

Research Paper

Factors Influencing Job Satisfaction among Hospitality Teachers Working in Delhi and National Capital Region

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ABSTRACT

This study delves into the intricate dynamics shaping the job satisfaction of educators employed in hospitality institutions situated in North India. With a robust sample size of 275 willing participants, the research utilized a meticulously crafted questionnaire comprising both multiple-choice and Likert scale items. Through this comprehensive approach, the study aimed to discern the participants' perceptions regarding job satisfaction. The findings of the survey shed light on several key factors influencing job satisfaction among teachers in this sector. Notably, aspects such as salary, opportunities for professional growth, and supportive management emerged as pivotal determinants. These insights underscore the critical importance of addressing these factors to bolster the overall job satisfaction levels among educators in Delhi NCR hospitality institutions. By recognizing the significance of salary, advancement opportunities, and managerial support, stakeholders in the hospitality education sector can devise targeted strategies and interventions. These efforts hold the potential to substantially enhance job satisfaction levels among teachers throughout the region. The implications of this research extend beyond mere academic interest, offering practical guidance for stakeholders seeking to optimize the work environment and conditions for educators within the hospitality education sector. This study contributes valuable insights into the nuanced landscape of job satisfaction among teachers in Delhi NCR hospitality institutions. By addressing the identified factors, stakeholders can foster a more conducive and fulfilling work environment, ultimately benefiting both educators and the institutions they serve.

Keywords: *Job satisfaction, Hospitality Institutions, Hospitality Education System*

As the hospitality industry in India continues to experience rapid growth and development, the demand for skilled professionals within the sector is on the rise. This underscores the pivotal role played by hospitality institutions in providing essential training and education to nurture competent individuals who can meet the evolving needs of the industry. The effectiveness of instruction within these institutions is heavily reliant on the satisfaction levels of their professors. These educators not only impart knowledge but also serve as mentors and role models, exerting significant influence on the future trajectory of their students. In an industry like hospitality, where customer satisfaction

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Factors Influencing Job Satisfaction among Hospitality Teachers Working in Delhi and National Capital Region

is paramount, ensuring that educators themselves are satisfied and engaged in their work becomes crucial.

Delhi NCR, with its abundance of hospitality schools, presents an ideal setting to explore the levels of job satisfaction among educators. This region offers a diverse landscape of educational institutions, each with its own unique challenges and opportunities. By delving deeper into the dynamics within hospitality education institutions in Delhi, this research aims to uncover fresh insights into the determinants of educator satisfaction. Understanding what factors contribute to or detract from job satisfaction among educators can lead to improvements in performance, retention rates, and overall professional growth within the hospitality education sector.

One of the significant challenges faced by hospitality institutes is frequent turnover among staff, which can incur substantial costs for organizations. High turnover rates not only disrupt institutional continuity but also affect the quality of education provided to students. By comprehending the factors underpinning job satisfaction among instructors, institutions can create a more conducive work environment that fosters employee loyalty and helps mitigate turnover rates. This study has the potential to shed light on the hurdles encountered by educators in hospitality schools, including issues such as salary concerns, limited opportunities for professional advancement, and inadequate management support. Addressing these challenges is vital for nurturing a supportive and gratifying work atmosphere for instructors, ultimately leading to heightened levels of job satisfaction.

Through its insights into the factors shaping the performance, retention, and satisfaction of teachers within the hospitality education system, this research holds significant promise for advancing the field in Delhi NCR. Ultimately, it stands to enrich the understanding and practices of hospitality education, benefiting both educators and institutions across the region. By addressing the needs and concerns of educators, institutions can better prepare students for successful careers in the hospitality industry, thus contributing to the overall growth and sustainability of the sector.

LITERATURE REVIEW

An investigation on coordinators of the Special Education Integration Program examined the impact of leadership style and financial elements on job satisfaction (**Anuar Ali et al., 2021**). It highlighted effective leadership as a primary determinant of work satisfaction.

The research conducted in the Lebanon area aimed to explore the factors affecting job satisfaction among teachers. The study involved 133 teachers from twelve schools, both private and public, utilizing a Teacher Job Satisfaction Questionnaire for data collection (**Baroudi & Hojeij, 2021**). It focused on less developed countries, where meeting extrinsic needs like salary, benefits, and working conditions tends to increase teacher job satisfaction. In Makassar city, research focused on the influence of motivation factors on job satisfaction among university lecturers (**Basalamah & As'ad, 2021**). It found a reciprocal relationship between motivation and job satisfaction, emphasizing motivation's crucial role.

