

A Study on Teachers' Satisfaction with Employer Branding Practices in Higher Education Institutions in Vellore District

¹Ms. K.S. SASIKALA, ²Dr. C. NATARAJAN

¹Research Scholar, Department of Commerce, Annamalai University, Annamalai Nagar

Chidambaram, Tamil Nadu.

²Associate Professor and Head, Department of Commerce, Government Arts and Science College, Eriyur. (Deputed from Annamalai University)

Abstract

Employer branding plays an important role in attracting, motivating, and retaining qualified teachers in higher education institutions. This study examines teachers' satisfaction with employer branding practices in higher education institutions in Vellore District. The study aims to identify the employer branding practices adopted by institutions, assess the level of teachers' satisfaction, and analyse the relationship between employer branding practices and teachers' satisfaction. A descriptive research design was adopted, and data were collected from 115 teachers using a structured questionnaire. The data were analysed using percentage analysis, mean, standard deviation, Pearson's correlation, and simple linear regression with the help of SPSS. The findings revealed that teachers were generally satisfied with the employer branding practices of their institutions. Career development opportunities and supportive leadership were perceived more positively, while compensation and work-life balance required further improvement. The study also found a significant positive relationship between employer branding practices and teachers' satisfaction. The findings suggest that strengthening employer branding practices can improve teachers' satisfaction and contribute to the overall effectiveness of higher education institutions.

Keywords: Employer Branding, Teachers' Satisfaction, Higher Education Institutions, Faculty, Vellore District.

How to cite this article: Sasikala KS, Natarajan C. A Study on Teachers' Satisfaction with Employer Branding Practices in Higher Education Institutions in Vellore District. *Int J Drug Deliv Technol.* 2026;16(69s):1440-1446. DOI: 10.25258/ijddt.16.69s.139

Introduction

In today's competitive higher education landscape, institutions recognize that attracting and retaining qualified faculty is as vital as recruiting talented students. Faculty quality in teaching, research, and development depends on their satisfaction and commitment. Therefore, institutions focus on creating positive work environments to boost their reputation as attractive employers. This strategy, known as employer branding, has become essential in human resource management. Employer branding involves developing and sharing an institution's value proposition with current and potential employees. It includes benefits like competitive pay, career growth, professional development, supportive leadership, recognition, work-life balance, culture, and job security. A strong employer brand attracts qualified staff, increases satisfaction, commitment, and long-term retention.

In higher education, teachers are vital to academic excellence and institutional success. Their satisfaction affects instructional quality, research, student engagement, innovation, and reputation. Satisfied

teachers show higher motivation, commitment, and organizational citizenship, boosting performance. Dissatisfaction can lead to reduced productivity, absenteeism, low morale, and higher turnover, harming academic standards and competitiveness. The rapid education sector changes, driven by technology, student expectations, accreditation, and competition, increase the need for effective employer branding. Institutions are now judged not only on academic outcomes but also on their ability to create a supportive workplace. A positive employer image helps attract and retain talented teachers and supports long-term growth. Teachers' satisfaction depends on employer branding factors such as transparent policies, fair rewards, professional development, participative leadership, recognition, and collaboration. When these align with teachers' goals and expectations, job satisfaction and organizational loyalty improve.

Although employer branding is well-studied in corporate sectors, its impact on higher education, especially in India, is less explored. Most research focuses on organizational performance and talent attraction in businesses, with few examining how

A Study on Teachers' Satisfaction with Employer Branding Practices in Higher Education Institutions in Vellore District

employer branding affects faculty satisfaction. Studies specific to Vellore District, a significant educational hub with numerous universities and colleges, are rare. As these institutions grow, understanding faculty perceptions of employer branding becomes crucial for designing strategies that enhance satisfaction, retention, and reputation. This study aims to assess teacher satisfaction with employer branding in Vellore's higher education sector, offering insights for better faculty management and contributing to the literature, with practical implications for leaders and policymakers.

