Factors Affecting Hospitality Teachers Job Satisfaction In Case Of North India

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Abstract

This study aims to investigate the factors influencing job satisfaction among teachers working in hospitality institutions in North India. A total of 300 participants voluntarily took part in the research and completed a carefully designed questionnaire. The questionnaire included both multiple-choice and Likert scale items to assess the participants' perceptions of work satisfaction. The survey results indicated that factors such as salary, opportunities for professional growth, and management support were crucial in determining job satisfaction. The findings emphasize the importance of addressing these factors to improve the overall job satisfaction of teachers in hospitality institutions in North India. The research outcomes can provide valuable insights for the development of strategies and interventions aimed at enhancing job satisfaction among educators in the hospitality education sector across the region.

KEYWORDS: Job satisfaction, Hospitality Institutions , Education System

Introduction

As the hotel industry experiences rapid growth in India, the demand for skilled professionals is on the rise. In this context, hospitality institutions play a crucial role in providing essential training and education to cultivate competent personnel. The quality of instruction in these institutions heavily depends on the satisfaction levels of their professors. For teachers, who play a vital role in shaping their students' futures, these factors become even more significant. Understanding the elements that contribute to their success can greatly benefit teachers in the hotel industry, particularly when their institutions prioritize employee happiness and satisfaction. Given North India's proximity to numerous hospitality schools, it offers an ideal location to investigate the levels of job satisfaction among educators. This research aims to delve deeper into these aspects within the context of hospitality education schools in North India. The main objective of this study is to gain new insights into what influences educator satisfaction in Indian hospitality schools. The findings can be utilized to enhance performance, retention, and professional growth within the hospitality education system, with a specific focus on improving satisfaction levels.

Hospitality institutes are often known for their high staff turnover rates, which can be costly for organizations. By understanding the factors that contribute to job satisfaction among instructors, hospitality institutions can create a more favourable work environment that promotes employee loyalty and reduces turnover rates. This research has the potential to shed light on the challenges faced by educators in hospitality schools, such as issues related to salary, opportunities for professional growth, and

management support. Addressing these challenges will enable institutions to foster a more supportive and rewarding work environment for instructors, ultimately leading to higher levels of job satisfaction.

By providing insights into the factors that impact the performance, retention, and satisfaction of teachers in the hospitality education system, this study has the potential to make a significant contribution to the field in North India. Overall, this research has the potential to advance the understanding and practices of hospitality education, benefiting both educators and institutions in the region.

Literature Review

The research aimed to investigate the factors influencing job satisfaction among teachers in the Lebanon area. The study involved 133 teachers from a total of twelve schools, with six schools being private and the other six being public. The researchers utilized a Teacher Job Satisfaction Questionnaire to gather data for their analysis **(Baroudi & Hojeij, 2021).** The study considered the context of less developed countries, where teachers tend to experience increased job satisfaction when their extrinsic needs are met. Extrinsic needs typically refer to external factors such as salary, benefits, working conditions, and opportunities for professional development. By examining these factors, the researchers sought to understand how they contribute to teachers' overall job satisfaction levels.

The study conducted in Banten province aimed to explore the impact of leadership style on job satisfaction among university teachers **(Mugira, 2022)**. The research investigated how the behaviour and attitude of leaders influence the psychological well-being of teachers. It was hypothesized that a pleasant and productive work environment is largely dependent on the leadership style adopted by the management. The study included a sample of 200 university teachers from various universities in Banten province. The study's findings indicated that teachers' job satisfaction was significantly influenced by the leadership style of the Head of Department (HoD). In particular, the researchers found that teachers were dissatisfied when the opportunities and academic activities were not equally distributed by the HoD.

The research conducted in Shanghai, China aimed to explore the relationship between Professional Learning Communities (PLCs), teachers' self-efficacy, and job satisfaction **(Zhang et al., 2023).** The study involved a total of 982 school teachers from various regions of Shanghai. The researchers examined two teacher-centric characteristics of PLCs: collective inquiry and sharing, and shared purpose and responsibility. Additionally, the study explored the influence of organization-centric characteristics of PLCs, including supportive leadership, organizational structure, and cultural barriers, on teachers' self-efficacy and job satisfaction. The findings of the research indicated that both teacher-centric characteristics of PLCs, namely collective inquiry and sharing, and shared purpose and responsibility, had a significant and positive effect on teachers' self-efficacy and job satisfaction.

