

# ARE THEY REALLY SATISFIED? – A STUDY ON SATISFACTION LEVEL OF FACULTY MEMBERS OF HOTEL MANAGEMENT INSTITUTE IN PUNE

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## INTRODUCTION

Education field is considered as one of the most respected field as it develops the entire society through student's development who is nothing but a large & educated part of society. In this context it becomes very much important to study about that element, faculty, who shape the students future. The researchers here feels that the required amount of satisfaction is not there among faculty members of hotel management institutes, which in turn may lead to the problem to hospitality industry & society at large.

The basic purpose of this research is to study & understand the level of job satisfaction among the Faculty members of Hotel Management Institutes in Pune city. It is but natural for any human being to have a thrust about getting satisfied at every level in his life. The urge may range from basic physiological need to self actualization. As far as job is concerned it is the place where we generally spend 33% to 50% of the time of the day. The researchers strongly believes that the satisfaction element is of utmost important in nature as it is bound to affect an individual's professional & personal life. As far as the nature of human being is concerned it is always seen that it is very difficult for any human being *to be satisfied*.

Job Satisfaction is all about the employee's expectations & the reward he gets. The continuous thirst for knowledge coupled with the strong desire and craving for something new are some of the factors which determine the never ending quest of human being striving for "satisfaction" in every aspect of their life. The rapidly changing and developing technology creates the never ending quest for satisfaction in life and the ever increasing number of people experiencing unwanted stress and problems denote an underlying sense of dissatisfaction. This is the research about Satisfaction level of Hotel Management Faculty in Pune, which tries to unfold various internal & external factors as its cause.

## RATIONALE AND SIGNIFICANCE OF THE STUDY

The study is very much significant because, no study is undertaken specifically for the faculty members of hotel management institutes. As the respondents are no others but faculty members, the researchers feels that as an important pillar they are of entire education society, it becomes the need of an hour to study their satisfaction level. It is only satisfied faculty who creates better students for corporate world who also in turn becomes good citizen of

country. On the contrary, dissatisfied faculty may be held responsible for spoiling the student's life & career & creating the problem to society at large.

### **OBJECTIVES OF STUDY**

The basic objective of the current research is to critically study the job satisfaction level of faculty members of hotel management & put forth the causes of being dissatisfied & effects of such dissatisfaction on various elements like students, institute, future employers of such students and society at large so as to correct them on time to avoid future problems.

### **REVIEW OF LITERATURE**

The literature ranges from the classic Maslow's theory of Need Hierarchy (1943), Herzberg's Two Factor Theory (1968), and Expectancy Theory by Victor Vroom (1964) on job satisfaction which all serves as the basis for the modern day studies. These theories really act like a spring board for today's researcher to jump ahead.

**Hoppock (1935)** indicated that job satisfaction means the mental, physical & environmental satisfaction of employee and the extent of job satisfaction can be known by inquiring employees about the job satisfaction extents.

The academic definitions of job satisfaction can be divided into three types viz.

1. **Integral definition:** Employee's job attitude toward environment with focal attention on the mental change for individual job satisfaction of employee is been emphasized in this definition. (Locke, 1976; Fogarty, 1994; Robbins, 1996).
2. **Differential definition:** This definition emphasizes job satisfaction and the difference between the actually deserved reward and the expected reward from employees; the larger difference means the lower job satisfaction (Smith et al., 1969; Hodson, 1991)
3. **Reference structure theory:** It emphasizes the fact that the objective characteristics of organizations or jobs are most important factors which influence employees' working attitude and behaviors (Morse, 1953; Homans, 1961).

Job satisfaction was defined by **Lofquist and Dawis (1969)** as "the pleasurable emotional state resulting from the appraisal of the extent to which he work environment fulfills an individual's requirement"

Job satisfaction has been defined as a pleasurable emotional state resulting from the appraisal of one's job; an affective reaction to one's job; and an attitude towards one's job. Weiss (2002).

### **THEORIES OF JOB SATISFACTION**

#### **Abraham Maslow's Need Hierarchy Theory**

The need hierarchy theory (A.B.Maslow, 1954, 1970) posits that individuals are born with a set of needs which are divided into five categories viz. physiological, safety, belongingness, esteem, and self-actualization. These are arranged in a hierarchy of relative prepotency, meaning that lower-order needs are satisfied before higher-order needs are activated.

### **Fredrick Herzberg Two-Factor Theory**

The two-factor theory (Herzberg et al., 1959) questioned the assumption that job satisfaction and job dissatisfaction lie on a single continuum. Rather, the theory proposed that job satisfaction and job dissatisfaction are separate continua, and that the factors which affect job satisfaction are different from the factors which affect job dissatisfaction.