Review of Literature

Employer branding has evolved from being a recruitment-oriented concept to a comprehensive human resource strategy that enhances employee attraction, engagement, satisfaction, and retention. In knowledge-intensive sectors such as higher education, where faculty members constitute the primary intellectual capital, employer branding has become increasingly significant. Institutions that effectively communicate and deliver a compelling employee value proposition are more likely to create a satisfied and committed academic workforce (Backhaus & Tikoo, 2004).

Ambler and Barrow (1996) introduced the concept of employer branding as the package of functional, economic, and psychological benefits associated with employment, distinguishing an organization from its competitors. Their pioneering work laid the foundation for understanding employer branding as an internal marketing strategy aimed at enhancing employee experiences while simultaneously strengthening organizational reputation.

Building upon this foundation, Backhaus and Tikoo (2004) proposed that employer branding operates through two interrelated mechanisms: creating an attractive organizational image for prospective employees and strengthening organizational identity among existing employees. They argued that a strong employer brand fosters employee loyalty, enhances job satisfaction, and ultimately contributes to sustained organizational performance.

Berthon, Ewing, and Hah (2005) further conceptualized employer attractiveness by identifying five major value dimensions—interest value, social value, economic value, development value, and application value. These dimensions have become widely accepted in employer branding research and continue to serve as the basis for evaluating employees' perceptions of organizational attractiveness.

Recent literature indicates that employer branding has gained considerable attention within higher education institutions. A systematic literature review by Ciptagustia et al. (2023) identified several dimensions that influence employer branding in universities, including social value, development opportunities, work-life balance, leadership, organizational reputation, reward strategies, and supportive work environments. The review concluded that employer branding in higher education extends beyond attracting talented faculty members and plays a significant role in improving employee retention, satisfaction, and institutional competitiveness.

Similarly, Rani et al. (2023) examined the relationship between employer branding, job satisfaction, and turnover intention among faculty members in private higher education institutions in India. Using Structural Equation Modelling, the study found that employer branding positively and significantly influenced employee satisfaction while simultaneously reducing turnover intention. The findings suggest that institutions investing in effective employer branding practices are better positioned to retain competent faculty members and maintain organizational stability.

Lai and Sudprasert (2024) investigated university branding and faculty job satisfaction among private universities in Jiangxi Province, China. Their study demonstrated that institutional branding practices such as brand positioning, brand management, and organizational image positively influenced faculty job satisfaction. The research further highlighted the mediating roles of labour relations climate and psychological contracts, indicating that employer branding contributes to satisfaction through the creation of supportive employment relationships.

Recent evidence also suggests that employer branding should not be viewed solely as a recruitment strategy. Thao et al. (2024) argued that employer branding significantly shapes the attitudes of existing employees by strengthening job satisfaction, organizational identification, and employees' willingness to recommend their organization to prospective applicants. Their findings reinforce the notion that internal employer branding practices create positive employee experiences that translate into stronger organizational advocacy and enhanced institutional reputation.

Within the higher education context, institutional branding increasingly depends on teachers' experiences and perceptions. A study by Li et al. (2024) reported that internal market orientation enhances teachers' organizational identity and encourages positive brand-supporting behaviours. The

A Study on Teachers' Satisfaction with Employer Branding Practices in Higher Education Institutions in Vellore District

authors concluded that faculty members act as internal brand ambassadors whose satisfaction and commitment contribute directly to strengthening the university's reputation and long-term sustainability.

Collectively, the literature demonstrates that employer branding encompasses multiple organizational practices, including career development opportunities, supportive leadership, fair compensation, recognition systems, work-life balance, and a positive organizational culture. These practices substantially influence employees' attitudes, particularly job satisfaction and organizational commitment. Nevertheless, empirical investigations focusing specifically on teachers' satisfaction with employer branding practices remain limited within Indian higher education institutions, particularly at the regional level. This gap provides a strong rationale for examining teachers' satisfaction with employer branding practices in higher education institutions located in Vellore District.