Positive emotions were identified as the most influential factor in predicting job satisfaction among teachers (**Dreer, 2021**). The study emphasized the role of positive workplace experiences in enhancing job satisfaction.

Factors Influencing Job Satisfaction among Hospitality Teachers Working in Delhi and National Capital Region

Compensation and career development were found to significantly influence job satisfaction among teachers (**Permana et al., 2021**). Satisfaction with compensation and perceived career development opportunities correlated with higher job satisfaction levels.

Gender, education level, and teaching experience were explored in relation to job satisfaction among teachers (**Rezai et al., 2021**). Higher education levels correlated positively with job satisfaction.

A study on full-time and substitute teachers explored the impact of gender and experience on job satisfaction (**Topchyan & Woehler, 2021**). Full-time teachers and female teachers displayed higher levels of job satisfaction and engagement.

A study among eighth-grade mathematics teachers revealed the significant link between school working conditions and job satisfaction (**Toropova et al., 2021**). It emphasized the importance of teacher workload and cooperation in enhancing job satisfaction.

Work motivation was found to significantly correlate with job satisfaction among madrasah teachers (**Juhji et al., 2022**). The study emphasized the importance of motivation in enhancing job satisfaction.

A study aimed to understand the relationship between job satisfaction and job performance across different communities (**Katebi et al., 2022**). It emphasized the role of culture and job nature in influencing this relationship, providing insights valuable for managers across industries.

In Vietnam, research investigated the influence of principal leadership styles on teachers' job satisfaction (**Maheshwari, 2022**). It revealed a positive correlation between transformational leadership style and job satisfaction.

In Banten province, a study investigated the impact of leadership style on job satisfaction among university teachers (**Mugira, 2022**). It found that teachers' satisfaction was significantly influenced by the Head of Department's leadership style, particularly in the equitable distribution of opportunities and academic activities.

Determinants of job satisfaction among teachers included job characteristics and position (**Nuzulia & Saputra, 2022**). It highlighted the significance of meaningful work and personal development opportunities.

Research in Shanghai, China explored the relationship between Professional Learning Communities (PLCs), teachers' self-efficacy, and job satisfaction (**Zhang et al., 2023**). It revealed positive effects of teacher-centric characteristics of PLCs on self-efficacy and job satisfaction.

Research focused on school culture's impact on job satisfaction and teaching autonomy among teachers (**Xia et al., 2023**). It found a direct influence of school culture on job satisfaction, mediated by curriculum autonomy.

The study investigated the factors influencing employee performance in Indonesian sharia property companies, with a focus on change management, job satisfaction, organizational

Factors Influencing Job Satisfaction among Hospitality Teachers Working in Delhi and National Capital Region

commitment, and leadership style (Latifah et al., 2024). The sample comprised 71 members from a total of 200 across Indonesia. It found that change management and job satisfaction had negligible impacts, while leadership style and organizational commitment significantly positively influenced performance.

A study examined the influence of teacher professional attitude, welfare, continuous self-development, and job satisfaction on the performance of vocational high school teachers in Surakarta Residency, Indonesia (Murwaningsih, 2024). It found that while teacher welfare impacted continuous self-development and job satisfaction, it did not affect performance. Additionally, continuous self-development positively affected performance, while job satisfaction did not have a significant impact.

The study among public secondary school teachers in Minna, several key findings emerged regarding factors influencing motivation and job satisfaction. Teachers strongly agreed on various factors, including favorable service conditions, resource availability, financial resources, and job performance (Oyekunle, 2024). Recommendations included improving service conditions and prompt salary payments.

Significance of the Study

The current study holds significant relevance for hospitality academic institutions and the broader education system in India, addressing a notable research lacuna by examining the job satisfaction of teachers within hospitality institutions, an area that has been underexplored in prior literature. Recognizing the pivotal role of teachers in shaping the future generation, this research elucidates how job satisfaction influences teacher performance and efficiency, thereby impacting institutional functioning. By scrutinizing this variable, the study contributes to mitigating workplace conflicts and enhancing intra-institutional coordination. Its findings furnish institutions with insights into the factors contributing to job dissatisfaction, facilitating the implementation of targeted interventions such as incentive schemes, conducive environments for professional development, salary adjustments, and other measures aimed at bolstering job satisfaction. In doing so, this study advances scholarly understanding of job satisfaction among hospitality educators and offers potential avenues for improving working conditions and practices within these educational establishments, ultimately benefiting both teachers and the students under their tutelage.