The study conducted aimed to examine the relationship between job satisfaction and job performance. The researchers obtained a total of 913 articles from various databases, and after a thorough review process, 113 articles were selected for further analysis **(Katebi et al., 2022)**. The researchers recognized that the relationship between job performance and job satisfaction can be influenced by various factors such as country, society, culture, and the specific nature of the job itself. They acknowledged that the impact of job satisfaction on job performance may differ across different communities or job type. Therefore, the study sought to understand this relationship within the context of the specific community being investigated. The findings of this study can be valuable for managers in different industries, particularly for Indian professionals in both public and private sectors.

The researchers aimed to determine whether motivation factors have a significant impact on job satisfaction. To analyse the data collected, the study adopted multiple regression analysis **(Basalamah & As'ad, 2021).** The research conducted in Makassar city focused on examining the influence of motivation factors on job satisfaction among university lecturers. The study included a sample of 105 lecturers from various universities in the city. The study found that work motivation and job satisfaction are mutually influential. This suggests that motivation and job satisfaction have a reciprocal relationship, meaning they continuously affect each other. The findings of the study indicated that job motivation plays a crucial role in determining job satisfaction.

Anuar Ali et al., (2021) The research conducted on eleven coordinators of the Special Education Integration Program examined the relationship between job satisfaction, leadership style, and financial elements. The study specifically focused on how leadership style and financial factors influence work satisfaction. The findings of the study indicated that work satisfaction was primarily influenced by the coordinators' perception of leadership style. Although financial elements were also found to affect work satisfaction, the study emphasized that they were not the major factor in the teaching profession compared to the leadership style of the Head. The research highlights the importance of effective leadership in the context of special education integration programs.

The study aimed to explore the correlations among job satisfaction, school working conditions, and teacher characteristics specifically among eighth-grade mathematics teachers **(Toropova et al., 2021).** The results indicated a strong link between school working conditions and teacher job satisfaction The study emphasized that job satisfaction among teachers not only has a significant impact on teacher retention but also contributes to the overall well-being of both teachers and their students, fosters school cohesion, and enhances the status of the teaching profession. Factors such as teacher workload, teacher cooperation, and teacher perceptions of student discipline within the school environment emerged as the most influential factors closely associated with teacher job satisfaction.

The results of the study revealed that both compensation and career development had a significant influence on job satisfaction. Compensation refers to the financial rewards received by the teachers, including their salaries, bonuses, and other monetary benefits **(Permana et al., 2021).** The study found that teachers who were satisfied with their compensation package tended to have higher levels of job satisfaction. Career development schemes, on the other hand, encompassed opportunities for professional growth and advancement within the universities. This could include access to training programs, workshops, conferences, or the availability of promotions and increased responsibilities. The study found that teachers who perceived their institutions as providing adequate career development opportunities were more satisfied with their jobs.

This study aimed to examine the connection between job-related well-being and job satisfaction by investigating the influence of five well-being domains: positive emotions (P), engagement (E), relationships (R), meaning (M), and achievement (A). The study found that positive emotions had the most significant impact on predicting job satisfaction **(Dreer, 2021).** The results indicated that teachers' job-related well-being, particularly experiencing positive emotions in the workplace, played a crucial role in their job satisfaction and subsequent retention in their positions.

In this study, the impact of gender and length of service (experience) on teacher job satisfaction and job engagement was examined. A total of 238 full-time and part-time teachers were selected as participants for the research **(Topchyan & Woehler, 2021).** The findings indicated that there were significant differences between full-time teachers and substitute teachers in terms of social engagement, social

engagement with students, and job satisfaction. Specifically, full-time teachers displayed higher levels of social engagement, social engagement with students, and job satisfaction compared to substitute teachers. Female teachers demonstrated higher levels of student engagement compared to their male counterparts and substitute teachers. However, the length of teaching experience was not found to have a significant impact on job satisfaction or work engagement.