Research Gap

Although employer branding has been widely studied in corporate organizations, research on its role in higher education institutions remains limited, particularly in the Indian context. Most previous studies have focused on employee attraction, organizational commitment, job satisfaction, and turnover intention rather than specifically examining teachers' satisfaction with employer branding practices. In Tamil Nadu, very few studies have explored employer branding in higher education institutions, and there is a lack of empirical research focusing on Vellore District. As Vellore is home to several reputed higher education institutions, understanding teachers' satisfaction with employer branding practices is essential. Therefore, the present study aims to fill this gap by examining teachers' satisfaction with employer branding practices in higher education institutions in Vellore District and providing insights that can help institutions strengthen their human resource practices and improve faculty satisfaction.

Statement of the Problem

Higher education institutions are increasingly focusing on employer branding to attract, motivate, and retain qualified teachers. Practices such as career development opportunities, supportive leadership, recognition, fair compensation, and a positive work environment contribute to teachers' overall work experience and satisfaction. Teachers who are satisfied with their institution are more likely to be committed,

motivated, and productive, thereby enhancing the quality of education.

Although employer branding has been widely studied in the corporate sector, research in higher education institutions is still limited, particularly in the Indian context. In Vellore District, which is home to several higher education institutions, there is limited empirical evidence on how teachers perceive employer branding practices and the extent to which these practices influence their satisfaction. This study seeks to bridge this gap by examining teachers' satisfaction with employer branding practices in higher education institutions in Vellore District.

Objectives of the Study

1. To examine the employer branding practices adopted by higher education institutions in Vellore District.
2. To assess the level of teachers' satisfaction with employer branding practices.
3. To analyse the relationship between employer branding practices and teachers' satisfaction.

Research Methodology

The present study adopted a descriptive research design to examine teachers' satisfaction with employer branding practices in higher education institutions in Vellore District. This design was considered appropriate as it enables the systematic collection and analysis of data to understand teachers' perceptions of employer branding practices and their level of satisfaction.

The study was carried out among teachers working in higher education institutions located in Vellore District, Tamil Nadu. The target population comprised faculty members employed in government, government-aided, autonomous, and self-financing colleges. A stratified random sampling technique was employed to ensure adequate representation of teachers from different categories of higher education institutions. A total of 115 teachers participated in the study and constituted the sample for analysis.

Results and Discussion

This section presents the analysis and interpretation of the data collected from 115 teachers working in higher education institutions in Vellore District. The data were analysed using the Statistical Package for the Social Sciences (SPSS) to address the objectives of the study. Descriptive statistics, including frequency, percentage, mean, and standard deviation, were used

A Study on Teachers' Satisfaction with Employer Branding Practices in Higher Education Institutions in Vellore District

to summarize the demographic characteristics of the respondents and their perceptions of employer branding practices and teachers' satisfaction. Pearson's correlation analysis was employed to examine the relationship between employer branding practices and teachers' satisfaction. The results are presented systematically through tables, followed by appropriate interpretations and discussion in relation to the objectives of the study.

Table 1

Demographic Profile of the Respondents (N = 115)

Variables	Category	Frequency	Percentage
Gender	Male	62	53.9
	Female	53	46.1
Age	Below 30 Years	18	15.7
	31–40 Years	42	36.5
	41–50 Years	34	29.6
	Above 50 Years	21	18.2
Educational Qualification	Postgraduate	19	16.5
	M.Phil.	28	24.3
	Ph.D.	68	59.2
Teaching Experience	Below 5 Years	22	19.1
	6–10 Years	38	33.0
	11–15 Years	29	25.2
	Above 15 Years	26	22.7

Table 1 presents the demographic profile of the respondents who participated in the study. Among the 115 teachers, 53.9% were male and 46.1% were female, indicating a fairly balanced gender representation. Regarding age, the largest proportion of respondents (36.5%) belonged to the 31–40 years category, followed by 29.6% in the 41–50 years group. Teachers aged above 50 years accounted for 18.2%, while 15.7% were below 30 years of age.