### **Victor Vroom's Expectancy Theory**

Expectancy theory (Vroom, 1964) was one of the first theories to focus on the cognitive processes that underlie job satisfaction. It has received considerable theoretical and empirical attention for over 30 years (Van Eerde & Thierry, 1996). The number of studies examining expectancy theory has decreased recently however, with only ten studies being conducted since the 1990's (Ambrose & Kulik, 1999). As such, this review were mainly be based on the earlier studies.

### **How to Measure Job Satisfaction**

There are many methods for measuring job satisfaction. Till date, the most common method for collecting data regarding job satisfaction is the Likert scale (named after Rensis Likert). Other less common methods of for gauging job satisfaction include: Yes/No questions, True/False questions, point systems, checklist, forced choice answers.

The Job Descriptive Index (JDI), created by smith, Kendall, & Hulin (1969), job satisfaction that has been widely used. It measures one's satisfaction in five facets: pay, promotions and opportunities, coworkers, supervision, and the work itself. The scale is simple, participants answer either yes, no, or decide in response to whether given statements accurately describe one's job.

### **Factors Affecting Job Satisfaction of Faculty Members**

An employee's overall satisfaction with his job is the result of a combination of factors and one must understand that financial compensation is not the only way. In today's date, management's role in enhancing employees' job satisfaction is to make sure the work environment is positive, morale is high and employees have the resources they need to accomplish the tasks they have been assigned. Following are the major factors which affects faculty's Job Satisfaction:

#### **Working Conditions in Institute**

Because a faculty spend so much time in their work environment each week, it's important for institutes to try to optimize working conditions. Such things as providing spacious work areas rather than cramped ones, adequate lighting and comfortable work stations contribute to favorable work conditions. Providing productivity tools such as upgraded lab & libraries to help them accomplish tasks more efficiently contributes to job satisfaction as well.

#### **Opportunity for Career Advancement**

Faculties are seen more satisfied with their current job if they see a path available to move up the ranks in the organization and be given more responsibility and along with it higher compensation & control. Organizations may encourage faculties to acquire more advanced skills which will lead to the chance of promotion. Some organizations pay the cost of tuition

for employees taking university courses, for example. During an employee's annual performance review, the principal should map out a path showing them what they needs to accomplish and what new skills they need to develop in order to be on a track to advancement within the organization.

### **Moderate Workload and Stress Level**

Dealing with heavy workload and deadlines that are impossible to reach can cause job satisfaction to erode for even the most dedicated employee. Falling short of deadlines results in conflict between faculty & institute's head and raises the stress level of the workplace. Many times, this environment is caused due to ineffective management and poor planning. The institute operates in a crisis mode because supervisors don't allow enough time for employees to perform their assigned tasks effectively or because staff levels are inadequate.

### **Respect from colleagues**

Any faculty seek to be treated with respect by those they work with. A hostile work environment along with rude or unpleasant colleague is one that usually has lower job satisfaction. In an August 2011 survey published by FoxBusiness.com, 50 percent of those responding said they had personally experienced a great amount of workplace incivility. Fifty percent also believe morale is poor where they work. Head of institute need to step in and mediate conflicts before they escalate into more serious problems requiring disciplinary action. Sometimes faculty may need to be reminded what behaviors are considered inappropriate when interacting with others

### **Financial Rewards**

Job satisfaction is impacted by faculty's views about the fairness of the institute's pay scale as well as the current compensation he may be receiving. Institute need to have a mechanism in place to evaluate faculty's performance and provide salary increases to top performers. Opportunities to earn special incentives, such as bonuses, extra paid time off or vacations, also bring excitement and higher job satisfaction to the workplace.

### **The determinants of job satisfaction**

The following figure (Fig.1) , which was adapted from performance-motivation models developed by researchers such as Cummings and Schwab (1973), Nadler and Lawler (1977), Steers and Porter (1978) and Vroom (1964), provides an enlightening and comprehensive view of the interplay between the determinants of individual performance, satisfaction and motivation. From this model, Walker (1980) deduced that job satisfaction has several distinct dimensions, each of which is a matter of individual perception, as satisfaction is related to the needs of individuals.

Walker (1980) elaborated on the model as follows. Certain variables relating to performance, job satisfaction and motivation are controllable, to a degree, by management. Examples of such variables include the work context, task activities or content, and objectives of job. These variables have a direct effect on the nature and extent of a employee's effort, and from his effort the employee may gain satisfaction. However, although effort is a prerequisite for job performance, individual competence also plays vital role, since a person may also gain job satisfaction from a sense of accomplishment that follows competent task execution. The individual's performance results in one or more outcomes, which may either support

organizational productivity, or represent personal rewards for the employee. Many employees measure their job satisfaction only in terms of the outcomes of their efforts.

