Determinants of job satisfaction among university employees in Telangana

[1]Deepa Banoth and [2]Dr. V Samunnatha

[1]Research Scholar, Department of Business Management, University College of Commerce and Business Management, Osmania University, Hyderabad, Telangana, India
[2]Assistant Professor, Department of Business Management, University College of Commerce and Business Management, Osmania University, Hyderabad, Telangana, India

Corresponding Author: Deepa Banoth

Abstract

This study examines job satisfaction among staff members at Telangana's public and private institutions, emphasizing job features, organizational culture, motivation, recognition, work-life balance, stress, psychological well-being, and job security. The study used descriptive statistics, reliability analysis, EFA, correlation, regression, and comparison analysis using a sample size of 200 respondents and a structured questionnaire. The findings show that while job stress has a detrimental effect on job satisfaction, job motivation, organizational support, and recognition contribute significantly. The multiple regression model may explain sixty-four percent of the variation in work satisfaction. The construct validity of the questionnaire was confirmed by exploratory factor analysis, which indicated five key factors: work-life balance, job motivation, organizational support, stress & pressure, and recognition. A comparison investigation revealed that while employees at private universities report lower stress levels, better work-life balance, and more recognition, public university employees report higher overall job satisfaction. The findings highlight the necessity of customized HR policies to improve employee happiness and well-being across institutional kinds.

1. Introduction

One of the most addressed subjects in organizational behavior and human resource management is still job satisfaction. It plays a crucial role in deciding retention, organizational commitment, personnel performance, and overall institutional success. The problem of work satisfaction is extremely important in the context of higher education, notably at universities. Universities serve as hubs for innovation and the exchange of information, and the commitment and morale of its faculty and support personnel play a critical role in their efficacy. Dynamic elements including administrative reorganization, technology breakthroughs, and policy changes are progressively influencing the academic environment. Thus, there has never been a more urgent need to comprehend and improve work satisfaction in higher education. Telangana, a relatively young state created in 2014, has been making significant investments in the infrastructure of higher education as part of India's enormous reform in the

education sector. In order to provide the educational demands of a varied student body, both public and private institutions are crucial. However, employee experiences in public and private organizations are frequently different due to disparities in governance models, financing arrangements, administrative independence, and workplace culture. Despite this, there is a dearth of empirical research in the region that compares work satisfaction in these two sectors, with a special emphasis on the comprehensive elements that affect employee morale and well-being.

Numerous factors, including organizational, professional, and personal aspects, affect university workers' job satisfaction. Work-life balance, stress levels, psychological well-being, job security, organizational culture, and environment (communication, teamwork, and infrastructure), and job characteristics (workload, role clarity, and training opportunities) are important examples. These elements have a direct impact on workers' performance, engagement, and loyalty to the company in

addition to their level of satisfaction. Telangana's dual-sector higher education system, which includes both public and private universities, presents a special chance to investigate the relationship between institutional type and employment satisfaction. Greater job stability may be offered by public institutions, which are frequently supported by government financing and regulatory frameworks, but they may also be seen as inflexible and bureaucratic. Private universities, on the other hand, could place more demands on staff members in terms of productivity and deliverables, even while they might provide performance-based rewards and recognition. This study aims to perform a comparison analysis to investigate the underlying distinctions and parallels in work satisfaction levels between these two colleges. While many studies have examined job happiness in isolation or within individual institutions, few have embraced a holistic approach that considers the wide variety of factors impacting satisfaction across different types of universities, according to a thorough literature analysis. Additionally, there is a lack of research that is relevant to a given region, especially when it comes to Telangana. This state aims to become a center for innovation and higher education. This study uses a structured questionnaire to analyze responses from teaching and non-teaching personnel at a few public and private colleges to close that gap. Recognizing that administrative and support staff are just as important to the efficient operation of universities as faculty members, who frequently garner greater attention in scholarly discourse, this research also attempts to illuminate the perspectives of teaching and non-teaching personnel. To determine the factors that influence job satisfaction among Telangana University employees, an attempt has been made.

2. Review of Literature

According to Locke (1976) [8], job satisfaction is a favorable emotional state brought on by evaluating one's work experiences. Research in higher education has extensively used this paradigm to evaluate employee attitudes in several areas, including autonomy, interpersonal connections, and recognition.