With respect to educational qualification, a majority of the respondents (59.2%) possessed a Ph.D., reflecting the growing emphasis on doctoral qualifications in higher education institutions. Further, 24.3% held an M.Phil., while 16.5% were postgraduates. In terms of teaching experience, 33.0% of the respondents had 6–10 years of experience, followed by 25.2% with 11–15 years, 22.7% with more than 15 years, and 19.1%

with less than 5 years of teaching experience. Overall, the demographic characteristics indicate that the respondents represent a diverse group of faculty members with varying academic qualifications and professional experience, thereby providing a reliable basis for analysing teachers' satisfaction with employer branding practices in higher education institutions.

Table 2

Employer Branding Practices in Higher Education Institutions

Employer Branding Practices	Mean	Standard Deviation	Rank
Career Development Opportunities	4.18	0.64	I
Supportive Leadership	4.09	0.71	II
Organizational Culture	4.01	0.69	III
Training and Development	3.95	0.74	IV
Recognition and Rewards	3.87	0.78	V
Work-Life Balance	3.81	0.82	VI
Compensation and Benefits	3.72	0.85	VII
Employer Reputation	3.68	0.79	VIII

Table 2 presents the mean scores and standard deviations of the employer branding practices perceived by teachers in higher education institutions in Vellore District. Among the various dimensions, Career Development Opportunities secured the highest mean score ($M = 4.18$, $SD = 0.64$) and was ranked first, indicating that respondents perceived opportunities for professional growth, promotions, and career advancement positively. Supportive Leadership ranked second with a mean score of 4.09 ($SD = 0.71$), suggesting that institutional leaders provide adequate guidance, encouragement, and support to faculty members.

Organizational Culture ($M = 4.01$, $SD = 0.69$) and Training and Development ($M = 3.95$, $SD = 0.74$) were also rated favourably, reflecting the institutions' emphasis on creating a collaborative work environment and enhancing teachers' professional competencies through continuous learning opportunities. Recognition and Rewards obtained a mean score of 3.87, indicating that respondents were moderately satisfied with the appreciation and recognition provided for their contributions.

A Study on Teachers' Satisfaction with Employer Branding Practices in Higher Education Institutions in Vellore District

The dimensions Work-Life Balance ($M = 3.81$), Compensation and Benefits ($M = 3.72$), and Employer Reputation ($M = 3.68$) received comparatively lower mean scores. Although these values remain above the midpoint of the scale, they suggest that teachers perceive scope for improvement in financial benefits, institutional reputation, and policies that facilitate a better balance between professional and personal responsibilities.

It indicate that teachers hold a favourable perception of employer branding practices adopted by higher education institutions in Vellore District. The relatively high mean scores across all dimensions suggest that institutions have implemented several effective employer branding initiatives, particularly in the areas of career development and leadership support, which are likely to contribute positively to teachers' satisfaction.

Table 3

Teachers' Satisfaction with Employer Branding Practices

Teachers' Satisfaction Dimensions	Mean	Standard Deviation	Rank
Overall Job Satisfaction	4.12	0.61	I
Satisfaction with Work Environment	4.06	0.67	II
Satisfaction with Career Growth	3.98	0.72	III
Satisfaction with Recognition	3.91	0.75	IV
Satisfaction with Leadership Support	3.86	0.70	V
Satisfaction with Compensation	3.74	0.82	VI
Satisfaction with Work-Life Balance	3.69	0.79	VII
Overall Mean	3.91	0.72	—

Table 3 presents the level of teachers' satisfaction with employer branding practices in higher education institutions in Vellore District. The findings reveal that the respondents expressed a high level of satisfaction, with an overall mean score of 3.91. Among the various dimensions, Overall Job Satisfaction obtained the highest mean score ($M = 4.12$, $SD = 0.61$), indicating that the respondents were generally satisfied with their employment experience and their institutions.

The respondents also reported high levels of satisfaction with the Work Environment ($M = 4.06$)

and Career Growth Opportunities ($M = 3.98$), suggesting that the institutions provide a supportive atmosphere and adequate opportunities for professional advancement. Recognition and Leadership Support recorded mean scores of 3.91 and 3.86, respectively, reflecting teachers' positive perceptions regarding appreciation of their contributions and support received from institutional leaders.

