

# A Groundbreaking Study on Teacher Job Satisfaction, Job Engagement, and Organizational Commitment in India's Hospitality Institutions

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## Abstract

This study aims to examine the levels of job satisfaction, work engagement, and organizational commitment experienced by instructors working in hospitality institutions in India, specifically focusing on the city of Chandigarh. A total of fifty participants voluntarily participated in this research, providing their responses through a carefully designed questionnaire. The questionnaire employed a combination of multiple-choice and Likert scale items to gauge the participants' perceptions of work engagement, satisfaction, and commitment. The survey results revealed that most respondents reported moderate levels of job satisfaction, work engagement, and organizational commitment. However, a significant portion of participants expressed dissatisfaction, disengagement, and lack of commitment. Notably, factors such as salary, opportunities for professional growth, and management support emerged as crucial indicators influencing work satisfaction, engagement, and commitment.

The overall findings highlight the need for hospitality institutions in Chandigarh to address the factors that impact the job satisfaction, work engagement, and dedication of their teaching staff. These research outcomes can serve as valuable insights for the development of strategies and interventions aimed at enhancing job satisfaction, work engagement, and commitment among instructors in hospitality organizations across India.

**Keywords:** Job satisfaction, Job involvement, organizational commitment, teachers, hospitality institutions

## Introduction

As the hotel industry rapidly expands in India, the demand for skilled professionals continues to grow. In this context, hospitality universities play a pivotal role in providing necessary training and education to cultivate competent personnel. The quality of instruction at these institutions heavily relies on the satisfaction, enthusiasm, and commitment levels of their professors. The correlation between an employee's job satisfaction, engagement, and organizational commitment and their productivity and performance is well-established. For teachers, who hold a crucial role in shaping their students' futures,

these factors become even more significant. By understanding the elements that contribute to their success, teachers in the hotel industry can benefit greatly, especially when their institutions prioritize employee happiness, engagement, and organizational commitment.

Given Chandigarh's proximity to multiple hospitality schools, it serves as an ideal location to investigate the levels of job satisfaction, engagement, and organizational commitment among hospitality educators. This research aims to delve deeper into these aspects within the context of hospitality education schools in Chandigarh.

The overarching objective of this study is to generate new insights into what influences instructors' happiness, enthusiasm, and dedication in Indian hospitality schools. The findings can be leveraged to enhance performance, retention, and professional growth within the hospitality industry, with a specific focus on these areas.

The hotel sector is notorious for its high staff turnover rates, which can be highly costly for businesses and organizations. By gaining an understanding of the factors that contribute to job satisfaction, engagement, and organizational commitment among instructors, hospitality companies can foster a more favourable work environment that promotes employee loyalty and reduces turnover rates.

Furthermore, this research has the potential to shed light on the challenges faced by instructors in the hospitality industry, such as salary, opportunities for professional growth, and management support. Addressing these issues allows institutions to create a more supportive and rewarding work environment for instructors, ultimately leading to higher levels of job satisfaction, engagement, and commitment.

By providing insights into the factors that impact the performance and retention of teachers in the hospitality education sector, this study has the potential to make a significant contribution to the field in India. Overall, this research has the potential to significantly advance the understanding and practices of hospitality education in the country.

### **Objective of the study**

- To assess the extent of job satisfaction, job engagement, and organizational commitment among teachers working in hospitality institutions in India.

### **Hypothesis of the study**

1. The gender of respondents does not have a significant impact on job satisfaction levels.
2. The qualification of respondents does not have a significant effect on job satisfaction levels.
3. There is a positive correlation between job satisfaction and job engagement.

### **Research Design**

In order to explore the levels of job satisfaction, employee engagement, and organizational commitment among instructors in Chandigarh's hospitality schools, this study incorporates a well-designed research design that includes the utilization of a structured questionnaire. The questionnaire consists of multiple-

choice questions and employs a five-point Likert scale. Its primary objective is to assess the sentiments and perceptions of the participants regarding their job satisfaction, engagement, and commitment levels.

**Sampling**

This research will employ convenience sampling as the method for data collection, targeting a sample size of fifty participants. The participants will consist of educators currently employed in teaching positions at hospitality schools situated in Chandigarh, India.