According to Naidoo and Ferreira's (2021) [9] investigation of the connection between work motivation and retention at South African universities, motivated employees are likelier to stick with their jobs, particularly when they get rewards and recognition.

According to Nanjundeswaraswamy and Swamy (2013) [10], work satisfaction is impacted by organizational culture. Higher satisfaction mostly depended on supportive leadership, openness, and good connections between managers and staff.

According to Nguyen (2016) [11], feedback and acknowledgment have a major positive impact on university staff members' psychological health, which raises job happiness and productivity.

According to Raziq and Maulabakhsh (2015) [14], employee happiness in the education industry is significantly influenced by pleasant work environments, which include resources, infrastructure, and flexible working hours.

According to Sharma and Jyoti (2010) [15], staff members at public universities prioritized job stability and pension benefits, whereas those at private institutions expressed more satisfaction with performance incentives and recognition programs.

According to Tripathi and Agrawal's (2018) [17] investigation on work-life balance and its impact on teacher happiness at public universities, flexible scheduling and encouraging administration generally raised employee morale.

Banerjee and Mehta (2019) [3] compared employee satisfaction at Indian public and private universities. According to the survey, public colleges offered more career security, but private universities offered higher reputation and prospects for advancement.

In a study of university instructors in India, Gupta and Gehlawat (2017) [4] found a substantial correlation between job satisfaction and possibilities for professional growth, workplace autonomy, and equitable assessment procedures.

In his Two-Factor Theory, Herzberg (1966) [5] distinguished between motivators (such as success and recognition) and hygiene factors (such as pay and working circumstances). Both sets of characteristics impact work satisfaction in the academic context, particularly for teaching professors.

In their 2009 study of teacher job happiness in Indian institutions, Padma and Nair discovered that intrinsic factors, such as intellectual stimulation and contact with students, were more effective at predicting satisfaction than extrinsic ones.

In their investigation of job stress among Pakistani academic staff, Khan and Parveen (2018) [6] found a negative relationship between job satisfaction and stress. The report suggested helpful HR practices and stress management initiatives.

Alonderiene and Majauskaite (2016) [2] investigated leadership style and its impact on work satisfaction in higher education. When it came to faculty satisfaction, transformational leadership outperformed transactional leadership.

A study conducted by Yousef (2014) [18] among academic and administrative personnel at Middle Eastern institutions revealed that motivation and communication are important predictors of work satisfaction levels.

Often disregarded in faculty-centered studies, Aftab and Javeed (2020) [1] discovered that psychological well-being and job security considerably impacted work satisfaction among non-teaching personnel in higher education institutions.

Pay, advancement, supervision, fringe benefits, contingent incentives, working conditions, coworkers, type of work, and communication are among the nine aspects of job satisfaction that Spector (1997) [16] highlighted. Many of these characteristics remain crucial when assessing the happiness level among university employees.

Telangana was one of the newly created Indian states where Patel and Sharma (2022) [13] examined job satisfaction indicators. They underlined that administrative procedures, financing sources, and geographical trends influence employee views and satisfaction.

Kinman and Jones' (2008) [7] study of university employees in the UK highlighted the need for improved work-life balance measures at academic institutions. The study revealed significant levels of stress and burnout linked to excessive workloads.

3. Research Methodology
3.1 Research Design
The current study used a descriptive research approach to find and examine the elements influencing job satisfaction among staff members in Telangana universities. This design allows the researcher to characterize the population's characteristics and investigate the connections between various work satisfaction-related factors.

3.2 Population and Sampling
The study's target group comprises teaching and non-teaching staff employed by Telangana's public and private institutions. Due to its size and lack of fixedness, the total population is regarded as limitless for the sake of this study.

3.3 Sample Size and Sampling Technique
Cochran's formula for infinite populations was used to calculate the sample size because of the population's endless nature. Using this methodology, 200 respondents were chosen for the study, considering a 95% confidence level and a 7% margin of error. A stratified random sampling procedure was used to guarantee a proportionate representation of both teaching and non-teaching personnel from various universities.

$$n = \frac{z^2 \cdot p(1-p)}{e^2}$$

Substituting values:

$$n = \frac{(1.96)^2 \cdot 0.5 \cdot 0.5}{(0.07)^2} = 196$$

A sample of 200 respondents was selected to increase the study's representativeness and take non-responses into consideration. Purposive sampling was used to stratify the sample based on employment type and work position to ensure diversified representation.

