A Study of Job Satisfaction Level of Hospitality Teachers working in Government and Private Universities of Haryana and Punjab

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ABSTRACT

In this study, the researcher explored the job satisfaction levels among teachers in both Government and private universities. The sample comprised 200 teachers from universities in Haryana and Punjab, with an equal distribution of 100 teachers from government and 100 from private universities. The research utilized Muthayya's (1973) job satisfaction scale to assess the participants' job satisfaction. Hypotheses were tested using the 't' test, revealing no significant differences in job satisfaction between government and private university teachers. Additionally, the findings indicated no significant variations in job satisfaction levels between male and female university teachers.

KEYWORDS: Job Satisfaction, Government and Private University Teachers

INTRODUCTION

The concept of job satisfaction is an amalgamation of two components - 'job' and 'satisfaction.' 'Job' refers to the professional activities undertaken by an individual in exchange for remuneration, while 'satisfaction' encompasses the personal perception and contentment regarding one's job, associated activities, and the overall work environment. Job satisfaction represents a blend of psychological and emotional experiences encountered during work. It encapsulates the inner fulfilment and happiness derived from engagement in a particular job, emphasizing the correlation between individual expectations and actual achievements. Effective task completion is intricately tied to deriving satisfaction, as the role of work holds significance in an individual's life.

Monetary compensation serves as a crucial motivator for job pursuit, as it facilitates the fulfilment of needs and demands. Adequate remuneration contributes to job satisfaction by enabling a comfortable lifestyle. Research

consistently highlights pay as a pivotal factor influencing overall job satisfaction levels. However, instances have been observed where other job-related aspects may be suboptimal, yet employees remain committed due to favourable compensation—a scenario less applicable to the teaching profession.

Consequently, job satisfaction emerges as a resultant emotion, shaped by the alignment between individual needs or expectations and the job's capacity to fulfil those needs. It is a nuanced interplay between personal expectations and job potentialities.

Job satisfaction encompasses the employee's attitude, influenced by specific job-related factors such as wages, supervision, job security, working conditions, advancement opportunities, acknowledgment of skills, fair job evaluations, responsiveness to grievances, equitable treatment by employers, and analogous elements. This positive attitude reflects an individual's overall sentiment towards their occupation. Numerous research studies emphasize that job satisfaction stems from a combination of interconnected factors. Job involvement, a concept related to job satisfaction, fluctuates across occupational levels. Positive attitudes are more prevalent among individuals with high positivity levels, impacting their job contentment. The satisfaction derived from a job hinges on how well the job outcomes meet or surpass employee expectations.

Key factors influencing job satisfaction can be categorized into two groups:

A) Environmental factors: The nature of the job, income, training and development opportunities, and promotion policies.

B) Personal factors: Age, gender, education level, and marital status.

The exploration of job satisfaction stands as a highly investigated area within the realm of work and organizational psychology, occupying a central position in scholarly inquiry. Recognized as a mediator, job satisfaction establishes a crucial link between working conditions and individual/organizational outcomes **(Dorman & Zapf, 2001). Chen's (2010)** research identified no significant differences in mean scores among government university teachers based on gender, while significant gender-based differences were noted among private university teachers. Investigations by **John (2010), Mehta (2012),** and **Zilli and Zahoor (2012)** delved into the impact of organizational types and gender on teachers' perceptions of job satisfaction.

Kumari and Jafri's (2011) study focused on the organizational commitment levels of male and female teachers in secondary universities, revealing that female teachers exhibited a significantly higher overall commitment than their male counterparts. **Suki and Suki (2011)** explored the nexus between gender, job satisfaction, and organizational commitment, determining that gender did not exert a significant effect on employees' perceptions of job satisfaction, with both men and women displaying similar levels of organizational commitment. **Zilli and Zahoor's (2012)** investigation into organizational commitment among higher education teachers unveiled a significantly higher commitment level among female teachers.

Kumar and Bhatia (2011) contended that factors such as gender, marital status, minimum qualification, and income group minimally affected the job satisfaction and teaching attitude of physical education teachers. **Mehta's (2012)** study examined the impact of organizational type and gender on teachers' job satisfaction, revealing a significant difference in satisfaction levels between government and private university teachers. **Joshi (1998)** found that both public and private sector employees exhibited considerable job satisfaction, with a statistically significant mean difference favouring public sector employees.