The influence of a principal's leadership style, specifically transformational and transactional styles, is crucial in determining teachers' job satisfaction**(Maheshwari, 2022).** A study conducted in Vietnam involved 144 teachers from 18 schools to examine the impact of leadership styles on job satisfaction. The findings revealed a positive correlation between transformational leadership style and job satisfaction, while a negative correlation was observed between transactional leadership style and job satisfaction. Additionally, the results indicated that job satisfaction serves as a mediator variable between the principal's leadership style and teachers' performance.

Two critical factors contributing to the quality of an education system are work motivation and job satisfaction. These variables have a profound impact on teachers' performance. The purpose of the study conducted over the past decade was to examine the correlation between work motivation and job satisfaction among madrasah teachers**(Juhji et al., 2022).** The results revealed a significant relationship between work motivation and job satisfaction among madrasah teachers.

Nuzulia and Saputra (2022) The aim of this study was to investigate the determinants of job satisfaction among teachers, including educators, lecturers, and trainers. A total of 522 participants were selected for the study. The findings indicated that salary did not have a significant influence on job satisfaction. On the other hand, job position was found to have a positive impact on job satisfaction, but its effect was not as significant as job characteristics. These characteristics encompassed factors such as the authenticity of the job, the quality of work performed, the sense of meaning derived from work, opportunities for personal development, and recognition of achievements.

Job satisfaction (JS) among teachers plays a pivotal role in achieving the objectives of an education system. The purpose of this study is to explore how gender, education level, teaching experience, and service location influence teachers' job satisfaction**(Rezai et al.,2021)** . The researchers employed a stratified sampling method, which included 440 teachers, both female and male. The results indicated that there was no statistically significant difference in job satisfaction between female and male participants. Furthermore, the findings revealed a positive correlation between higher education levels and increased job satisfaction among the participants.

The level of job satisfaction among teachers is crucial as it directly influences their motivation to bring about positive changes. The current study focused on investigating the influence of school culture on job satisfaction and teaching autonomy among teachers**(Xia et al., 2023)**. A total of 597 teachers participated in the research, and the structural equation modeling technique was employed to analyze the data. The findings revealed a direct and significant impact of school culture on teachers' job satisfaction. Furthermore, it was observed that the relationship between school culture and job satisfaction was mediated by curriculum autonomy.

Methodology

The research design employed in this study aims to explore the factors influencing job satisfaction among educators in hospitality institutes in North India. The study will use a well-structured questionnaire with both multiple-choice questions and a five-point Likert scale to assess the participants' perceptions of their job satisfaction. The main objective is to identify the key factors that contribute to job satisfaction among teachers in the hospitality education sector.

Convenience sampling will be used to collect data from a sample size of 300 educators currently working in teaching positions at hospitality schools in different states of North India. The data will be collected through email, and the questionnaire will be carefully designed based on existing research to ensure clarity and consistency of the questions.

For data analysis, SPSS version 26.00 will be employed, specifically using the Exploratory Factor Analysis method. This analysis will provide a comprehensive understanding of the collected data and enable a deeper investigation into the factors influencing job satisfaction among educators in the hospitality sector.

Demographic profile of respondents

Demographic variables are essential in research as they provide insights into the characteristics of the population under study, leading to a better understanding of the data. They help identify patterns and correlations among different groups, giving valuable context to the results. Age, gender, education level, and marital status are examples of demographic variables that can significantly influence study outcomes, as they impact people's behaviours and experiences. Making sure the sample represents the larger population improves result generalizability. Analyzing the effects of certain factors on distinct demographic groups can inform targeted and effective policy decisions.