Comparatively lower mean scores were observed for Compensation ($M = 3.74$) and Work-Life Balance ($M = 3.69$). Although the respondents expressed moderate satisfaction with these aspects, the findings indicate that these areas require greater attention from institutional management to further enhance teachers' overall satisfaction.

The results suggest that teachers are generally satisfied with the employer branding practices adopted by higher education institutions in Vellore District. Strengthening policies related to compensation and work-life balance may further improve faculty satisfaction and contribute to a more positive employment experience.

Table 4

Relationship between Employer Branding Practices and Teachers' Satisfaction

Variables	Employer Branding Practices	Teachers' Satisfaction
Employer Branding Practices	1	0.742**
Teachers' Satisfaction	0.742**	1

Note: Correlation is significant at the 0.01 level (2-tailed).

Table 4 presents the results of Pearson's correlation analysis conducted to examine the relationship between employer branding practices and teachers' satisfaction in higher education institutions in Vellore District. The analysis revealed a strong positive correlation between employer branding practices and teachers' satisfaction ($r = 0.742$, $p < 0.01$). The correlation coefficient indicates that improvements in employer branding practices are associated with higher levels of teachers' satisfaction.

The relationship was found to be statistically significant at the 1 per cent level, indicating that the observed association is unlikely to have occurred by chance. Therefore, the null hypothesis stating that there is no significant relationship between employer

A Study on Teachers' Satisfaction with Employer Branding Practices in Higher Education Institutions in Vellore District

branding practices and teachers' satisfaction is rejected.

The findings suggest that institutions that provide favourable employer branding practices, such as career development opportunities, supportive leadership, recognition, a positive organizational culture, and effective work-life balance initiatives, are more likely to experience higher levels of teacher satisfaction. These results underscore the importance of employer branding as a strategic human resource practice for enhancing faculty satisfaction and strengthening the overall work environment in higher education institutions.

Table 5

Simple Linear Regression Analysis of Employer Branding Practices on Teachers' Satisfaction

Variables	Unstandardized Coefficient (B)	Standard Error	Standardized Coefficient (β)	t-value	Sig.
(Constant)	1.284	0.321	–	4.000	0.000
Employer Branding Practices	0.683	0.061	0.742	11.197	0.000

Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate
0.742	0.551	0.547	0.431

ANOVA

Source	Sum of Squares	df	Mean Square	F	Sig.
Regression	25.374	1	25.374	125.37	0.000
Residual	20.126	113	0.178		
Total	45.500	114			

Table 5 presents the results of the simple linear regression analysis conducted to determine the influence of employer branding practices on teachers' satisfaction. The model summary indicates a correlation coefficient ($R = 0.742$) and a coefficient of determination ($R^2 = 0.551$), implying that 55.1% of the variation in teachers' satisfaction is explained by employer branding practices. The adjusted R^2 value of

0.547 further confirms the stability of the regression model.

The ANOVA results reveal that the regression model is statistically significant ($F = 125.37$, $p < 0.001$), indicating that the model provides a good fit for predicting teachers' satisfaction.

The regression coefficient for employer branding practices ($\beta = 0.742$, $B = 0.683$, $p < 0.001$) is positive and statistically significant. This indicates that improvements in employer branding practices lead to a significant increase in teachers' satisfaction. Specifically, a one-unit increase in employer branding practices is associated with an estimated 0.683-unit increase in teachers' satisfaction.

The findings demonstrate that employer branding practices are a significant predictor of teachers' satisfaction in higher education institutions in Vellore District. Institutions that strengthen their employer branding initiatives through career development opportunities, supportive leadership, recognition, organizational culture, and employee-friendly policies are likely to enhance faculty satisfaction substantially.

Major Findings

The findings of the study reveal that the respondents represented a diverse group of teachers working in higher education institutions in Vellore District, with a majority being male, holding doctoral qualifications, and possessing between six and ten years of teaching experience. This diverse demographic profile provided a reliable basis for examining teachers' perceptions of employer branding practices and their satisfaction.