3.4 Data Collection Method -
A systematic questionnaire with both closed-ended and Likert-scale items was used to gather data. The purpose of the questionnaire was to collect data on demographics, perceived difficulties, and aspects of job satisfaction (workplace, pay, job security, recognition, and career advancement). To provide greater accessibility and convenience for the respondents, questionnaires were delivered both in-person and online (via Google Forms and email).

3.5 Data Analysis Techniques -
The Statistical Package for the Social Sciences (SPSS) was used to code and analyze the data gathered. The data was summarized using descriptive statistics, including means, standard deviations, frequencies, and percentages. Inferential techniques such as regression analysis and correlation were used to determine the main determinants of work satisfaction and investigate their associations with demographic data.

4. Analysis and Interpretations

Table 1: Descriptive Statistics

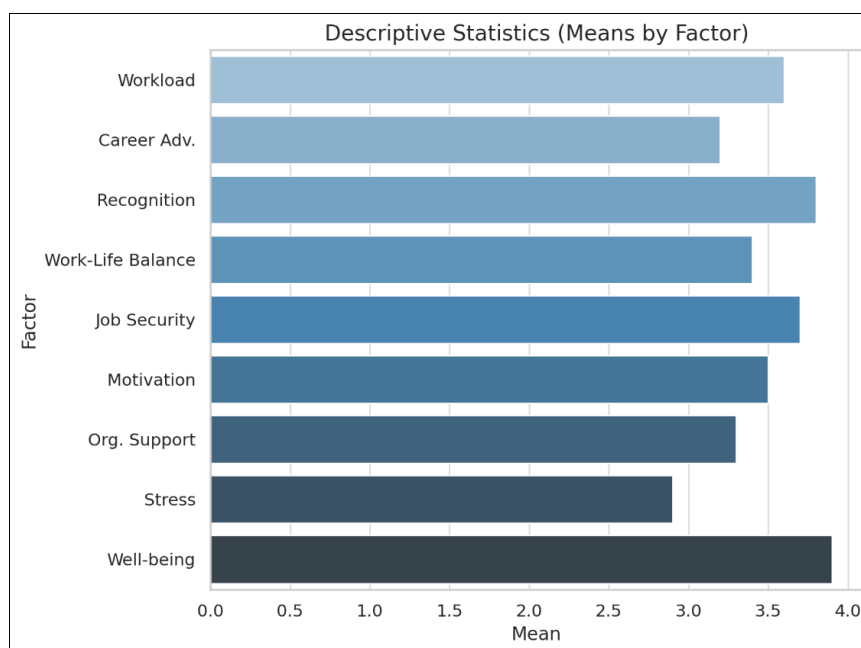| Variable	Mean	Std. Deviation
Workload Manageability	3.6	0.9
Career Advancement	3.2	1.1
Recognition & Feedback	3.8	0.8
Work-Life Balance	3.4	0.95
Job Security	3.7	1.0
Job Motivation	3.5	0.85
Organizational Support	3.3	1.0
Job Stress	2.9	1.1
Psychological Well-being	3.9	0.7

Fig 1: Graphical Representation of Means by Factor

The characteristic with the highest mean score (3.9) among all the others was psychological well-being, which shows that workers are typically happy and feel supported mentally at work. Job Security (mean = 3.7) and Recognition & Feedback (mean = 3.8) come next, indicating that workers feel valued and safe in their positions. With averages of 3.6 and 3.5, respectively, workload manageability and job motivation also received comparatively high scores, suggesting that many workers believe their burden to be manageable and are inspired by their work. Career advancement and organizational support, on the other hand, received lower mean ratings (3.2 and 3.3), which might indicate that there are not many prospects for advancement or that administrative assistance varies from institution to institution. With the lowest mean (2.9) and a comparatively large standard deviation (1.1), job stress highlighted the variation in how employees perceive stress and suggested a potential problem.