Exhibit1: Demographic Profile of Government working respondent			
Demographic Variables	**Categories**	**Frequency**	**Percent**
Age of Respondent	Below 30 years	33	11.0
	Between 30-40 years	156	52.2
	Between 40-50 years	90	29.9
	Above 50 Years	21	7.0
Gender of Respondent	Male	211	70.3
	Female	89	29.7
Marital Status of Respondent	Married	271	90.3
	Unmarried	29	9.7
Educational Qualification of Respondent	Diploma	1	0.3
	Bachelors	31	10.3
	Masters	208	69.3
	PhD	60	20
Type of Educational Institute	Central IHM	110	36.7
	State IHM	105	35

	Central University	22	7.3
	State University	57	19
Academic Position Respondent Hold	Assistant Lecturer	55	18.3
	Lecturer	67	22.3
	Senior Lecturer	43	14.3
	HOD	29	9.7
	Principal	10	3.3
	Assistant Professor	52	17.3
	Associate Professor	4	1.3
	Professor	2	0.7
	Guest Faculty	12	4
	Visiting Faculty	3	1
	Teaching Associate	23	7.7
Teaching Experience of Respondent	Below 5 years	45	15
	5-10 years	114	38
	10-15 years	82	27.3
	Above 15 years	59	19.7
Nature of Appointment	Permanent	242	80.7
	Contractual	50	16.7
	Visiting or Hourly Basis	8	2.7
Place of Residence	Urban	212	70.7
	Semi-Urban	66	22
	Rural	22	7.3

The largest group of respondents were between 30-40 years of age, constituting 52.2 % of the total, followed by those between 40-50 years at 29.9 %. Below thirty years were 11.0. Teachers Above 50 years made up the smallest group, at just 7.0 %. The respondent pool was predominantly male, with male teachers comprising 70.3% of the respondents, compared to 29.7% female. A vast majority of the respondents, 90.3%, were married, while unmarried teachers accounted for just 9.7%. Most of the respondents held a Master's degree (69.3%). There were also a significant proportion with a PhD (20%), while Bachelor's degree holders accounted for 10.3%. Only one respondent had a Diploma (0.3%).

Type of Educational Institute: Largest group of respondents working at Central IHMs (36.7%), closely followed by those at State IHMs (35%). Teachers from Central and State Universities comprised 7.3% and 19.0% respectively.

Academic Position: The respondents held a variety of academic positions, with Lecturers (22.3%) and Assistant Professors (17.3%) being the most prevalent. Assistant Lecturers (18.3%) and Senior Lecturers (14.3%) were also well-represented. On the other end of the scale, there were fewer Professors (0.7%) and Associate Professors (1.3%).

Teaching Experience: The largest group of respondents had between 5-10 years of teaching experience (38%), followed by those with 10-15 years (27.3%). Teachers with below 5 years of experience constituted 15% of the sample, and those with above 15 years of experience made up 19.7%.

Nature of Appointment: A clear majority of the teachers (80.7%) held permanent appointments, with contractual teachers representing 16.7% of respondents. Teachers visiting or on an hourly basis were the least, at 2.7%.

Place of Residence: Most respondents were from urban areas (70.7%), followed by those from semi-urban areas (22%). Only a small portion of the respondents resided in rural areas (7.3%).

KMO and Bartlett's Test of Sphericity

Exhibit 2: KMO and bartlett's test of sphericity	
Test	**Value**
Kaiser-Meyer-Olkin Measure (KMO)	0.932
Bartlett's Test of Sphericity	7347.72
Degrees of Freedom (df)	990
Significance Level (Sig.)	0.000

Before conducting Factor Analysis, it is crucial to check if our data is suitable for this statistical technique. Two common tests are used for this: the Kaiser-Meyer-Olkin (KMO) measure and Bartlett's Test of Sphericity. The KMO value (0.932) we obtained suggests our data is highly suitable for Factor Analysis. It shows that our variables are well-correlated, and the analysis should yield reliable factors. Bartlett's test (Approx. Chi-Square = 7347.720) is statistically significant ($p < .05$), supporting the factorability of the correlation matrix. Based on these results, we can confidently proceed with Factor Analysis to identify important factors affecting teacher job satisfaction in government setups.

