

# Lectures Safety And Job Satisfaction: The Role Of Work Environment In Private College And Government College

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## Abstract:

Teachers' job satisfaction and psychological safety are critical for effective teaching and students' academic outcomes, particularly in developing countries where public and private education systems coexist with differing employment conditions. This study examines the relationship between job satisfaction and safety among college lecturers in Chennai, India, and explores differences across gender, job sector, and marital status. Using a cross-sectional design, data were collected from 177 lecturers employed in public and private colleges. Descriptive statistics, independent-samples *t*-tests, Pearson correlations, and hierarchical regression analyses were performed using SPSS. The findings reveal that lecturers in public colleges report significantly higher job satisfaction and perceived safety than their counterparts in private colleges, while gender and marital status differences are not significant. Regression results indicate that job sector initially predicts lecturers' safety; however, when job satisfaction dimensions are considered, communication within the institution emerges as the strongest predictor of safety. The study highlights the importance of organizational climate—particularly effective communication—in enhancing lecturers' safety and wellbeing. The findings offer important implications for college administrators and policymakers to design supportive work environments that improve lecturers' satisfaction, safety, and ultimately students' academic performance.

**Keywords:** Job satisfaction, Psychological safety, College lecturers, Public and Private Colleges Communication Climate.

## INTRODUCTION

Workers in contemporary companies are thought to be committed to attaining high performance standards while also being proactive, innovative, and responsible for their own personal development. As a result, businesses want employees that are engaged, passionate, and dedicated (Bakker & Schaufeli, 2008). However, academic instructors are critical because it is their duty to facilitate students in developing the capabilities necessary for their future employment (Iordanoglou, 2007). These demands make teaching more complicated and stressful (Johnson et al., 2005). The teaching profession has higher emotional necessities than other occupations (Brotheridge & Grandey, 2002). Researchers claim that this is due to increased workplace stress (De Nobile & McCormick, 2007; Klassen et al., 2010).

For instance, Bowling et al. (2010) conducted a meta-analysis that elucidated positive connections between both variables, despite the fact that the link between job satisfaction and employee safety is comparatively well-studied in other professions. Similarly, favorable opinions of the workplace and possibilities for

professional growth (Barbieri et al., 2019), job demand, recruitment resources (Skaalvik & Skaalvik, 2018), and preferences to leave (Chang et al., 2017). Furthermore, a comparison survey of India public and private college instructors was carried out with a sole concentrate on job satisfaction, considering that account determinants like pay, advancement, coworkers, form of work, and communication within the company (Hameed et al., 2018). According to Ilgan et al. (2015), researchers also explored the quality of collegework life in relation to instructors' safety. In a different study, teachers work satisfaction was determined in Delhi. Research findings demonstrated that female teachers were more satisfied with assigned supervision-related work (Iqbal & Akhtar, 2012). Moreover, Rahim & Razzak (2013) studied the connection between teacher job satisfaction and institutional undertakings in which the main variables were working conditions, principals' leadership style, and workload. Similar studies discussed job satisfaction with other variables (Raza & Ahmed, 2017; Sahito & Vaisanen, 2017; Shafiq & Fatima, 2016). There is a need to study the

job satisfaction and safety of teachers in colleges. Although good teaching is deemed to be charged with positive emotions (Hargreaves, 1998), that is not always present in practical life due to associated challenges and necessitated in this profession. The researchers have examined the emotional life in the workplace, but little investigation is carried out in the teaching profession that focuses on lecturers' emotional life (Hargreaves, 1998; Sutton & Wheatley, 2003).

India is a developing country, and Chennai is a remote locality of the country where the development of academic institutions is in a nascent stage. The colleges in this region can be classified into two main streams: public and private colleges. In general, private colleges are more preferred for admission as compared to public colleges because of their quality. The public colleges are due by the government, which is preferred for recruitment because of job safety and standardized government salaries. The private colleges are known to offer attractive salary packages for the teachers, albeit temporary. The different employment gain for the teachers in these colleges have produced a disparity of quality teaching services. Hence, the job satisfaction and safety of teachers and its effect on the performance of students in both colleges are expected to be diverse. There are very limited studies in India that express the dynamic connection between lecturers' job satisfaction and their safety. Therefore, the diagnosed gap in the scientific literature demands this probe in a developing country like India.