Table 2: Reliability (Cronbach's Alpha)

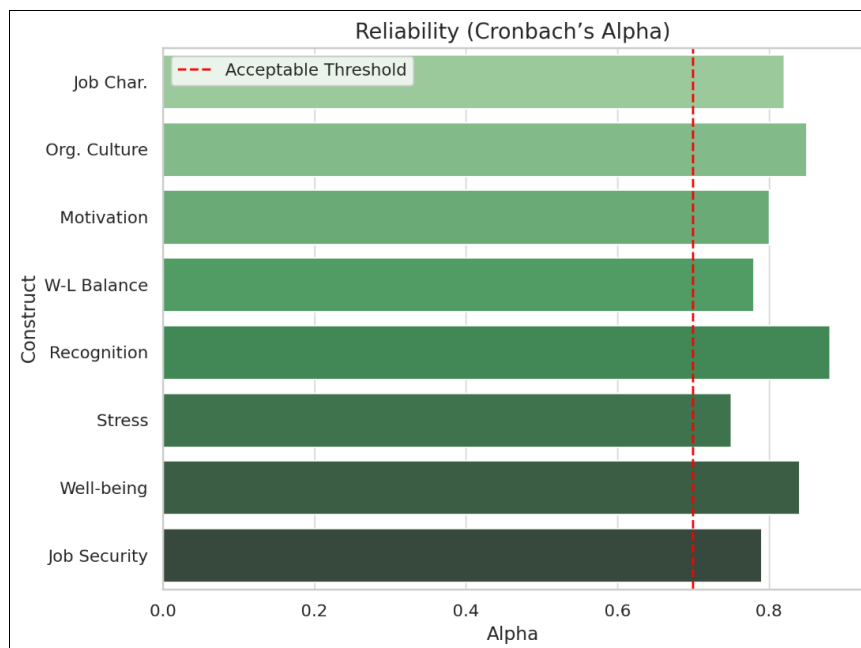| Construct	No. of Items	Cronbach's Alpha
Job Characteristics	4	0.82
Organizational Culture/Env.	6	0.85
Job Motivation	4	0.80
Work-Life Balance	4	0.78
Workplace Recognition	5	0.88
Job Stress	4	0.75
Psychological Well-being	4	0.84
Job Security	5	0.79

Fig 2: Graphical Representation of Reliability (Cronbach's Alpha)

The internal consistency reliability of the several research constructs, as determined by Cronbach's Alpha, is shown in Table 2. The items inside each construct are consistently measuring the same underlying notion when the value is 0.7 or above, which is typically regarded as adequate. Every construct in this study has good to outstanding internal consistency, above the 0.7 criteria. With a Cronbach's Alpha of 0.88, Workplace Recognition has the highest dependability and the most coherence among the items in that division. The robustness of these sections is further supported by the high dependability of Job Characteristics (0.82), Organizational Culture and Environment (0.85), and Psychological Well-Being (0.84). The reliability of the questionnaire is confirmed by the fact that constructs such as Job Motivation (0.80), Job Security (0.79), Work-Life Balance (0.78), and Job Stress (0.75) all fall well within acceptable limits.

The findings of the EFA used to extract underlying components from the questionnaire data are reported in Table 3. The study employed a principal Component study with Varimax rotation, which maximizes the loading of each variable on a single component, to simplify the structure. The data may be appropriate for factor analysis, as shown by the Kaiser-Meyer-Olkin (KMO) score of 0.81, which shows acceptable sample adequacy. Additionally, component analysis is adequate and the correlation matrix is not an identity matrix, as confirmed by the statistical significance of Bartlett's Test of Sphericity ($p<0.001$).

Table 3: Exploratory Factor Analysis (EFA)

Factor	Label	Key Items Grouped
1	Organizational Support	The university fosters a positive work environment and Culture. There is positive communication between employees and administration, and the administration supports employees' professional as well as personal growth.
2	Job Motivation	My job at a university motivates me because of its policies and programmes. The University recognizes the hard work and achievements of university employees and has adequate resources to help them perform their duties efficiently.
3	Recognition	Hard work and contributions at work are recognized and appreciated. The university has a fair and transparent reward system, and employees feel that efforts are acknowledged through promotions or bonuses.
4	Work-Life Balance	Employees can balance their professional and personal lives effectively, and their workload does not interfere with personal commitments.
5	Stress & Pressure	Employees feel pressure due to unrealistic expectations or deadlines, and the university provides stress management programs
Method: Principal Component Analysis with Varimax rotation KMO Value: 0.81 (Good) Bartlett's Test of Sphericity: Sig. = 0.000 (Significant)		