Factor Analysis of Teachers working in Government hospitality Institutions in North India

Factor Analysis is an important statistical method used to identify the underlying structure in a data set. In the context of job satisfaction among teachers working in government setups, understanding the complex array of factors contributing to satisfaction is essential for maintaining a high-quality education system. Job satisfaction is a multifaceted construct influenced by a plethora of elements that range from salary, benefits, work environment, relationships with colleagues, opportunities for career growth, job security, and many others. Given the numerous potential influences, identifying the key factors is not a straightforward process.

Applying Factor Analysis in this context is advantageous for several reasons. First, it can significantly simplify the data, reducing a large set of variables into a smaller number of factors. This makes it easier to understand and interpret the data, and reduces the risk of data redundancy. Second, the factors extracted through this method can provide a comprehensive understanding of job satisfaction, allowing policy-makers to better address the needs of teachers and make more informed decisions to enhance job satisfaction and overall job performance.

Therefore, Factor Analysis is not only suitable but also crucial for such a study. It enables the distillation of key factors from a complex and multifaceted data set, providing valuable insights that can ultimately contribute to improving teacher satisfaction in government institutions. These improvements, in turn, could lead to more effective teaching, greater job commitment, and better learning outcomes for students.

Exhibit 3: Factors Affecting Job Satisfaction

	Component		
	Factor Loadings	**Eigenvalues**	**Total Variance Explained**
Factor 1: Financial and Promotion Satisfaction			
salary increases	.835		
Fair amount for the work	.817		
Career advancement scheme (CAS)	.765		
Fair chance of promotion	.732	15.836	35.192
HOD is quite competent	.674		
Extra benefits provided	.530		
Factor 2: Organizational and Communication Satisfaction			
Experience always recognised	.647		
Increments on time	.601		
Continuously receive feedback	.585		
Free to make my decision	.528		
Smooth communication present	.455	3.04	6.757
Systematic appraisal system	.450		
Proper physical conditions	.432		
Grievances always addressed	.352		
Factor 3: Job Value and Professional Development			
Timely leaves provided	.650	1.920	4.267
Job provides social position	.646		

Job organisation goals centric	.622		
Training programs timely	.622		
Suitable working hours	.483		
Factor 4: Work place environment and autonomy			
Nutritious meals served	.729		
Respect religious beliefs	.573		
Non-Monotonous job nature	.477	1.542	3.426
Opportunities to supervise	.474		
work appreciation atmosphere	.436		
Good incentives	.403		
Factor 5: Innovation and Independence			
New ideas always welcomed	.747		
Fair performance appraisal process	.721	1.47	3.263
Job offers freedom	.668		
Try own methods to do task	.573		
Factor 6: Job fulfilment and creativity			
Feeling of accomplishment	.769		
Job is creative	.729	1.213	2.696
Seniors are supportive	.469		
Equal opportunities for growth	.427		
Factor 7: Colleague support and development opportunity			
Sufficient staff	.787		
Female friendly environment	.673	1.149	2.553
Colleagues very capable	.572		
Personality development opportunities	.568		
Factor 8: Organizational Structural and benefits			
Clear rules and regulations	.627		
Free to do different things	.522		
Job gives all benefits	.518	1.034	2.299
Timely communication with seniors	.440		
Less paperwork involved	.419		
Factor 9: Job design and work life balance			

Work distribution according specialization	.581	1.009	2.241
Healthy work-life balance	.498		
Proper safety standards	.431		

Factor 1: Financial and Promotion Satisfaction

This factor has the highest Eigenvalue (15.836) and explains the largest proportion of the total variance (35.192%). This indicates that Financial and Promotion Satisfaction is a crucial determinant of job satisfaction for hospitality. The high factor loadings for variables like salary increase chances, perceived fairness of pay, career advancement schemes, and the benefits package provided reflect how critical these financial and promotional aspects are to overall job satisfaction.

Factor 2: Organizational and Communication Satisfaction

This factor is essential, as evidenced by its Eigenvalue of 3.04 and its explanation of 6.757% of the total variance. The key elements here are organizational practices, such as timeliness of increments, systematic performance appraisal, and attention to experience and qualifications during promotion processes. Additionally, open communication channels and freedom in decision-making within the job also significantly influence job satisfaction.

