

A Study of Job satisfaction and Commitment level of Generation X and Y College Teachers towards their institutions

Dr. Priyanka Malhotra

Assistant Professor, Department of Management Studies, NIET, Greater Noida

Dr. Inderpal Arora

Professor & Head, School of Mgt. LKCTC, Jalandhar

Dr Ritugeet Kaur

Associate Professor, Lyallpur Khalsa College for Women, Jalandhar

Abstract

The greatest asset in an organization is the human resources. It is very important to understand the needs and aspirations of the employees so as to maintain a sustainable workforce. It is said that people may come people may go but an organization continues. One generation of employees passes on the 'legacy' to the next generation. But generational differences may have a significant impact on the work behavior of educationists which has been highlighted in the theme of this research i.e. to compare generation X and generation Y teachers on various parameters of job satisfaction and commitment. The study focused on behavioral differences between Generation X (born between 1965-1980) and Generation Y (born between 1981-2000) teachers (teaching faculty) which comprised of the workforce of university affiliated colleges (both public and private) in Punjab, Haryana and Chandigarh.

Statistical tools like Multivariate Regression and ANOVA have been used to understand the job satisfaction level and the relation between Generation X and Generation Y College Teachers. The results showed Generation X teachers were satisfied from colleagues as well as from workload assigned. Generation Y teachers have been more satisfied with behaviour of parents, and monetary/non-monetary benefits. Generation Y teachers displayed high level of commitment towards their respective colleges/institutes as well as towards students. Also it was found out that job commitment is a predictor of job satisfaction as higher level of job commitment among teachers derived towards better job satisfaction experience for teachers.

Introduction

The greatest asset in an organisation is the human resources. It is very important to understand the needs and aspirations of the employees so as to maintain a sustainable workforce. It is said that people may come people may go but an organisation continues. One generation of employees passes on the 'legacy' to the next generation. The concept of 'Generations' was coined by the "western world." The same holds true not only in the corporate world but also with respect to the teachers. But generational differences may have a significant impact on the work behaviour of educationists which has been highlighted in the theme of this research i.e. to compare generation X and generation Y teachers on various parameters of job satisfaction and commitment.

The study focused on behavioral differences between Generation X (born between 1965-1980) and Generation Y (born between 1981-2000) teachers (teaching faculty) which comprised of the current workforce of university affiliated colleges (both public and private) in Punjab, Haryana and Chandigarh. It has helped in identifying the characteristics of these teachers and their differences with respect to job satisfaction, commitment, ethical considerations, and their response towards technology adoption and attitudes towards teaching.

Review of literature

Hassan et al. (2021) covered a sample of 160 teachers working in various colleges in Pakistan. The researchers covered organizational commitment, job satisfaction and turnover intentions due to dissatisfaction from job. They found that job dissatisfaction led to turnover intentions among teachers. Besides, job satisfaction was linked with productivity and market rating of the college. Organizational commitment and job satisfaction were found as the major predictors of turnover intentions.

Tsai, P. and Antoniou, P. (2021) covered various aspects of teaching and tried to relate them with job satisfaction. A sample of 110 primary school teachers and further a sample of 2334 students was selected to respond to the survey. All the teachers selected were from mathematics subject. Scaled questionnaire was used to conduct the

survey having questions directly related to self-efficacy of the teacher, job satisfaction and achievement of students. The study was conducted between 2016 and 2017. The results indicate that the attitude of selected teachers and classroom environment it has a significant role in determining the level of job satisfaction for them. Also student achievement proved to be a significant predictor of job satisfaction.

Price (2021) focused on the role of principal can play in the development and sustainability of commitment of teachers in the schools. We also covered attrition rate among teachers as he opined that attrition had a direct link with success or failure of the school. A sample of 15 American schools was selected to conduct this longitudinal study and various social psychological and organisational aspects were covered in the survey. He concluded that the ever-lowering level of the organisational commitment of teachers was the direct contribution of leadership practices followed by the principles of respective schools. He finally suggested that the response of a principal at both the interpersonal and organisational level can help to restore commitment of teachers towards School.