Table 4: Correlation Analysis

Variable A	Variable B	Pearson Correlation (r)
Job Motivation	Job Satisfaction	0.63**
Work-Life Balance	Job Satisfaction	0.58**
Organizational Support	Job Satisfaction	0.62**
Job Stress	Job Satisfaction	-0.52**
Recognition	Job Satisfaction	0.67**
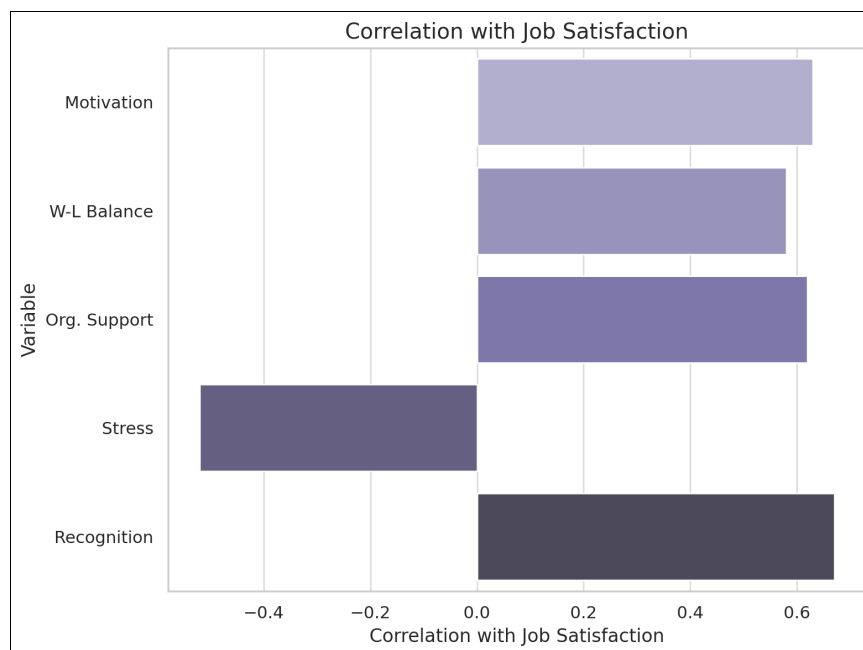
Fig 3: Graphical Representation of Correlation Analysis

The Pearson correlation coefficients between different independent factors and overall job satisfaction are shown in Table 4. Job satisfaction and recognition have the largest positive link (r = 0.67), indicating that workers who feel valued and acknowledged are happier in their positions. This demonstrates how important equitable incentives and recognition are for raising spirits. Strong positive relationships between job satisfaction and job motivation (r = 0.63) and organizational support (r = 0.62) are also evident, suggesting that when workers feel encouraged and supported by their organization, their level of satisfaction rises. Additionally, there is a significant positive correlation between work-life balance (r = 0.58), indicating that workers who can manage their personal and professional obligations are generally happier at work. On the other hand, there is a negative association between job stress and job satisfaction (r = -0.52), suggesting that higher stress levels are linked to lower levels of satisfaction.

Table 5: Multiple Regression Analysis

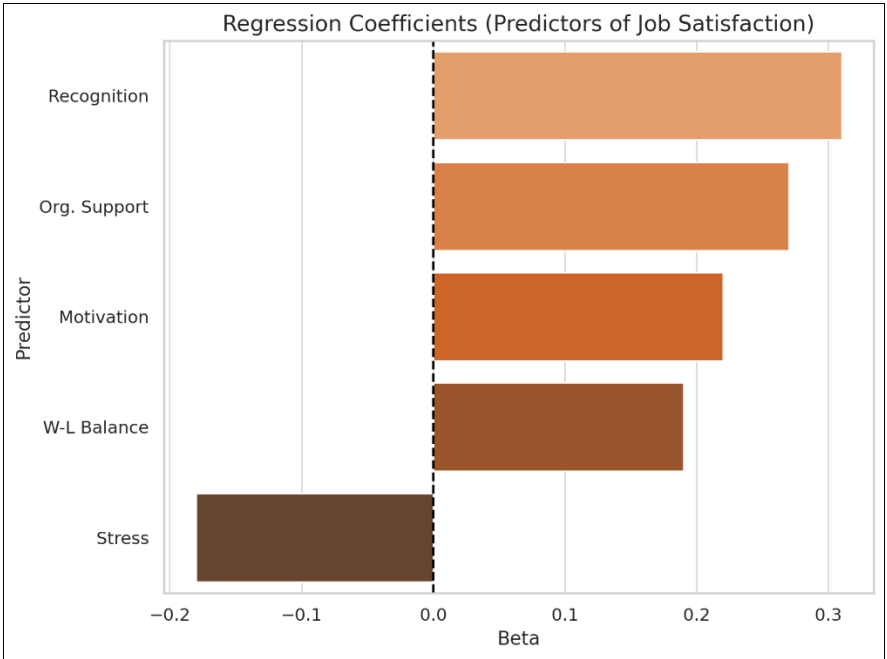| Predictor	Beta (β)	Sig.
Recognition	0.31	0.000
Organizational Support	0.27	0.001
Job Motivation	0.22	0.005
Work-Life Balance	0.19	0.011
Job Stress	-0.18	0.017
R²	0.64	
F-value	41.76	
Sig.	0.000	
Dependent Variable: Job Satisfaction Independent Variables: Organizational Support, Motivation, Recognition, Work-Life Balance, Job Stress		