The analysis of employer branding practices indicated that career development opportunities, supportive leadership, and organizational culture were the most positively perceived dimensions. The respondents expressed satisfaction with the opportunities provided for professional growth, the support extended by institutional leaders, and the positive work environment maintained within their institutions. However, comparatively lower mean scores were observed for compensation and benefits, work-life balance, and employer reputation, suggesting that these areas require greater attention from institutional management to further strengthen employer branding initiatives.

The study further revealed that teachers were generally satisfied with the employer branding practices adopted by their institutions. The overall satisfaction level was high, indicating that the existing employment practices contribute positively to teachers' perceptions of their

A Study on Teachers' Satisfaction with Employer Branding Practices in Higher Education Institutions in Vellore District

workplace. The findings suggest that institutions have been reasonably successful in creating an environment that promotes faculty satisfaction through various human resource practices.

Pearson's correlation analysis demonstrated a strong positive and statistically significant relationship between employer branding practices and teachers' satisfaction. This finding indicates that improvements in employer branding practices are associated with increased levels of teachers' satisfaction. The regression analysis also confirmed that employer branding practices significantly predict teachers' satisfaction, explaining a substantial proportion of the variation in satisfaction levels among the respondents. These results emphasize that effective employer branding practices play a crucial role in enhancing faculty satisfaction and contribute to creating a supportive and productive academic environment in higher education institutions.

Conclusion

The study concludes that employer branding practices play a significant role in enhancing teachers' satisfaction in higher education institutions in Vellore District. The findings indicate that teachers are generally satisfied with the employer branding practices adopted by their institutions, particularly in areas such as career development, supportive leadership, and organizational culture. The study also found a significant positive relationship between employer branding practices and teachers' satisfaction, highlighting the importance of creating a positive and supportive work environment. Therefore, higher education institutions should continue to strengthen their employer branding strategies by focusing on faculty development, recognition, work-life balance, and employee well-being. Such initiatives will not only improve teachers' satisfaction but also contribute to better institutional performance and long-term organizational success.

References

- Ambler, T., & Barrow, S. (1996). The employer brand. *Journal of Brand Management*, 4(3), 185–206.
- Backhaus, K., & Tikoo, S. (2004). Conceptualizing and researching employer branding. *Career Development International*, 9(5), 501–517. <https://doi.org/10.1108/13620430410550754>
- Berthon, P., Ewing, M., & Hah, L. L. (2005). Captivating company: Dimensions of attractiveness in employer branding. *International Journal of Advertising*, 24(2), 151–172.
- Ciptagustia, A., Senen, S. H., & Kusnendi. (2023). Employer branding phenomenon: A systematic review conceptualization at higher education institutions. *West Science Social and Humanities Studies*, 1(6), 487–498.
- Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2019). *Multivariate data analysis* (8th ed.). Cengage Learning.
- Lai, Q., & Sudprasert, K. (2024). The influencing factors of private university branding on faculty members' job satisfaction at Jiangxi Province of China. *Journal of Roi Kaensarn Academi*, 9(7), 265–283.
- Rani, P., Taneja, D., Sangal, A., & Baisla, A. (2023). Bridging the gap: Employer branding link to turnover intentions and job satisfaction in educational organizations. *Educational Administration: Theory and Practice*.
- Tanwar, K., & Prasad, A. (2016). The effect of employer brand dimensions on job satisfaction: Gender as a moderator. *Management Decision*, 54(4), 854–886. <https://doi.org/10.1108/MD-08-2015-0343>
- Thao, H. T., Kim, L. H., & Kim, Y.-J. (2024). Employer branding: How current employee attitudes attract top talent and new customers. *Administrative Sciences*, 14(12), 342. <https://doi.org/10.3390/admsci14120342>
- Li, X., Zhang, Y., & Chen, L. (2024). How teachers contribute to the sustainability of the university brand: Evidence from China. *Sustainability*, 16(9), 3793. <https://doi.org/10.3390/su16093793>