Klainot et al. (2020) analysed job satisfaction of teachers which are offered job on contract basis or in simple words non tenure-track faculty. The authors found significant variation in the level of job satisfaction when they compared these non-tenure track faculty with those teachers who have permanent jobs. The research was carried out in two large public research universities. Interestingly, within this group of teachers, those ones with higher family income were having higher level of job satisfaction also. These teachers did not have their income as the primary source of income for their families.

Sevim et al. (2020) aimed to study organisational commitment, mobbing and turnover intentions among teachers dealing with the discipline of physical education and sports. A sample of 117 teachers involved in physical education teaching was taken for the study. It was found that mobbing had a negative impact on the level of organisational commitment. It was also found that higher the level of organisational commitment, lower were the turnover intentions among the teachers.

Gopinath (2020) focused on the relation of academic leadership of universities to job satisfaction and organisational commitment. The study was conducted on a sample of 145 academic leaders selected from various universities of Tamil Nadu using purposive sampling. It brought out a significant outcome indicating a positive impact of job satisfaction over organisational commitment. Hence, the researcher made the suggestion that all efforts must be made by academic leaders of universities to ensure a better working environment for the teachers which will lead to higher level of job satisfaction eventually showing organisational commitment.

Objectives of the study

- To study the concept of generations in Indian context
- To identify differences between Generation X and Generation Y college teachers with regards to job satisfaction and commitment towards their organisations
- To study the relation between job commitment and job satisfaction.

Hypothesis

- ❖ H_0 1: There is no significant difference in the level of job satisfaction and commitment of teachers belonging to Generation X and Generation Y.
- ❖ H_1 1 : There is a significant difference in the level of job satisfaction and commitment of teachers belonging to Generation X and Generation Y.

Research Design

The research covered 508 Permanent/ Regular teachers included in the generational cohorts born in 1965-1999 of University affiliated colleges in Punjab, Haryana and Chandigarh. Multistage and stratified sampling was used for selecting sample. 150 teachers out of 508 were falling in Generation X while the remaining 358 teachers belonged to Generation Y.

Primary data was collected through a structured questionnaire using the **Five point Likert Scale** (1-Highly Dissatisfied, 2-Dissatisfied, 3-Neutral, 4- Satisfied, 5-Highly Satisfied) was framed to collect the data and was circulated through Google forms.

Cronbach's alpha test was designed as a measure to test the reliability of the survey. Validity Testing of the scales has been found out using Confirmatory Factor Analysis (CFA) with the help of SPSS AMOS. Multivariate regression analysis has been used to examine the impact of job commitment on job satisfaction. The secondary data for the study was collected from various sources like books, journals and websites.

Analysis and Interpretation

	bach's Alpha	Items
atisfaction		

ommitment		
-----------	--	--

Reliability Testing

In case of **job satisfaction**, the scale has been designed based on **25 items** and the value of **cronbach's alpha** has been found to be **0.872**. For **job commitment**, the scale used comprised of **13 items** and **cronbach alpha** has been found to be **0.783**.

Generational differences in job satisfaction amongst Gen X and Y college teachers

		N	Mean	Std. Dev	F-Value	Sig.
Satisfaction with Your Colleagues	X	150	4.1833	.84229	290.729	.000*
	Y	358	2.9958	.65624		
	Total	508	3.3465	.89764		
Satisfaction with Student Discipline In Your College	X	150	2.9367	.67877	2.585	.108
	Y	358	3.0391	.64485		
	Total	508	3.0089	.65604		
Satisfaction with Parents Where You Work	X	150	1.7700	.71801	85.730	.000*
	Y	358	2.3994	.69084		
	Total	508	2.2136	.75510		
Satisfaction with Your Principal/Management	X	150	3.0367	.64532	.262	.609
	Y	358	3.0056	.61605		
	Total	508	3.0148	.62436		
Satisfaction with Monetary/Non-Monetary Benefits	X	150	2.3883	.44921	40.489	.000*
	Y	358	2.7311	.59216		
	Total	508	2.6299	.57508		
Satisfaction with Classroom Teaching Methods	X	150	3.3133	.45996	.402	.526
	Y	358	3.2821	.52429		
	Total	508	3.2913	.50590		
Satisfaction with Workload Assigned	X	150	4.2600	.67981	403.113	.000*
	Y	358	2.9372	.67640		
	Total	508	3.3278	.90710		