Fig 4: Graphical Representation of Regression Coefficients

A multiple regression analysis was performed to determine which characteristics substantially predict university workers' job satisfaction, and the findings are shown in Table 5. Job satisfaction is the dependent variable, while the independent factors are stress at work, work-life balance, motivation at work, organizational support, and recognition. With an R2 value of 0.64, the model has a good explanatory power, meaning that the five variables it includes can account for 64% of the variance in work satisfaction. The overall statistical significance of the regression model is confirmed by the F-value of 41.76 at a significance level of $p<0.001$. Job satisfaction is most positively impacted by recognition (β = 0.31, p = 0.000), underscoring the significance of gratitude and recognition in raising spirits. Another important factor is organizational support (β = 0.27, p = 0.001), which indicates that institutional support greatly raises satisfaction. Both work-life balance (β = 0.19, p = 0.011) and job motivation (β = 0.22, p = 0.005) positively correlate with satisfaction, indicating that personal balance and intrinsic drive are crucial factors. A negative beta coefficient (β = -0.18, p = 0.017) for occupational stress suggests that higher stress levels lower job satisfaction.

Table 6: Comparative Analysis (Public vs Private Universities)

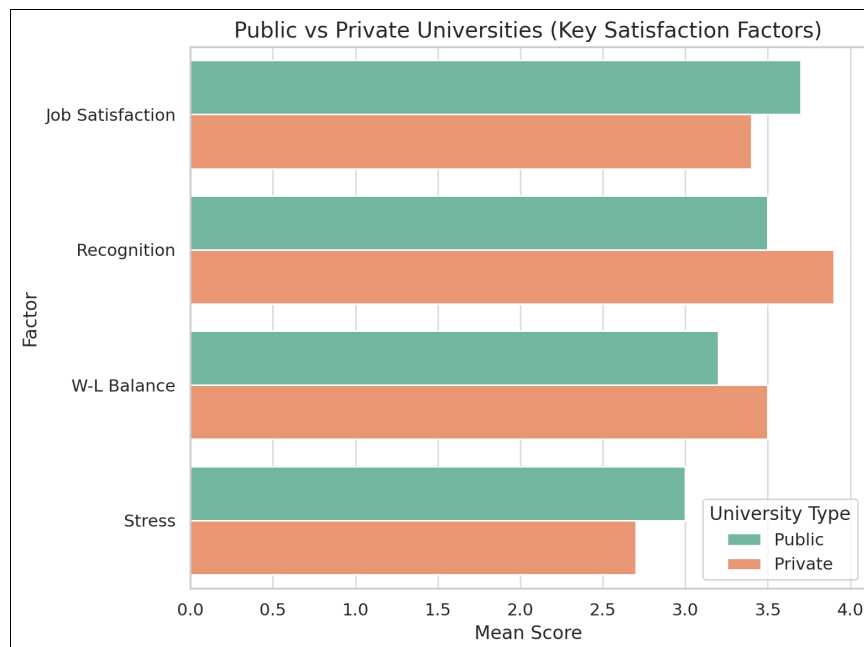| Factor	Mean (Public)	Mean (Private)	Sig.
Job Satisfaction	3.7	3.4	0.014*
Recognition	3.5	3.9	0.007*
Work-Life Balance	3.2	3.5	0.041*
Stress Levels	3.0	2.7	0.032*

Fig 5: Graphical Representation of Key Satisfaction Factors

The results from the above table demonstrate that, with a p-value of 0.014, there is a significant difference in job satisfaction between workers at public universities (mean = 3.7) and those of private universities (mean = 3.4). This implies that workplaces in the public sector could offer a more conducive atmosphere for general employee satisfaction. It's interesting to note that private institutions have better recognition ratings (mean = 3.9) than public ones (mean = 3.5), with a significant difference (p = 0.007). This suggests that employee contributions may be recognized through more active or visible methods at private organizations. With a significant p-value of 0.041, private university workers report a somewhat better work-life balance (mean = 3.5) than public university employees (mean = 3.2). This might be because to variations in task allocation or schedule flexibility. Lastly, there is a statistically significant difference (p = 0.032) in the mean stress levels at public and private colleges (mean = 3.0 and 2.7, respectively).