In their recent research, **Futterer et al. (2022)** explored the determinants of teachers' overall job satisfaction, including factors such as working conditions, professional development opportunities, and specific certification programs. Their findings indicated that teachers who initially chose teaching as a career tended to experience higher levels of contentment and productivity.

Examining the correlation between the institutional head's human skills, job satisfaction, and school climate, **Khan et al. (2022)** revealed a negative impact of the school environment on job satisfaction among secondary school teachers. The study highlighted the moderating role of the principal's human skills, emphasizing the importance of continuous skill development.

Santmajor et al. (2022) underscored the evolving nature of the teaching profession, citing increased stress and uncertainty attributed to performance evaluations and the shift towards student-centric teaching methods. Their research emphasized the necessity of closely monitoring teacher engagement in response to these changes.

Investigating the interplay of organizational culture, motivation, and leadership style on job satisfaction and performance among school teachers, **Sirait et al. (2022)** found interconnected relationships. Motivation and organizational culture directly impacted job satisfaction, while leadership style significantly influenced both job satisfaction and performance.

Adhikari (2023) highlighted the significance of job satisfaction in the academic profession, noting a positive correlation with workplace motivation. The study also explored the influence of various demographic factors on job satisfaction but did not find any significant effects.

OBJECTIVES

1. Examine the job satisfaction levels among teachers in government and private universities.
2. Evaluate the job satisfaction levels based on gender among university teachers.

HYPOTHESES

1. No significant difference is anticipated in job satisfaction levels between government and private university teachers.
2. No significant difference is expected in job satisfaction levels between male and female university teachers.

METHOD

Sample: The study included teachers employed in government and private universities in Haryana and Punjab. A total of 200 teachers were sampled, comprising 100 private university teachers (50 male and 50 female) and 100 government university teachers (50 male and 50 female).

Instrument: The Job Satisfaction Scale utilized in this study was developed by Muthayya (1973), consisting of 34 items assessing job satisfaction. Each item provides four response alternatives: agree, disagree, not sure, and not applicable. Scoring, ranging from 0 to 68, is determined based on a provided key. The scale's reliability, assessed using the split-half technique (odd-even items), is 0.81 after applying the Spearman-Brown prophecy formula.

Procedure: Both groups received the job satisfaction scale with accompanying instructions. Scoring followed the respective keys provided. To fulfil the study objectives, the obtained scores were analysed using mean, standard deviations, and t-values.

RESULTS AND INTERPRETATION

The dataset underwent analysis employing means, standard deviations, and a t-test, with the outcomes presented in the following table.

Table 1: Comparison of Job Satisfaction between Government and Private University Teachers

Groups	N	Mean	SDs	t-Value	P Value
Government University Teachers	100	32.59	4.28	1.06	Not Significant
Private University Teachers	100	31.97	4.09		

**Figure 1: Mean Scores of Job Satisfaction for Government and Private University Teachers**
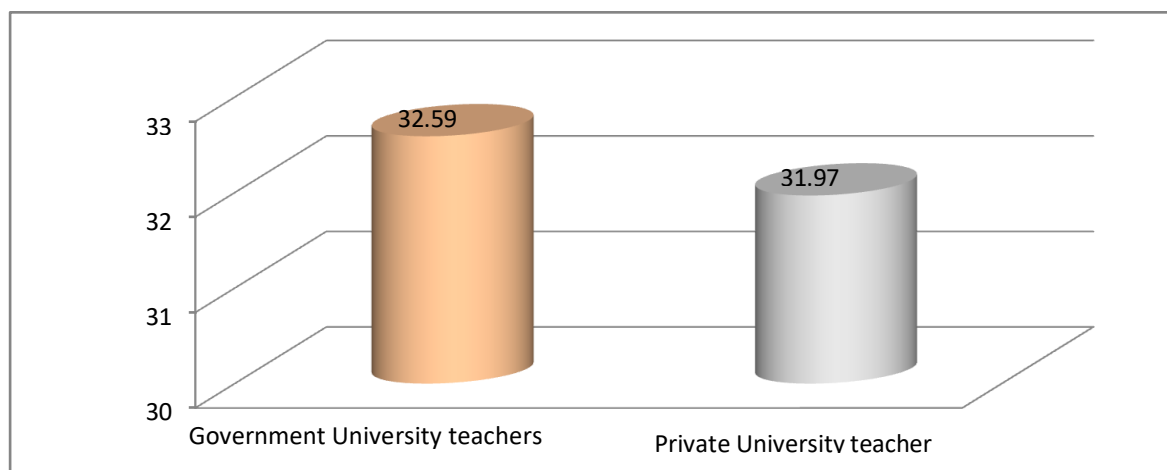
The results from Table 1 and Figure 1 indicate that government and private university teachers exhibited nearly identical levels of job satisfaction. The calculated 't' value was 1.06, which did not reach statistical significance even at the 0.05 level. Consequently, the hypothesis suggesting no significant difference between government and private university teachers in terms of job satisfaction was accepted.