Generation and Job Commitment

		N	Mean	Std. Dev.	F-value	Sig.
Commitment towards Institute	X	150	2.9956	.52089	60.459	.000*

	Y	358	3.4266	.58920		
	Total	508	3.2994	.60243		
Commitment towards Students	X	150	3.7531	.59007	6.424	.012*
	Y	358	3.9066	.63586		
	Total	508	3.8613	.62605		
Taking Pride in Teaching	X	150	3.8486	.54991	.442	.507
	Y	358	3.8041	.73965		
	Total	508	3.8172	.68885		
Commitment towards Teaching Profession	X	150	2.4200	.50776	.119	.730
	Y	358	2.4029	.50817		
	Total	508	2.4080	.50761		

Impact of Job Commitment on Job Satisfaction

Generation	R	R Square	Adj. R Square	F-Value	Sig.
X	.081	.007	-.021	.238	.917
Y	.408	.167	.157	17.632	.000

Dependent Variable: Satisfaction with your colleagues

Generation	R	R Square	Adj. R Square	F-Value	Sig.
X	.134	.018	-.009	.664	.618
Y	.133	.018	.007	1.586	.177

Dependent Variable: Satisfaction with student discipline in your college

Generation	R	R Square	Adj. R Square	F-Value	Sig.
X	.105	.011	-.016	.405	.805
Y	.223	.050	.039	4.610	.001

Dependent Variable: Satisfaction with parents where you work

Generation	R	R Square	Adj. R Square	F-Value	Sig.
X	.392	.153	.130	6.566	.000
Y	.091	.008	-.003	.729	.572

Dependent Variable: Satisfaction with monetary/non-monetary benefits

Generation	R	R Square	Adj. R Square	F-Value	Sig.
X	.277	.077	.051	3.007	.020
Y	.266	.071	.060	6.727	.000

Dependent Variable: Satisfaction with classroom teaching methods

Generation	R	R Square	Adj. R Square	F-Value	Sig.
X	.460	.212	.190	9.737	.000
Y	.230	.053	.042	4.924	.001

Dependent Variable: Satisfaction with workload assigned

Findings

- Job satisfaction level of **Generation-X has been found to be relatively better than Generation Y teachers as these teachers have higher mean value** in four of satisfaction variables as against three in case of Generation Y teachers.
- Generation X teachers were satisfied from colleagues as well as from workload assigned. **On the scale of 1-5, mean value of satisfaction from colleagues of Generation X has been 4.18 as against 3.00 approximately in case of Generation Y. Similarly, in case of satisfaction from workload, Generation X teachers has mean satisfaction level of 4.26 as against 2.94 approximately in case of Generation Y teachers.**
- Generation Y teachers have been more satisfied with behaviour of parents, and monetary/non-monetary benefits. **Generation Y teachers have mean value of 2.40 as against 1.77 for Generation X teachers approximately. In case of monetary and non-monetary benefits, Generation Y teachers have a mean satisfaction score of 2.73 as against 2.39 approximately for Generation Y teachers.**
- From the point of view of commitment towards organisation, Generation Y teachers have displayed high level of commitment towards their respective colleges/institutes as well as towards students. F-value has been found to be significant in both these cases. **Generation Y teachers have 3.43 mean score of commitment towards institute and 3.91 mean score of commitment towards students as against 3.00 and 3.75 in case of Generation X teachers respectively.** However, no significant difference in level of commitment in relation to teaching profession has been found between two generations.
- **Multiple regression analysis has highlighted that job commitment has been a significant predictor of job satisfaction in case of Generation Y teachers.** Considering only significant results and taking Job Commitment as predictor of job satisfaction, **the value of R-square in case of Generation Y has been 16.7% for satisfaction with colleagues, 5% in case of satisfaction with parents, 7% in case of satisfaction with classroom teaching methods, and 5% in case of satisfaction with workload assigned. In case of Generation X teachers, R square has been significant in three cases. R square value has been 15% in case of satisfaction with monetary and non-monetary benefits, 8% in case of satisfaction with classroom teaching methods, and 21% in case of satisfaction with workload assigned.** In general, it can be claimed that the higher level of job commitment among teachers have derived towards better job satisfaction experience for teachers.

