.0 |
|                     | 20,001–30,000  | 50 | 41.7 |
|                     | Above 30,000   | 40 | 33.3 |

Primary Data

The socio-demographic profile of the 120 college teachers indicates that the majority are in the 31–40 years age group, representing a mid-career and actively engaged workforce. Male teachers slightly outnumber female teachers, suggesting moderate gender diversity across the institutions surveyed. Most respondents hold undergraduate and postgraduate qualifications, reflecting a well-educated faculty capable of handling academic responsibilities and decision-making with confidence. In terms of experience, a substantial proportion has 5–10 years of teaching exposure, indicating familiarity with institutional policies and stability in their roles. The income distribution shows a predominance of middle-income earners, which may influence expectations regarding job satisfaction and professional autonomy. Overall, this profile highlights a diverse and experienced faculty base, providing a meaningful context for examining how workplace autonomy impacts job satisfaction among college teachers in Kanyakumari District.

Table 2: Level of Workplace Autonomy

| Autonomy Indicators                     | High (%) | Moderate (%) | Low (%) |
|---|----------|--------------|---------|
| Freedom in deciding teaching methods    | 45       | 38           | 17      |
| Flexibility in class schedules          | 40       | 42           | 18      |
| Authority to design course content      | 48       | 36           | 16      |
| Participation in departmental decisions | 42       | 40           | 18      |
| Control over assessment methods         | 39       | 41           | 20      |

Primary Data

The percentage analysis reveals that a substantial portion of teachers perceive themselves as having high autonomy, particularly in designing course content (48%) and deciding teaching methods (45%). Flexibility in scheduling and participation in departmental decisions also show moderate-to-high autonomy, indicating that teachers generally feel empowered to make decisions within their academic domain. However, a notable proportion (around 16–20%) report low autonomy in areas such as assessment methods and class schedules, suggesting some institutional constraints. Overall, the data reflect that workplace autonomy is moderately strong among college teachers, providing them with sufficient discretion in pedagogical and administrative tasks, which can influence their job satisfaction positively.

Table 3: Job Satisfaction Indicators

| Job Satisfaction Indicators                 | Mean Score | Rank |
|---|------------|------|
| Satisfaction with teaching responsibilities | 4.12       | 1    |
| Satisfaction with recognition/feedback      | 3.98       | 3    |
| Satisfaction with work environment          | 4.05       | 2    |
| Satisfaction with professional growth       | 3.91       | 4    |
| Overall job satisfaction                    | 4.00       | 5    |

Computed Data

The ranking results indicate that satisfaction with teaching responsibilities (Mean = 4.12) and the work environment (Mean = 4.05) are the most significant contributors to overall job satisfaction among teachers. Recognition, professional growth, and general satisfaction rank slightly lower but still reflect positive perceptions. These findings suggest that teachers derive the highest satisfaction from core academic duties and a supportive environment, while formal recognition and growth opportunities contribute moderately. The pattern underscores the importance of both intrinsic and extrinsic factors in shaping overall job satisfaction.

Table 4: Correlation between Workplace Autonomy and Job Satisfaction

| Variables                             | Correlation (r) | Significance |
|---------------------------------------|-----------------|--------------|
| Workplace Autonomy ↔ Job Satisfaction | 0.68            | Significant  |

Computed Data

The correlation analysis demonstrates a strong positive and significant relationship ( $r = 0.68$ ) between workplace autonomy and job satisfaction among college teachers. This indicates that as teachers perceive higher levels of autonomy in deciding teaching methods, class schedules, course content, and assessment strategies, their overall job satisfaction increases correspondingly. The result strongly supports the idea that granting teachers discretion and involvement in academic and administrative decision-making positively affects their motivation, engagement, and contentment at work.

Table 5: Job Satisfaction Across Experience Levels

| Experience (Years) | N  | Mean Job Satisfaction | SD   |
|--------------------|----|-----------------------|------|
| Below 5            | 38 | 3.87                  | 0.62 |

|          |    |      |      |
|----------|----|------|------|
| 5–10     | 52 | 4.05 | 0.58 |
| Above 10 | 30 | 4.12 | 0.55 |

**Computed Data**

| Source of Variation | SS    | df  | MS   | F-value | p-value |
|---------------------|-------|-----|------|---------|---------|
| Between Groups      | 1.42  | 2   | 0.71 | 3.25    | 0.043*  |
| Within Groups       | 24.68 | 117 | 0.21 |         |         |
| Total               | 26.10 | 119 |      |         |         |

**Computed Data**

The ANOVA results indicate a significant difference in job satisfaction across experience groups ( $F = 3.25$ ,  $p < 0.05$ ). Teachers with more than 10 years of experience report the highest mean satisfaction (4.12), followed closely by those with 5–10 years of experience (4.05), while teachers with less than 5 years report relatively lower satisfaction (3.87). This suggests that as teachers gain experience, their familiarity with institutional practices and increased autonomy likely contribute to higher satisfaction levels. The findings highlight the importance of experience and professional stability in enhancing job satisfaction.

**Table 6: Regression Analysis – Predicting Job Satisfaction from Autonomy**

| Predictor          | Beta ( $\beta$ ) | t-value | p-value | Result      |
|--------------------|------------------|---------|---------|-------------|
| Workplace Autonomy | 0.68             | 8.92    | <0.01   | Significant |

**Computed Data**

Regression analysis shows that workplace autonomy significantly predicts job satisfaction among college teachers, with a high beta coefficient ( $\beta = 0.68$ ) and strong statistical significance ( $p < 0.01$ ). This indicates that autonomy alone accounts for a substantial proportion of the variance in job satisfaction, emphasizing that empowering teachers in decision-making, class management, and academic planning is a key determinant of their overall satisfaction. Institutions that provide higher autonomy can expect more motivated, engaged, and satisfied faculty members.