A different perspective on why people like or dislike their job is offered by Spector (2003), who maintained that environmental aspects, personality variables, or a combination of these, serve as antecedents to job satisfaction. Environmental antecedents include the variety of job-related features that impact on job satisfaction, e.g. job characteristics and job tasks, as well as various aspects of the organization. He distinguished a number of significant personal and environmental factors viz. job characteristics, role variables, work-family conflict, age, gender, race, cognitive ability, job experience, use of skills, job congruence, and occupational level.

### **Historical Study on the correlation between job satisfaction and productivity**

Brayfield and Crockett (1955) astounded the world of occupational psychology by finding an average correlation of only + .15 from the 26 studies published up until then. The latest meta-analysis of 217 separate correlations (in 74 studies) also found an overall correlation of + .15 (Iaffaldano & Muchinsky, 1985).

Eight of these studies produced correlations of +.44 or above; these were all supervisory or professional workers, using self, peer or supervisory ratings of performance. Petty et al. (1984) found an overall correlation of +.23; this was +.31 for supervisors and above, +.15 for those at lower levels. Some recent studies have found correlations which are higher than this under certain conditions. An overall correlation of +.35 was found in one, but it was as high as +.60 when there was little pressure for performance, i.e. when hard work was more voluntary (Bhagat, 1982).

It is interesting that the correlation is greater for those in supervisory or professional jobs. In these jobs performance depends less on external pressures, like wage incentives or assembly-line speeds, and more on motivation, creativity and helpfulness. Laboratory experiments on mood induction have shown that putting subjects in a good mood leads to (1) better and more original problem-solving, (2) greater helpfulness and generosity, and (3) more positive attitudes to other. Job satisfaction is also correlated with other kinds of desirable behaviour at work - there is less sabotage, stealing, doing work badly on purpose, and spreading rumours or gossip to cause trouble (Mangoine and Quinn, 1975). This effect was stronger for those over thirty-five years of age, probably because they would only engage in such behaviour if they had a very strong sense of grievance. Bateman and Organ (1983) found that non-academic university staff who were satisfied engaged more in a wide variety of 'good citizenship' behaviour at work - they were more punctual, dependable, helpful, cooperative and tidy, and they created less waste, made fewer complaints and were angry less frequently.

The relation between job satisfaction and absenteeism has also been studied. It would be expected that happy workers would turn up more often to receive the benefits which they enjoy at work. In fact, the average correlation is quite low: -.09 in one meta-analysis (Hackett and Guion, 1985), and -.22 in another (McShane, 1983). However, there is a very skewed distribution of absenteeism - most people are not absent at all, which reduces the possible size of correlations (Hackett and Guion, op.cit.). The relationship is greatest with satisfaction for pay and promotion (Rosse and Miller, 1984), and for the work itself (Hackett and Guion, op.cit.).

There is a clearer correlation with voluntary or unexcused absence which is not due to sickness. The relationship is stronger for women, manual workers, workers in larger firms and younger workers (Metzner and Mann, 1953). These are the people who are absent more, so that there is a less skewed distribution.

Similar analyses have been made of job satisfaction and labour turnover, and the correlation is typically -.20 to -.30 and rarely greater than -.40 (Mobley, 1982). Carsten and Spector (1987), in a meta-analysis of forty-seven studies, found an overall correlation of -.23 (but of -.51 under high unemployment, see below). Labour turnover correlates with different components of job satisfaction, but especially satisfaction with job content (Mobley et al., 1979).

### **Negative Side of Poor Job Satisfaction**

The effects of low job satisfaction can be far-reaching and this issue is of concern for small institutes as well as large one. If faculties are not happy with their jobs, several areas of their work are affected and their behavior can also affect other employees. A study published by the "International Archives of Occupational and Environmental Health" found that workers who report low job satisfaction experienced several other issues at work as a side effect.

#### **Job Stress**

When faculties are not happy with their jobs, they are much more likely to experience stress on the job. Satisfied or happy faculties at work are much less likely to report feeling stressed out by their job. This is basic human nature if you are not doing something you enjoy, chances are you are going to feel dissatisfied and even little things will make you feel stressed out and unhappy.