The study is significant because it provides a good understanding of lecturers' safety concerning job satisfaction in diverse college systems; resultantly, solutions may be proposed to bring efficiency to the teaching. Also, this is a neglected area that requires serious attention from mental health professionals, college administrators, and policymakers to enhance the academic performance of students, which is significantly associated with lecturers' job performance (Ahmed & Malik, 2019). Teachers are known as pillars of any nation (Nigama et al., 2018). If their safety is not addressed, it would negatively impact the overall national progress. Apart from its practical implications, the present study also has a theoretical contribution. Although the relationship of safety and job satisfaction is addressed in various professions. There is limited research carried out to assess this relationship at the colleges' level. The contribution of this study is sharing experiences from a developing country like India, where many college systems prevail with variant quality teaching. Finally, it facilitates national and local academicians and researchers' insight on lecturers' wellbeing through job satisfaction.

## Literature Review and Hypothesis Development

### Job Satisfaction

The literal definition of job satisfaction is a pleasurable and positive emotional state that is the expected positive outcome of one's job appraisal (Locke, 1976, p. 1304). The most commonly used theories underlying job satisfaction are Maslow's hierarchy of needs (Maslow, 1981), Herzberg's motivator-hygiene theory (Alshmemri et al., 2017), the job characteristic model (Hackman & Oldham, 1975), and the dispositional approach (Judge, 1997). According to researchers, Herzberg's two-factor theory is one of the most commonly used theories in job satisfaction research (Dion, 2006). Herzberg's two-factor theories of job satisfaction primarily focus on two factors underlying job satisfaction: hygiene factors and motivational factors. Hygiene factors refer to the need for avoidance of unpleasantness, while motivational factors refer to an individual need for self-growth and self-actualization (Alshmemri et al., 2017). Hygiene factors include interpersonal relationships, salary, policies and administration, supervision, and working conditions, while motivational factors consist of advancement, work itself, growth, responsibility, recognition, and achievement (Herzberg, 1966, 2003).

### Safety

The term "safety" is highly subjective in its nature as a result of different theoretical approaches that defined it in different ways. For example, classical utilitarianism sees it hedonistically, classical liberalism's connotation is individual freedom, and Aristotelian approaches describe it as living well in a sociopolitical world. Hence, safety has three main characteristics: happiness, freedom, and sociality (Austin, 2020). On the other hand, the World Health Organization assesses an individual's subjective psychological safety through a specific safety index (Topp et al., 2015).

### Relationship Between Job Satisfaction and Safety

In general, it is believed that mentally healthy teachers are not only advantageous for the development of their careers but also vital for the student's mental health and academic achievement. Hence, lecturers' psychological safety can be assessed through their satisfaction within the institutional climate, their ability to understand students' mental health problems, and their professional readiness to help students with multiple mental health problems (Sisask et al., 2014). If lecturers' safety is neglected, it may negatively influence their ability to address the mental health of the students. In addition, it also reduces their willingness and potential to resolve students' problems; resultantly, emotional distress develops among the teachers and students in the

classroom (Kidger et al., 2009). Researchers discussed the teacher-student relationship and its influence on the students' performance. The results showed that lecturers' safety was positively related to students' learning as well as their performance on the job (Day et al., 2006). Literature also suggested that teachers with improved safety can help reduce the risk of inappropriate behavior of students in the class (Esposito, 1999). Other researchers found a positive relationship of college climate to students' achievement (Hoy et al., 1998). The happiness of a teacher is resonated with the satisfactory performance of students in the classrooms that positively influences the students' learning (Barker & Martin, 2009; Noddings, 2005).