Research Objective

To study the Factors influencing job satisfaction among hospitality educators across various hospitality educational institutions in Delhi and NCR.

METHODOLOGY

The methodology employed in this study aims to investigate the factors affecting job satisfaction among educators in hospitality institutions in North India. A structured questionnaire featuring both multiple-choice and Likert scale questions will be utilized to gauge participants' perceptions of job satisfaction. The primary objective is to pinpoint the key factors contributing to job satisfaction within the hospitality education sector. Convenience sampling will be utilized to gather data from 275 educators currently employed in teaching roles at hospitality schools across various states in Delhi NCR. Data collection will be conducted via email, with the questionnaire meticulously designed based on existing research to ensure question clarity and consistency.

Factors Influencing Job Satisfaction among Hospitality Teachers Working in Delhi and National Capital Region

For data analysis, SPSS version 26.00 will be utilized, specifically employing the Exploratory Factor Analysis method. This approach will provide a comprehensive understanding of the collected data and facilitate a thorough investigation into the factors influencing job satisfaction among educators in the hospitality sector.

The demographic profile of respondents is vital in research as it offers insights into the characteristics of the studied population, enhancing comprehension of the data. Demographic variables such as age, gender, education level, and marital status play significant roles in shaping individuals' behaviours and experiences, potentially impacting study outcomes. Ensuring the sample adequately represents the broader population enhances result generalizability. Analysing the effects of specific factors across distinct demographic groups can inform targeted and impactful policy decisions.

Table 1 Demographic Profile of Teachers working in Hospitality Institutions in Delhi NCR

Demographic Variables	Categories	Frequency	Percent
Age of Respondent	Below 30 years	48	17.5
	Between 30-40 years	82	29.8
	Between 40-50 years	79	28.7
	Above 50 Years	66	24.0
Gender of Respondent	Male	177	64.4
	Female	98	35.6
Marital Status of Respondent	Married	190	69.1
	Unmarried	85	30.9
Educational Qualification of Respondent	Diploma	26	9.5
	Bachelors	26	9.5
	Masters	135	49.1
	PhD	88	32.0
Type of Educational Institute	Central IHM	24	8.7
	State IHM	36	13.1
	Central University	45	16.4
	State University	40	14.5
	Private University	130	47.3
Academic Position Respondent Hold	Principal	5	1.8
	HOD	28	10.2
	Senior Lecturer	15	5.5
	Lecturer	26	9.5
	Professor	34	12.4
	Associate Professor	29	10.5
	Assistant Professor	78	28.4
	Contractual/ Guest Faculty	42	15.3
	Visiting Faculty	18	6.5
Teaching Experience of Respondent	Below 5 years	76	27.6
	5-10 years	82	29.8
	10-15 years	64	23.3
	Above 15 years	53	19.3

Factors Influencing Job Satisfaction among Hospitality Teachers Working in Delhi and National Capital Region

Demographic Variables	Categories	Frequency	Percent
Nature of Appointment	Permanent	58	21.1
	Contractual	75	27.3
	Guest	72	26.2
	Visiting	70	25.5
Place of Residence	Urban	211	76.7
	Semi-Urban	43	15.6
	Rural	21	7.6

Age

The demographic table provides a detailed breakdown of teachers based on age. Specifically, 17.5% of the teachers are below 30 years old, 29.8% are between 30-40 years, 28.7% are between 40-50 years, and 24.0% are above 50 years. This distribution shows a balanced representation of different age groups with a slight concentration in the 30-50 years range.

Gender

In terms of gender, the teachers are predominantly male, with 64.4% identifying as male and 35.6% as female. This indicates a gender imbalance in the respondent pool, with nearly twice as many males as females.

Marital Status

Marital status is another demographic variable represented in the table. A significant majority of the respondents, 69.1%, are married, while 30.9% are unmarried. This suggests that the majority of teachers are in a stable marital situation.