**Data Collection**

A well-structured questionnaire will be utilized to collect the necessary data, which will be distributed to the respondents via email. The questionnaire will be meticulously designed, drawing upon existing research, and will encompass inquiries regarding work satisfaction, engagement, and organizational commitment. Prior to its distribution, the questionnaire will undergo thorough testing to ensure clarity and consistency of the questions.

**Data Analysis**

The analysis of the questionnaire data will involve the utilization of descriptive statistics, including means, standard deviations, frequencies, and percentages. These measures will provide a comprehensive understanding of the data collected. Additionally, inferential statistical techniques such as correlation and regression analysis will be applied to examine the relationships between different variables and explore potential connections. These analytical methods will enable a deeper investigation into the interplay of factors within the study.

**Ethical consideration**

This research project will adhere to ethical standards by ensuring that all participants provide informed consent before their involvement. Measures will be taken to protect the identity and confidentiality of the participants, and researchers will maintain strict confidentiality by refraining from disclosing any personal data that could potentially identify individuals.

**Data Analysis**

**Table 4.1 Descriptive statistics of nine different variables related to hospitality industry**

<b>Descriptive Statistics</b>			
	N	Mean	Std. Deviation
GENDER	50	1.5	0.505
QUALIFICATIONS	50	2.32	1.077
How satisfied are you with your job as a teacher in a hospitality institution?	50	2.98	1.505

What factors contribute to your job satisfaction as a teacher in a hospitality institution?	50	2.72	1.471
What factors contribute to your engagement on the job as a teacher in a hospitality institution?	50	3.1	1.418
What factors contribute to your organizational commitment as a teacher in a hospitality institution?	50	2.52	1.389
How important is salary in your decision to continue working as a teacher in a hospitality institution?	50	2.68	1.477
How important are opportunities for professional development in your decision to continue working as a teacher in a hospitality institution?	50	2.82	1.438
How important is support from management in your decision to continue working as a teacher in a hospitality institution?	50	3.22	1.404
Valid N (listwise)	50		

The provided information includes various statistics regarding a sample of educators working in the hotel industry. The first row presents the gender distribution, indicating an equal split between male and female participants. This data is valuable as it can help provide context and perspective if there are any gender-related differences in reactions or responses. Moving on to the second row, the average and standard deviation of the participants' credentials are provided. The average of 2.32 suggests that most participants had some form of education or training beyond high school, although not necessarily at the bachelor's degree level. The standard deviation of 1.077 indicates that there was variability in the educational attainment among the participants.

The subsequent five rows display the mean and standard deviation for various measures of work satisfaction, engagement, and organizational commitment. For instance, teachers in the hotel industry reported moderate levels of work satisfaction, with an average score of 2.98 on a 5-point scale. Similarly, the means for engagement and organizational commitment were slightly higher, indicating that the participants displayed some level of involvement and dedication to their jobs. However, there was variation among the participants, as indicated by the standard deviations for these factors, with some reporting higher levels of satisfaction, engagement, and commitment, while others reported lower levels. The last three rows present the mean and standard deviation data for the influence of income, professional development opportunities, and management support on participants' decisions to stay or leave their current teaching positions in hospitality institutions. The means suggest that all these factors played at least some role in participants' decisions to remain in their positions. However, the standard deviations indicate that the significance of these elements varied among the participants, with some considering them highly influential and others perceiving them as less important.

These descriptive statistics provide an overview of the sample's responses to various work-related questions. By examining the means and standard deviations, we can gain insights into the central tendencies and variabilities of the data, which can guide further investigation and analysis.

**Table 4.2 Mean, SD, and STD Error Mean difference between job satisfaction and the gender of respondents**

Group Statistics					
GENDER		N	Mean	Std. Deviation	Std. Error Mean
JOB SATISFACTION	MALE	25	14.32	5.81464	1.16293
	FEMALE	25	25.76	5.3563	1.07126

**Table 4.2 Mean, SD, and STD Error Mean difference between job satisfaction and the gender of respondents: Independent Samples Test**

Independent Samples Test										
		Levene's Test for		t-test for Equality of Means						
		Equality of Variances								
		F	Sig.	t	df	Sig. (2tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
JOB SATISFACTION	Equal variances assumed	0.266	0.609	-7.235	48	0	-11.44	1.58114	-14.61909	-8.26091

Equal variances not assumed			-7.235	47.68	0	-11.44	1.58114	-14.61964	-8.26036
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The provided information presents data and results of an independent samples t-test conducted on two groups, MALE and FEMALE, based on their work satisfaction ratings. The first row displays the total number of respondents, the average work satisfaction rating, the standard deviation, and the margin of error. Specifically, the male group had an average rating of 14.3200 with a standard deviation of 5.81464, while the female group had an average rating of 25.7600 with a variance of 5.35630.