Factor 3: Job Value and Professional Development

This factor, with an Eigenvalue of 1.920 and explaining 4.267% of the total variance, showcases how employees value their roles and professional growth. Employees find satisfaction in contributing towards organizational goals and achieving a respected social status through their job. They also appreciate professional development opportunities like training programs. Also, factors like the provision of timely leaves and suitable working hours highlight the importance of a balanced work-life environment.

Factor 4: Workplace Environment and Autonomy

This factor indicates the importance of the workplace environment and job autonomy with an Eigenvalue of 1.542 and 3.426% of total variance explained. High factor loadings on elements like hygienic meals, respect for personal beliefs, and job autonomy show the significance of these elements. Although the total variance explained by this factor is smaller compared to others, these elements greatly contribute to an employee's job satisfaction.

Factor 5: Innovation and Independence

This factor has an Eigenvalue of 1.47 and explains 3.263% of the total variance. The high factor loadings on elements related to innovation, independence, and fair appraisal process demonstrate the value that employees place on creative opportunities, the ability to work independently, and transparency in performance evaluations.

Factor 6: Job Fulfilment and Creativity

With an Eigenvalue of 1.213 and 2.696% of the total variance explained, this factor signifies that job fulfilment, creativity, and supportive senior matter to employees. They derive satisfaction from the sense of accomplishment, creativity, and support from superiors at their workplace.

Factor 7: Colleague Support and Development Opportunities

With an Eigenvalue of 1.149 and explaining 2.553% of the total variance, this factor points to the importance of a supportive work environment and chances for personal growth. Employees value the presence of sufficient and capable colleagues, along with opportunities for personality development.

Factor 8: Organizational Structure and Benefits

This factor has an Eigenvalue of 1.034 and explains 2.299% of the total variance. The high factor loadings on variables related to organizational structure, beneficial job features, and communication with seniors highlight the significance of these elements in job satisfaction.

Factor 9: Job Design and Work-Life Balance

With an Eigenvalue of 1.009 and 2.241% of the total variance explained, this factor emphasizes the importance of work-life balance and a well-designed job role that aligns with an employee's specializations and interests.

5. Discussion

The present research conducted a comprehensive analysis of job satisfaction among educators working in government hospitality institutions in North India, yielding valuable insights into the determinants of their contentment. From the factor analysis, nine key factors emerged as crucial influencers of job satisfaction in this specific context. Foremost among these factors was Financial and Promotion Satisfaction, emphasizing the significance of competitive remuneration, equitable pay practices, opportunities for career progression, and attractive benefits packages. Additionally, Organizational and Communication Satisfaction, Job Value and Professional Development, Workplace Environment and Autonomy, and Innovation and Independence were identified as pivotal contributors to educator contentment. The study also highlighted the importance of Job Fulfilment and Creativity, Colleague Support and Development Opportunities, Organizational Structure and Benefits, and Job Design and Work-Life Balance for these educators. Deliberate attention to these factors has the potential to create a more gratifying work environment, thereby fostering enhanced productivity and bolstering employee retention within government hospitality institutes. This scholarly investigation significantly advances our understanding of job satisfaction in this specific educational setting and serves as a valuable guide for educational policymakers and practitioners seeking to optimize workforce engagement and performance among government hospitality educators.

6. Conclusion

The present research offers valuable insights into job satisfaction among educators in government hospitality institutions in North India. Nine key factors emerged as crucial influencers of contentment, including Financial and Promotion Satisfaction, Organizational and Communication Satisfaction, Job Value and Professional Development, Workplace Environment and Autonomy, and Innovation and

Independence. Additionally, Job Fulfilment and Creativity, Colleague Support and Development Opportunities, Organizational Structure and Benefits, and Job Design and Work-Life Balance were identified as significant contributors. Deliberate attention to these factors can foster a more gratifying work environment, enhance productivity, and improve employee retention within government hospitality institutes.

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