#### **Low Morale**

When any faculty is doing his job in miserable condition, all of the other employees they come into contact with are going to be affected by his attitude. If they see someone who is so obviously miserable, it will begin to color how they view their own jobs. Negative attitudes can spread through a workplace like wildfire and, if they are not improved, the overall morale of the employees will take a sharp decline.

#### **Lack of Productivity**

Low job satisfaction, coupled with low employee morale equals a lack of productivity in the workplace. Again, this is basic human nature at work. When someone is unhappy, he don't focus well and also don't pay attention to his tasks. Such people find hundreds of other things to do that do make them happy, all such tasks by ignoring the job they should be doing. When one person displays low productivity, it is only natural for other members to feel dissatisfied as a result, and their productivity will begin to decline as well. It is a vicious cycle that is all too common.

#### **High Faculty Turnover**

Low job satisfaction also creates high turnover rates among faculties. Sooner or later, the faculty is going to quit the institute so that they can find a job they actually enjoy doing. Many other industries also suffer from high turnover rates and the inability to retain qualified

employees. It is up to small business owners and managers to find a way to increase job satisfaction, particularly in difficult industries in which the jobs are tough and the pay is low.

### **Other Options to Avoid Poor Job Satisfaction**

**Job enrichment** is an attempt to motivate employees by giving them the opportunity to use the range of their abilities. It is an idea that was developed by the Great American psychologist Fredrick Herzberg in the 1950s. It can be contrasted to job enlargement which simply increases the number of tasks without changing the level of challenge. As such job enrichment has been described as 'vertical loading' of a job, while job enlargement is 'horizontal loading'.

**Job enlargement** means increasing the scope of a job through extending the range of its job duties and responsibilities generally within the same level and periphery. This contradicts the principles of specialization and the division of labour whereby work is divided into small units, each of which is performed repetitively by an individual employee. Some motivational theories suggest that the boredom and alienation caused by the division of labour can actually cause efficiency to fall. Thus, job enlargement seeks to motivate employee through reversing the process of specialization. A typical approach might be to replace assembly lines with modular work; instead of an employee repeating the same step on each product, they perform several tasks on a single item. In order for employees to be provided with Job Enlargement they will need to be retrained in new fields which can prove to be a lengthy process. However results have shown that this process can see its effects diminish after a period of time, as even the enlarged job role become the mundane, this in turn can lead to similar levels of de motivation and job dissatisfaction at the expense of increased training levels and costs. The continual enlargement of a job over time is also known as 'job creep,' which can lead to an unmanageable workload.

### **Role of Institutes in Faculty's Job Satisfaction**

It is important that institute care about the happiness of their employees. Now a days the rate of turnover because employees are unhappy is alarming. Even is an economic downturn, employers are spending an enormous amount of money recruiting new employees, going through the hiring process, and finally training new employees. Dissatisfaction has many negative side effects for the institute, while satisfaction results in a much better retention rate. The effects of dissatisfaction that results in an employee's withdrawal from job and company can range from noting to severe. Tardiness, in showing up for work and coming back from breaks, shows a lack of interest by the employee for his or her responsibilities. This may escalate to the employee not showing up to work entirely. Some less obvious signs of withdrawal from the job include: taking care of personal matters while at work, playing games, engaging in non-work related talk, spending time on social networks, and diminishing job performance. These withdrawal behaviors, when evidence of dissatisfaction, may end with an employee leaving the workplace; "the heuristic model posits that thinking of quitting is the most probable outcome of job dissatisfaction" ( Koslowsky & Krausz, 2002). Therefore, withdrawal will lead either to the employee voluntarily leaving the organization or being terminated for unprofessional behavior.

Happiness in the workplace leads to much higher levels of productivity. It increases employee morale; therefore employees are more willing to work harder to improve the company and its goals.

According to Branham (2005), “Gallup studies show that businesses with higher employee satisfaction also have:

- 86% higher customer ratings
- 76% more success in lowering turnover
- 70% higher profitability
- 44% higher profitability
- 78% better safety records.”

Educational institutes need good, knowledgeable faculties. If these faculties are not treated fairly, they are going to take advantage of other job offers that will provide more stability, more benefits, and more compensation.

### **RESEARCH METHODOLOGY**

The researchers has used a structured questionnaire as a research instrument tool which consists of open ended questions and multiple choice questions in order to get data. Thus, Questionnaire is the data collection instrument used in the study. All the questions in the questionnaire are organized in such a way that elicit all the relevant information that is needed for the study. The respondents were interviewed personally or through telephone & apart from the structured questionnaire such other relevant information was also collected from them by informal discussion which definitely became useful during the research work.