5. Conclusion

This study emphasizes the multifaceted character of work happiness among Telangana University staff, demonstrating the critical role that motivation, support, and acknowledgment play in raising satisfaction levels. However, work-related stress continues to be a major disincentive that requires institutional attention. The constructs' internal coherence and significant statistical correlations support the validity of the research tool. The regression model also demonstrates that a deliberate emphasis on support and recognition systems may increase staff retention and morale. Comparing public and private colleges provides important insights. Public universities are better at job stability and overall happiness, whereas private universities are better at promoting work-life balance and granting recognition while lowering stress levels.

In light of these findings, university administrators are urged to adopt unique and strategic HR practices, especially in areas like workload management, wellness programs, and recognition systems, to foster a positive and inspiring work environment that promotes long-term satisfaction and productivity.

6. References

1. Aftab H, Javeed A. The relationship between job satisfaction and psychological well-being: A study on non-teaching staff. Pak J Commer Soc Sci. 2020;14(3):701–15.
2. Alonderiene R, Majauskaite M. Leadership style and job satisfaction in higher education institutions. Int J Educ Manag. 2016;30(1):140–64.
3. Banerjee A, Mehta A. A comparative study on job satisfaction of faculty in public and private universities. Int J Res Anal Rev. 2019;6(1):101–10.
4. Gupta V, Gehlawat M. Job satisfaction and work motivation of secondary school teachers: A comparative study. Indian J Psychol Sci. 2017;7(1):49–57.
5. Herzberg F. Work and the nature of man. Cleveland (OH): World Publishing Company; c1966.
6. Khan RM, Parveen A. The influence of job stress on faculty satisfaction: A case of universities in Karachi. Int J Acad Res Bus Soc Sci. 2018;8(1):312–25.
7. Kinman G, Jones F. A life beyond work? Job demands, work-life balance, and wellbeing in UK academics. J Hum Behav Soc Environ. 2008;17(1-2):41–60.
8. Locke EA. The nature and causes of job satisfaction. In: Dunnette MD, editor. Handbook of Industrial and Organizational Psychology. Chicago: Rand McNally; c1976. p. 1297–349.
9. Naidoo R, Ferreira R. Job motivation and intention to stay among academic staff in higher education. S Afr J High Educ. 2021;35(4):98–115. doi:10.20853/35-4-4180
10. Nanjundeswaraswamy TS, Swamy DR. Review of literature on quality management and quality culture. Int J Bus Manag Invent. 2013;2(5):1–14.
11. Nguyen T. Feedback, recognition and job satisfaction:

The case of academic staff in Vietnam. J Organ Psychol. 2016;16(2):34–44.

12. Padma R, Nair VS. Job satisfaction of faculty in engineering colleges with reference to Coimbatore. J Contemp Res Manag. 2009;4(4):29–36.

13. Patel K, Sharma A. Determinants of job satisfaction among faculty in newly formed Indian states: A case of Telangana. Int J Hum Resour Manag Res. 2022;12(2):37–50.

14. Raziq A, Maulabakhsh R. Impact of working environment on job satisfaction. Procedia Econ Finance. 2015;23:717–25.

15. Sharma B, Jyoti J. Job satisfaction among school teachers. Indian J Ind Relat. 2010;45(3):441–52.

16. Spector PE. Job satisfaction: Application, assessment, causes, and consequences. Thousand Oaks (CA): Sage Publications; c1997.

17. Tripathi N, Agrawal S. Work-life balance and its impact on job satisfaction of university teachers: A case study of U.P. J Manag Res Anal. 2018;5(1):1–7.

18. Yousef DA. Job satisfaction as a mediator of the relationship between role stressors and organizational commitment: A study from an Arab cultural perspective. J Manag Psychol. 2014;31(1):1–22.