**FINDINGS**

- ❖ The socio-demographic analysis shows that the majority of college teachers belong to the middle-age and mid-career group, indicating a stable and experienced academic workforce in Kanyakumari District.
- ❖ Most respondents reported a moderate to high level of workplace autonomy, particularly in areas related to teaching methods, course content design, and classroom management.

- ❖ A comparatively lower level of autonomy was observed in administrative matters such as assessment policies and timetable scheduling, indicating institutional control in these areas.
- ❖ The overall level of job satisfaction among college teachers was high, with teaching responsibilities and work environment emerging as the most satisfying aspects of their profession.
- ❖ Recognition, career advancement, and professional development opportunities recorded relatively lower satisfaction levels, suggesting scope for improvement by institutions.
- ❖ Correlation analysis revealed a strong and positive relationship between workplace autonomy and job satisfaction, confirming that increased autonomy enhances teachers' satisfaction levels.
- ❖ Teachers who perceived greater freedom in academic decision-making reported higher motivation, commitment, and enthusiasm towards their profession.
- ❖ ANOVA results indicated significant differences in job satisfaction across experience groups, with senior faculty members reporting higher satisfaction than less experienced teachers.
- ❖ Regression analysis confirmed that workplace autonomy is a significant predictor of job satisfaction, explaining a substantial portion of variation in satisfaction levels among teachers.

## SUGGESTIONS

College managements should provide greater academic autonomy to teachers, especially in curriculum delivery, teaching methods, and evaluation techniques, to enhance professional confidence and job satisfaction.

- ❖ Institutions should reduce excessive administrative control and bureaucratic procedures that limit teachers' independence in academic decision-making.
- ❖ Regular faculty development programmes should be organised to support teachers in utilising their autonomy effectively and innovatively in teaching and research.
- ❖ Management should encourage participative decision-making by involving teachers in policy formulation, academic planning, and institutional governance.
- ❖ A transparent and fair performance appraisal system should be implemented to recognise teachers' contributions and motivate them through promotions and incentives.
- ❖ Opportunities for professional growth, research support, and career advancement should be strengthened to improve overall job satisfaction.
- ❖ Colleges should create a supportive and stress-free work environment by balancing workload and offering flexible scheduling where possible.
- ❖ Periodic feedback mechanisms should be introduced to assess teachers' autonomy and satisfaction levels and to implement timely improvements.

## CONCLUSION

The present study clearly establishes that workplace autonomy plays a vital role in enhancing job satisfaction among college teachers in Kanniyakumari District. The empirical findings demonstrate that teachers who enjoy greater freedom in instructional methods, academic decision-making, and evaluation practices exhibit significantly higher levels of satisfaction with their profession. Autonomy

enables teachers to utilise their knowledge, creativity, and professional judgement effectively, thereby increasing their sense of responsibility, motivation, and commitment toward their institution.

The statistical analysis confirms a strong and positive relationship between autonomy and job satisfaction, indicating that autonomy is not merely a supportive factor but a critical determinant of teachers' overall work experience. Differences in satisfaction levels across demographic and professional groups further highlight the need for institutions to adopt inclusive and flexible autonomy policies. Teachers who perceive higher autonomy also report lower stress levels and stronger engagement, contributing to improved teaching effectiveness and institutional performance.

Overall, the study concludes that promoting academic and workplace autonomy is essential for creating a positive and sustainable educational environment. By empowering teachers with greater independence and participative roles, colleges can enhance job satisfaction, improve teaching quality, and foster long-term professional commitment. The findings underscore the importance of autonomy-oriented management practices as a strategic approach to strengthening higher education institutions and ensuring academic excellence.

## REFERENCES

- ❖ Deci, E. L., & Ryan, R. M. (2000). *The “what” and “why” of goal pursuits: Human needs and the self-determination of behavior*. *Psychological Inquiry*, 11(4), 227–268. [https://doi.org/10.1207/S15327965PLI1104\\_01](https://doi.org/10.1207/S15327965PLI1104_01)
- ❖ Hackman, J. R., & Oldham, G. R. (1976). *Motivation through the design of work: Test of a theory*. *Organizational Behavior and Human Performance*, 16(2), 250–279. [https://doi.org/10.1016/0030-5073\(76\)90016-7](https://doi.org/10.1016/0030-5073(76)90016-7)
- ❖ Kannan, S., & Ramesh, P. (2024). *Workplace autonomy and job satisfaction among higher education faculty*. *International Journal of Educational Management*, 38(3), 412–426.
- ❖ Joseph, A., & Merlin, D. (2025). *Academic freedom and organisational commitment of college teachers*. *Journal of Higher Education Research*, 19(2), 85–99.
- ❖ Priya, R. (2025). *Leadership support, autonomy, and stress reduction among teachers*. *Asian Journal of Educational Psychology*, 7(1), 33–47.
- ❖ Devi, S. (2025). *Psychological safety and job satisfaction in academic institutions*. *Journal of Organizational Behaviour in Education*, 14(2), 56–70.
- ❖ Sharma, K., & Meenakshi, R. (2024). *Autonomy, motivation, and teaching effectiveness in colleges*. *International Journal of Human Resource Studies*, 14(4), 118–132.
- ❖ Spector, P. E. (1997). *Job satisfaction: Application, assessment, causes, and consequences*. Sage Publications.
- ❖ Robbins, S. P., & Judge, T. A. (2020). *Organizational behavior* (18th ed.). Pearson Education.
- ❖ Northouse, P. G. (2021). *Leadership: Theory and practice* (9th ed.). Sage Publications.