### **FINDINGS OF RESEARCH WORK**

- The researches could find that around 82% faculty members are dissatisfied with existence salary.
- Around 75% faculty talk about limited scope for creativity as the curriculum is not matching with the need of industry.
- Some faculty members also pointed out students approach & attitude towards education & education system is so bad which is making them worry & a kind of dissatisfied.
- The researchers found good interpersonal relations among faculty members. Also it was noted that there is a lot of urge among faculty members to develop the students & they are ready to put in all the required efforts to make it successful, but somewhere they are stuck up in various elements like system, bureaucracy, hierarchy, attitude of management & students & so on.

### **CONCLUSION**

Like a traveler, who after completing his journey, reaches to destination and looks back to see the distance that he has covered for identifying the important landmarks he came across. Review of the important aspects of the study and summing up of the key observations are



presented in this chapter. Regardless of the authors, generally it is agreed that job satisfaction involves the attitudes, emotions, and feelings about a job, and how these attitudes, emotions and feelings affect the job and the employee's personal life. Given the many definitions of job satisfaction, many scholars have proposed various theories of job satisfaction. These theories have been developed, then either supported or rejected by others in the field of work motivation and behavioral research. Satisfaction is a psychological factor. It cannot be seen and cannot quantify. But its expression in human mind is understandable. When any employee is satisfied with his assigned task and can discharge his function satisfactorily, it is called 'job satisfaction'. Job Satisfaction can be vital indicator of how employees feel about their jobs and a predictor of work behaviors such as organizational citizenship, absenteeism, and turnover. Further, job satisfaction can partially mediate the relationship of personality variables and deviant work behaviors. One common research finding is that job satisfaction is correlated with life satisfaction also. This correlation is reciprocal, meaning people who are satisfied with life tend to be satisfied with their job and people who are satisfied with their job tend to be satisfied with life.

It is very important for any employee to have highest satisfaction in his job. As the satisfaction of any employee in industry affects the production or productivity, which may be recovered later on but the satisfaction of faculty directly impacts on student's education, career & life at large either in positive or negative manner. That's why it becomes very important to study the satisfaction level of faculty members. The researchers are also aware of focus on various elements of job satisfaction which are missing & can be taken care of to have better job satisfaction of respondent Faculty Members, which gives scope for further research.

The purpose of this study was to investigate predictors of Hotel Management Faculties Job Satisfaction including those that are personal and those that are job related in Pune. For decades, job satisfaction has been one of the most extensively researched concepts in work and organizational psychology. Job satisfaction is believed to reflect an individual's affective and/or cognitive assessment of his or her working conditions and job attributes. It has been traditionally used to confirm the effectiveness of job redesign and motivational conditions at work. However management of Hotel Management institutes in Pune will have to understand very clearly that faculty members are building blocks of every type of academic institutes and thus they management should aim to create and maintain cordial learning and teaching environment also they should understand the importance of providing hygienic factors to its faculties like fair salary, good working, learning environment, carrier growth, challenging work etc.

## **SUGGESTIONS**

- The institutes should give sufficient scope for carrier growth and personnel development for their faculty members
- The work of Hotel Management teachers should be made more pleasant by enriching the job and removing the monotony.
- The salary structure needs to be made fair and equitable. The salary structure of private as well as government institution should be same and equitable. Most of the private Hotel Management institutes have not implemented the 6th pay

recommendations as of now which is a kind of exploitation of faculty members, which is leading mass level of dissatisfaction among the faculty members. Government should immediately intervene and ensure that faculty members of such private institutes should be paid the scales as per 6th pay commission recommendations.

- The heads of institutes are expected to play an active role in the development and grooming of students and the faculty members in best possible manner. This will reduce the unwanted stress levels on both students and faculty members.
- The curriculum of various hotel management courses needs to be made more rational and practical oriented. Instead of simply dumping the unwanted subjects, curriculum development should take place in light of latest development in the hospitality industry. This will enable the student and teacher to learn and work more efficiently there by creating an environment learning oriented.
- Last but not the least the researchers feel that entire education system in our country to a greater extent have become defunct, corrupted, and politically influenced. The entire system should be revamped and vibrant if the country has to fulfill its human resource needs for the development scheduled in the coming days.

#### **SCOPE FOR FURTHER RESEARCH**

While the objectives of this study were successfully accomplished, several areas remain unclear and require to be addressed by future research. Studies should also be extended to other institutes like MBA, Engineering, Pharmacy etc. The study was also limited to Pune city i.e. geographical constraint, a state wide or nationwide study may also be carried out. Also it is noted that in any educational institute not only faculty but other support staff also contributes a lot, a research may also be carried out about them.

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