Table 2: Comparison of Job Satisfaction between Male and Female University Teachers

Groups	N	Mean	SDs	t-Value	P Value
Male University Teachers	100	34.54	6.01	0.92	Not Significant
Female University Teachers	100	33.71	5.98		

Analysis from Table 2 and Figure 2 indicates that there was no significant difference in job satisfaction between male and female university teachers.

Figure – 2, Mean scores of male and female university teacher on job satisfaction
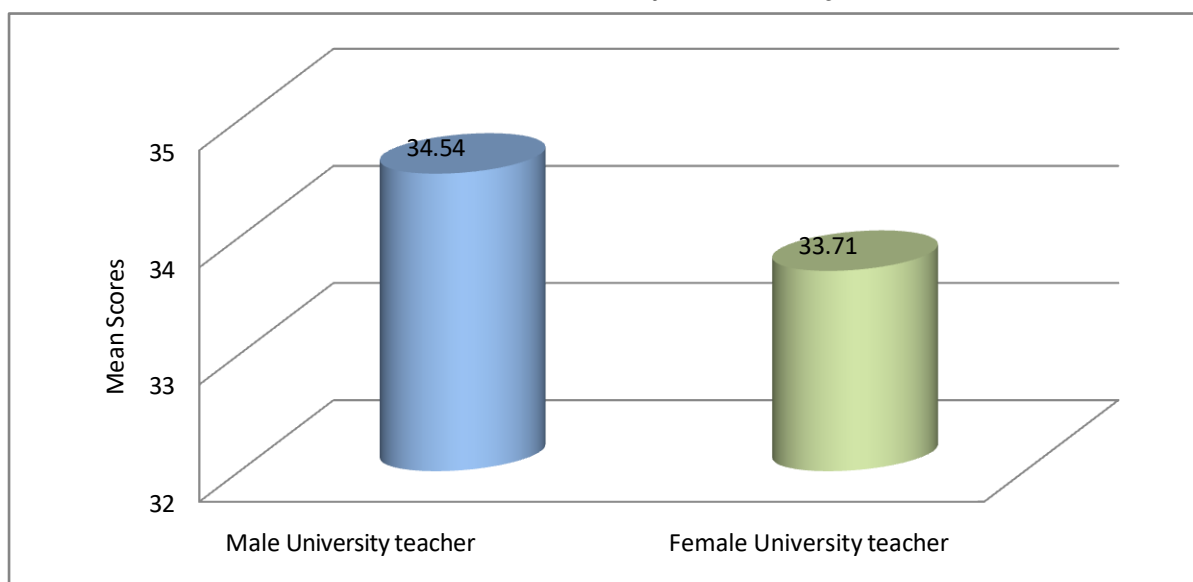
Although the mean score for male university teachers was slightly higher than that of female university teachers, signifying a slightly higher job satisfaction among the latter, this difference did not reach statistical significance. Therefore, the hypothesis suggesting no significant difference between male and female university teachers in terms of job satisfaction was accepted.

CONCLUSION

The study reveals a substantial similarity in job satisfaction levels between government and private university teachers, dispelling the hypothesis of significant disparity. Robust statistical analyses, encompassing means and t-tests, support this finding. The nuanced exploration of various contributing factors underscores commonalities in teachers' experiences across diverse university settings. Additionally, gender-based variations in job satisfaction are negligible, with both male and female university teachers exhibiting comparable levels of

professional contentment. Despite slight variations in mean scores favouring males, statistical insignificance highlights substantive similarity. This underscores the holistic nature of job satisfaction, transcending gender differences within academia. Overall, the study contributes significantly to the academic literature on job satisfaction, offering valuable insights for institutions and policymakers aiming to enhance the well-being of their teaching staff.

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