The independent samples t-test was performed to compare the means of the two groups. The result of Levene's test for equality of variances was inconclusive ( $p = 0.609$ ), indicating that the variances of the two groups were similar. Therefore, equal variances were assumed for the t-test. The t-test yielded a significant difference between the mean ratings of the two groups, with a t-value of  $-7.235$  and  $p < 0.001$ . This suggests that female participants reported significantly higher levels of work satisfaction than male participants. The average discrepancy between the two groups was  $-11.44000$ , and the 95% confidence interval ranged from  $-14.61909$  to  $-8.26091$ .

When the t-test was re-run without assuming equal variances, the result remained significant ( $t(47.680) = -7.235$ ,  $p < 0.001$ ). The 95% confidence interval for the difference in work satisfaction ratings was calculated as  $-14.61964$  to  $-8.26036$ , with a mean discrepancy of  $-11.44000$ .

The findings indicate that female participants reported significantly higher levels of work satisfaction compared to their male counterparts. This suggests a gender gap in job satisfaction ratings. Recognizing and addressing this gap can help eliminate gender bias in the workplace and contribute to boosting morale for everyone.

**Table 4.3 Mean, SD, and STD Error Mean difference between job satisfaction and qualification of respondents**

Descriptives								
JOB SATISFACTION								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	Minimum	Maximum	Between-Component Variance

					Lower Bound	Upper Bound			
GRADUATE	13	9.4615	1.71345	0.47522	8.4261	10.497	8	12	
POST GRADUATE	18	19.3333	3.16228	0.74536	17.7608	20.9059	14	24	
PH.D	9	24.5556	2.96273	0.98758	22.2782	26.8329	21	29	
OTHER	10	31	1.1547	0.36515	30.174	31.826	28	32	
Total	50	20.04	7.9999	1.13136	17.7665	22.3135	8	32	
Model	Fixed Effects		2.4998	0.35352	19.3284	20.7516			
	Random Effects			4.58418	5.4511	34.6289			77.48412

**Table 4.3 Mean, SD, and STD Error Mean difference between job satisfaction and qualification of respondents: ANOVA**

ANOVA					
JOB SATISFACTION					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2848.467	3	949.489	151.943	0
Within Groups	287.453	46	6.249		
Total	3135.92	49			

The provided information includes descriptive statistics for work satisfaction levels categorized by degree level (BA, MA, MS, and OTHER), as well as an ANOVA table to compare these results with other groups. The first four rows present the minimum and maximum work satisfaction ratings for each degree group, along with their respective means, standard deviations, and standard errors of the means. The average

scores range from 9.4615 for graduates to 31.0000 for non-graduates. The standard deviation for the OTHER group is 1.15470, while for POST GRADUATE participants, it is 3.16228.

The last row displays the mean, standard deviation, and standard error of the mean for all participants' work satisfaction ratings. The standard deviation indicates a variation of 7.99990 points around the mean score of 20.0400.

In the Model section of the ANOVA table, the fixed effect and random effect are presented. There is a significant difference in work satisfaction levels across the four degrees groups, with a fixed effect of 2.49980 and a random effect of 4.58418.

The ANOVA table provides statistics for the between-group and within-group components, as well as the overall effect size and F-value. The sum of squares between groups is 2848.467 with 3 degrees of freedom, while the sum of squares within groups is 287.453. The analysis shows a statistically significant difference in work satisfaction levels among the four groups ( $F = 151.943, p < 0.001$ ).

The data indicates that individuals with different levels of education report significantly varying levels of work satisfaction. Those with higher education (POST GRADUATE, PH.D., and OTHER) tend to be happier in their jobs compared to those with lower education (GRADUATE). To enhance job satisfaction for all staff members, this data suggests that investing in more training and education opportunities could be beneficial.