Educational Qualification

Educational qualifications of the teachers are quite varied. Only 9.5% of the teachers hold a Diploma, and another 9.5% have a Bachelor's degree. A significant portion, 49.1%, have a Master's degree, and 32.0% hold a PhD. This shows a high level of educational attainment among the respondents, with the majority having advanced degrees.

Educational Institute

The type of educational institute attended by teachers is also detailed. Teachers are from various types of institutions: 8.7% from Central Institutes of Hotel Management (IHM), 13.1% from State IHMs, 16.4% from Central Universities, 14.5% from State Universities, and a substantial 47.3% from Private Universities. This indicates a diverse representation from different educational backgrounds.

Academic Position

When looking at academic positions held by the respondents, the distribution is varied. Only 1.8% are Principals, 10.2% are Heads of Departments (HOD), 5.5% are Senior Lecturers, 9.5% are Lecturers, 12.4% are Professors, 10.5% are Associate Professors, 28.4% are Assistant Professors, 15.3% are Contractual or Guest Faculty, and 6.5% are Visiting Faculty. This spread shows a wide range of academic roles among the respondents.

Factors Influencing Job Satisfaction among Hospitality Teachers Working in Delhi and National Capital Region

Teaching Experience

Teaching experience among the teachers also varies. Those with less than 5 years of experience make up 27.6% of the respondents. Those with 5-10 years of experience constitute 29.8%, 10-15 years account for 23.3%, and those with over 15 years of experience make up 19.3%. This indicates a broad spectrum of teaching experience, with a notable portion having significant experience.

Appointment Nature

The nature of appointment of the teachers shows that 21.1% are permanent employees, 27.3% are contractual, 26.2% are guest faculty, and 25.5% are visiting faculty. This reveals that a large number of teachers are in non-permanent positions, with a substantial portion being either contractual faculty.

Place of Residence

Finally, the place of residence of the teachers indicates that the majority, 76.7%, live in urban areas. Those living in semi-urban areas make up 15.6%, and 7.6% reside in rural areas. This suggests that most teachers are based in urban settings, with fewer from rural or semi-urban locations.

Table No. 2 KMO and Bartlett's Test of Sphericity

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.944
Bartlett's Test of Sphericity	Approx. Chi-Square	12003.173
	df	990
	Sig.	.000

The Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy and Bartlett's Test of Sphericity are essential in determining the suitability of data for factor analysis. In this case, the KMO value is 0.944, which is considered excellent and indicates that the data has a high degree of common variance, making it suitable for factor analysis. Bartlett's Test of Sphericity provides further validation with an approximate chi-square value of 12,003.173, degrees of freedom (df) of 990, and a significance level (Sig.) of 0.000. The significant result ($p < 0.05$) of Bartlett's test indicates that the correlation matrix is not an identity matrix, meaning there are significant correlations among the variables. Together, these results strongly support the appropriateness of using factor analysis for this dataset, as the data demonstrates both high sampling adequacy and significant inter-variable correlations.

Factor Analysis

Factor Analysis is a vital statistical method for identifying underlying structures within a dataset. In the context of teacher job satisfaction in government setups, understanding the complex interplay of factors influencing satisfaction is crucial for maintaining educational quality. Job satisfaction encompasses various elements, including salary, benefits, work environment, relationships with colleagues, career opportunities, and job security, among others. Given this complexity, identifying key factors is challenging.

Utilizing Factor Analysis offers several advantages in this context. It simplifies the dataset by reducing numerous variables into a smaller set of factors, enhancing comprehension and minimizing redundancy. Secondly, the extracted factors provide a comprehensive

Factors Influencing Job Satisfaction among Hospitality Teachers Working in Delhi and National Capital Region

understanding of job satisfaction, aiding policymakers in addressing teacher needs and making informed decisions to enhance satisfaction and performance.

Factor Analysis is not only appropriate but essential for this study. It facilitates the extraction of essential factors from a multifaceted dataset, offering valuable insights to improve teacher satisfaction in government institutions. These improvements can lead to increased job commitment, more effective teaching practices, and ultimately, better learning outcomes for students.