SUGGESTIONS AND RECOMMENDATIONS

Suggestions to the top Management:

- The policy framework for the employees in the educational institutions should be prepared taking into consideration the generational differences so as to ensure a congenial workplace in which both the generations can co exist.
- The management should ensure maximum job satisfaction for teachers to increase the level of commitment as they have been found to be related to each other in the study.

Suggestions for Generation X & Y

- Generation X teachers need to change their attitude towards management so as to maintain congenial relations with them.
- Both the Generations need to maintain a balance by understanding the inherent differences and respect those differences.
- In case of job satisfaction, **Generation X teachers are more satisfied with relationship with colleagues and even workload assigned.**
- **Generation Y teachers** seemed to be more **satisfied with monetary/non-monetary benefits and relationship with colleagues.**
- Few years down the line, Generation Z (born on or after 2000) will join the workforce and at one point in time all the three generations will start working together, studies on different aspects can be done and will give entirely different results.
- With the announcement of the New Education Policy, too many changes will happen on ground level. It would be interesting to study how the three generations react to them.

References

1. Hassan, Masood& Khan, Yamna&Jalees, Tariq & Asadullah, Muhammad. (2021). Job satisfaction, organizational commitment and other factors' impact on turnover intention of private employees: An empirical evidence from education sector of Pakistan. 2 (2). 200-215.
2. Klainot-Hess, E. (2020), "Teaching on Contract: Job Satisfaction among Non-tenure-track Faculty", Gorman, E.H. and Vallas, S.P. (Ed.) Professional Work: Knowledge, Power and Social Inequalities (Research in the Sociology of Work, Vol. 34), Emerald Publishing Limited, Bingley, pp. 59-82.
3. Gopinath. (2020). Impact of Job Satisfaction on Organizational Commitment among the Academic Leaders of Tamil Nadu Universities. Gedrag en Organisatie. 33. 2337-2349. 10.37896/GOR33.02/241.
4. Okoli, I. E. (2018). Organizational Climate and Job Satisfaction among Academic Staff: Experience from selected Private Universities in Southeast Nigeria. International Journal of Research in Business Studies and Management, 5(12), 36-48.
5. Bhuiyan , M. A. U. (2017). Job Satisfaction level among Public and Private University Teachers. A dissertation submitted at University of Dhaka, Bangladesh.
6. Lee Bee Yoke and SitiAisyahPanatik (2016), "The Mediatory Role of Job Satisfaction between Emotional Intelligence and Job Performance," International Business Management, 10(6), pp. 806-812.
7. Antony, J. M. & Mahendran, P. (2016). Relationship between organizational climate, organizational commitment and organizational citizenship behavior among college teachers. International Journal of Social Science & Interdisciplinary Research, 5(7), 81-88.
8. Hafsa Ahmed (2015), "Emotional Intelligence and Job satisfaction among University teachers," International Journal of Educational Studies, Vol. 02 pp. 95-100.
9. Gupta, M., &Gehlawat, M. (2013). An Exploratory Study of Job Satisfaction among Secondary School Teachers. VidyaShodh: A Bilingual and Biannual Journal of Education and Allied Humanities, 1(1), 1-13.
10. G. Arumugasamy (2012) 'A study on motivation and job satisfaction of higher secondary school teachers', Indian Journal of Education & Information