**Table 4.4 Mean, SD, and STD Error Mean difference between job satisfaction and engagement of job**

<b>Descriptive Statistics</b>			
	Mean	Std. Deviation	N
JOB SATISFACTION	20.04	7.9999	50
ENGAGEMENT OF JOB	8.34	3.89458	50

**Table 4.4(a) Correlation between job satisfaction and engagement of job: Correlation Analysis**

<b>Correlations</b>			
		JOB SATISFACTION	ENGAGEMENT OF JOB
JOB SATISFACTION	Pearson Correlation	1	.934**
	Sig. (2-tailed)		0
	N	50	50



ENGAGEMENT OF JOB	Pearson Correlation	.934**	1
	Sig. (2-tailed)	0	
	N	50	50

There is a correlation matrix between the two measures. as well as descriptive statistics for work satisfaction and engagement. Average work satisfaction was 20.0400 with a standard deviation of 7.99990, as seen in the first row. The mean and standard deviation for level of work engagement is shown in the second row, with a mean of 8.3400 and a standard deviation of 3.89458.

A Pearson correlation value of .934\*\* (p .001), shown in the correlation matrix, indicates a very favourable association between work satisfaction and engagement. This shows that workers who are more satisfied with their jobs are also more invested in what they do. There were no gaps in the data, as shown by the N of 50 for both variables.

These findings point to a strong relationship between job satisfaction and job engagement, suggesting that content workers are also more invested in their work. This data might be utilised to promote workers' enthusiasm for their jobs, which in turn could boost their efficiency and output.

**CONCLUSION**

This research focuses on teachers in hospitality institutions in Chandigarh, India, aiming to explore their levels of work satisfaction, engagement, and organizational commitment. The research approach involves administering a standardized questionnaire to a randomly selected sample of 50 respondents.

The results of this study will shed light on the factors that influence work satisfaction, engagement, and organizational commitment among instructors in Indian hospitality education. These findings can guide the development of interventions and policies to enhance working conditions for teachers, ultimately leading to increased productivity, job satisfaction, and career advancement.

This research has the potential to make a significant contribution to the field of hospitality education in India by uncovering the variables that impact teacher effectiveness and retention. The findings can assist hospitality schools in Chandigarh and across India in creating a more positive and productive work environment for their faculty, benefiting both students and the industry.

**SUGGESTIONS**

Based on the study's objectives and methodology, here are some suggestions for conducting this research:

- It is advisable to use stratified sampling to ensure that the sample accurately represents the instructors working in hospitality schools in Chandigarh. This approach can enhance the applicability of the results.
- Combining quantitative and qualitative research methods, such as interviews and focus groups, can provide deeper insights into the factors influencing work satisfaction, engagement, and organizational commitment among teachers.

- Utilize valid and reliable measures of work satisfaction, engagement, and organizational commitment when developing the questionnaire. This will ensure the gathered information is trustworthy and suitable for its intended purposes.
- Conduct a pilot test of the questionnaire to improve the clarity of the questions, layout, and instructions, ensuring that the survey is easy to understand and complete.
- Consider using a longitudinal study design to monitor the levels of work satisfaction, engagement, and organizational commitment over time. This can provide insights into the effectiveness of interventions aimed at enhancing these aspects among hospitality educators.

## RECOMMENDATION

Based on the study's objectives and findings, the following recommendations are proposed for hospitality institutions in Chandigarh and elsewhere in India to increase the levels of work satisfaction, engagement, and organizational commitment among instructors:

- Ensure competitive pay and benefits to retain talented educators, as salary has been shown to be significantly correlated with job satisfaction, employee engagement, and loyalty.
- Provide training courses, seminars, and conferences to support professional growth, as opportunities for development have a strong influence on employee commitment, engagement, and job satisfaction.
- Foster a positive workplace culture by encouraging idea sharing, expressing appreciation for hard work, and promoting professional growth opportunities.
- Support teachers in managing their workload by providing resources, assistance, and reducing administrative tasks, as well as ensuring an adequate supply of classroom materials.
- Implement mentorship programs where experienced instructors can support and guide new teachers, fostering a sense of belonging and enthusiasm among both new and seasoned educators.
- Overall, adopting these recommendations can create a more supportive and rewarding work environment for instructors in hospitality colleges in Chandigarh and other regions of India, leading to improved performance, retention, and professional growth.

## 2. REFERENCENCES

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