Table No. 3: Factors Affecting Job Satisfaction of Teachers working in various Hospitality Institutions in Delhi NCR

		Component		
		Factor Loadings	Eigen values	Total Variance Explained
Factor 1 Promotion and Performance Feedback				
1	During the promotion, the organization pays attention to experience, qualification, and other measures.	.702	16.569	36.820
2	I continuously receive feedback from my senior regarding my job.	.682		
3	I get increments at the proper scheduled time.	.608		
4	My organization has a systematic performance appraisal system.	.535		
5	I feel that the work I do is appreciated in my organization.	.504		
Factor 2 Compensation and Career Advancement				
1	I feel I am being paid a fair amount for the work I do.	.783	2.478	5.508
2	I feel satisfied with my chances for a salary increase.	.753		
3	Those who do well on the job stand a fair chance of being promoted.	.749		
4	I am satisfied with the career advancement scheme (CAS) for promotion.	.707		
5	My Chairperson/Principal/HOD is quite competent in doing his/ her job.	.605		
Factor 3 Work Environment and Resources				
1	Sufficient staff is there to fulfil all the requirements.	.679	2.000	4.445
2	Proper lighting, air conditioning, and other facilities are well-managed.	.667		
3	Frequent formal and informal communication exists with seniors.	.654		
4	Division of work, the task assigned to me as per my specialization and interest.	.624		
5	Not too much paperwork is involved in my job.	.620		

Factors Influencing Job Satisfaction among Hospitality Teachers Working in Delhi and National Capital Region

Factor 4 Training and Working Conditions				
1	All possible training programs are provided before and during the work.	.664	1.605	3.566
2	Grievances and complaints are always noticed by management.	.603		
3	Hygienic and nutritious meals are provided in the organization.	.583		
4	The working hours of my job are suitable.	.581		
5	All colleagues are very capable and hard-working.	.536		
Factor 5 Support and Equal Opportunities				
1	My senior was always there to help me with daily tasks and my job.	.873	1.478	3.283
2	Equal opportunities are provided by management for career growth and research publication.	.873		
3	My job provides a good social position in society.	.622		
Factor 6 Work-Life Balance and Innovation				
1	Healthy work-life balance is present in my organization.	.722	1.341	2.980
2	I get the feeling of accomplishment from my job.	.645		
3	New concepts, innovation, and new ideas from employees are always welcomed.	.554		
Factor 7 Autonomy and Organizational Contribution				
1	My job contributes towards the goals of the organization.	.634	1.224	2.720
2	My job provides me a chance to try my own methods to complete a task.	.567		
3	My job offers me freedom and provides chances to work independently.	.542		
Factor 8 Ethical Compatibility				
1	I am able to do things that do not go against my religious beliefs.	.661	1.117	2.482
Factor 9 Job Benefits and Promotion Rules				
1	My job gives me all the benefits I need.	.657	1.038	2.307
2	Rules and regulations regarding promotion enable me to do a good job.	.524		
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.				

The exhibit presents the results of a Principal Component Analysis (PCA) on various factors influencing job satisfaction specifically for teachers, with nine factors extracted and their respective components highlighted.

Factor 1: Promotion and Performance Feedback: emphasizes the organization's attention to teachers' experience, qualifications, and other criteria during promotions. It highlights the

Factors Influencing Job Satisfaction among Hospitality Teachers Working in Delhi and National Capital Region

importance of continuous feedback from senior staff, timely salary increments, a systematic performance appraisal system, and recognition of the work done by teachers. This factor has an eigenvalue of 16.569, explaining 36.820% of the total variance.

Factor 2: Compensation and Career Advancement: covers aspects related to teachers feeling fairly compensated for their work, satisfaction with salary increases, fair chances of promotion based on job performance, satisfaction with the career advancement scheme, and the competence of senior staff such as principals or heads of departments. This factor has an eigenvalue of 2.478, explaining 5.508% of the total variance.

Factor 3: Work Environment and Resources: includes components related to adequate staffing, well-managed facilities such as lighting and air conditioning, frequent communication with senior staff, appropriate division of work based on specialization and interest, and minimal paperwork. This factor has an eigenvalue of 2.000, explaining 4.445% of the total variance.

Factor 4: Training and Working Conditions: highlights the provision of training programs before and during work, management's attention to grievances and complaints, availability of hygienic and nutritious meals, suitable working hours, and the capability and hard work of colleagues. This factor has an eigenvalue of 1.605, explaining 3.566% of the total variance.

Factor 5: Support and Equal Opportunities: focuses on the availability of senior support in daily tasks, equal opportunities for career growth and research publication, and the job's contribution to a good social position in society. This factor has an eigenvalue of 1.478, explaining 3.283% of the total variance.

Factor 6: Work-Life Balance and Innovation: includes aspects related to a healthy work-life balance, a sense of accomplishment from the job, and the welcoming of new concepts, innovations, and ideas from teachers. This factor has an eigenvalue of 1.341, explaining 2.980% of the total variance.

Factor 7: Autonomy and Organizational Contribution: covers the job's contribution to organizational goals, the opportunity to try one's own methods for task completion, and the freedom to work independently. This factor has an eigenvalue of 1.224, explaining 2.720% of the total variance.

Factor 8: Ethical Compatibility: emphasizes the ability to perform job tasks without conflicting with personal religious beliefs. This factor has an eigenvalue of 1.117, explaining 2.482% of the total variance.

Factor 9: Job Benefits and Promotion Rules: includes components related to receiving necessary job benefits and having promotion rules that enable effective job performance. This factor has an eigenvalue of 1.038, explaining 2.307% of the total variance.

The analysis identifies several key factors influencing teacher satisfaction and performance. The primary factor, Promotion and Performance Feedback, underscores the importance of recognizing teachers' experience and qualifications during promotions, coupled with continuous feedback, timely salary increments, and a systematic appraisal system.

Factors Influencing Job Satisfaction among Hospitality Teachers Working in Delhi and National Capital Region

Compensation and Career Advancement relates to fair compensation, satisfaction with salary increases, and equitable promotion opportunities based on performance. The Work Environment and Resources factor highlights adequate staffing, facility management, effective communication with senior staff, and minimal paperwork. Training and Working Conditions emphasize the importance of training programs, grievance management, nutritious meals, suitable working hours, and capable colleagues. Support and Equal Opportunities focus on senior support, equal career growth opportunities, and the job's social value. Work-Life Balance and Innovation address the balance between professional and personal life, job satisfaction, and openness to new ideas. Autonomy and Organizational Contribution pertain to the ability to work independently while contributing to organizational goals. Ethical Compatibility considers the alignment of job tasks with personal beliefs. Job Benefits and Promotion Rules highlight the importance of receiving necessary benefits and having clear promotion guidelines. Each of these factors contributes to a comprehensive understanding of the elements that impact teachers' professional experiences and satisfaction.

DISCUSSION AND CONCLUSION

The present study offers a comprehensive examination of job satisfaction among educators employed in government hospitality institutions in Delhi NCR, providing valuable insights into the factors influencing their contentment. Through factor analysis, nine key determinants of job satisfaction emerged. Chief among these factors is Promotion and Performance Feedback, highlighting the importance of Promotion, feedback, increments, systematic appraisal system and work appreciation. Additionally, Compensation and Career Advancement, Work Environment and Resources, Training and Working Conditions, Work-Life Balance and Innovation, were identified as significant contributors to educator satisfaction. The study underscored the significance of Support and Equal Opportunities, Autonomy and Organizational Contribution, Ethical Compatibility and Job Benefits and Promotion Rules. Attention to these factors has the potential to cultivate a more fulfilling work environment, thereby enhancing productivity and retaining employees within hospitality institutes. This scholarly inquiry significantly enriches our comprehension of job satisfaction in this particular educational context and offers valuable guidance for educational policymakers and practitioners aiming to optimize workforce engagement and performance among hospitality teachers.

The current study provides valuable insights into the factors influencing job satisfaction among educators in hospitality institutions in Delhi NCR. Nine key determinants emerged, including Compensation and Career Advancement, Work Environment and Resources, Training and Working Conditions, Work-Life Balance and Innovation, Support and Equal Opportunities. Furthermore, Autonomy and Organizational Contribution, Ethical Compatibility and Job Benefits and Promotion Rules were also identified as significant contributors. Strategic focus on these factors has the potential to cultivate a more fulfilling work environment, boost productivity, and enhance employee retention within Delhi NCR hospitality institutes.

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Factors Influencing Job Satisfaction among Hospitality Teachers Working in Delhi and National Capital Region

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Factors Influencing Job Satisfaction among Hospitality Teachers Working in Delhi and National Capital Region

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Conflict of Interest

The author(s) declared no conflict of interest.

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