### Role of Demographic Variables in Job Satisfaction and Safety

The demographic variables are commonly used to analyze the research problems. One of the important demographic variables is gender. There are various studies in which gender has been used as a variable that is studied with job satisfaction and safety. For instance, Koustelios (2001) and Tran (2015) reported that the role of gender is significant in lecturers' job satisfaction, while other researchers reported contradictory results, that is, gender differences in job satisfaction were not significant for secondary college teachers (Mabekoje, 2009; Oshagbemi, 2000). Sing and Garg (2014) reported significant gender

differences in the safety of secondary college teachers, while Schad and Johnsson (2019) found an insignificant role of lecturers' gender in their safety. In these studies, gender has been used as a demographic variable that significantly played a role in describing job satisfaction and safety. Since the results of this demographic variable in different research are inconsistent, it enables reconsidering it in a particular perspective. Hence, the following hypothesis is suggested. "There would be gender differences in college lecturers' job satisfaction and safety."

### Method

#### Participants

A total of 177 Lecturers' (92 males and 85 females) were employed for this study. The data was collected from four public sector (95) and four private sector (82) colleges located in Chennai City, the capital of Tamil Nadu. Among them, 108 were married and 69 were unmarried. The education scope of the lecturers was master's and bachelor's, 125 and 52, respectively.

#### Scoring and Statistical Analysis

The manual directions for scoring were adopted for both scales. To interpret the data, descriptive statistics, independent sample t-tests, Pearson product moment association coefficients, and stepwise regression were used by utilizing the Statistical Package for Social Sciences (SPSS; V-19).

**TABLE 1** Descriptive and Gender, Job Nature, and Marital Status Differences in Measures of Job Satisfaction and Safety.

Measures	M	SD	n	t	Sig
Job satisfaction - Males	139.6	23.6	89	1.2	.21
Job satisfaction - Females	143.7	18.5	78		
Safety - Males	18.3	4.1	89	.05	.95
Safety - Females	18.2	2.8	78		
Job satisfaction - Public	151.1	20.3	85	5.6	.00
Job satisfaction - Private	134.7	18.9	82		
Safety - Public	18.1	3.3	85	3.3	.00
Safety - Private	16.3	3.5	82		
Job satisfaction - Married	144.3	23	108	1.5	.1
Job satisfaction - Unmarried	138.1	17.8	59		
Safety - Married	16.3	3.7	108	.5	.6
Safety - Unmarried	16.1	3.1	59		

Independent-samples t-tests were undertaken to compare job satisfaction and safety across gender, college type, and marital status (all analyses  $df = 165$ ). Public college lecturers reported noticeable higher job satisfaction ( $M = 151.10$  vs  $134.70$ ),  $t(165) = 5.60$ ,  $p < .001$ , 95% CI for the mean difference = [10.40, 22.40],  $d = 0.84$ , and greater perceived safety ( $M = 18.10$  vs  $16.30$ ),  $t(165) = 3.30$ ,  $p < .001$ , 95% CI =

[0.76, 2.84],  $d = 0.53$ . Gender and marital status variations were not statistically significant: gender differences in job satisfaction ( $M_{\text{male}} = 139.60$ ,  $M_{\text{female}} = 143.70$ ) and safety were nonsignificant ( $p = .21$  and  $.95$  respectively;  $d_s \approx 0.19$  and  $0.03$ ), and marital status differences were also nonsignificant for both results ( $p = .10$  and  $.60$ ;  $d \approx 0.29$  and  $0.06$ ).

**TABLE 2 Stepwise Regression Analyses Predicting Teachers' Safety.**

Predictors	$\beta$	$R^2$	$\Delta R^2$
Step 1		0.09	0.06
Constant	19.87		
Job sector	.25**		
Step 2		0.26	0.21
Constant	11.37		
Pay	.11		
Promotion	.06		
Supervision	.16		
Fringe benefits	.15		
Contingent rewards	.02		
Operating conditions	.16		
Coworkers	.00		
Nature of work	.00		
Communication	.31**		

\* $p < .05$ . \*\* $p < .01$

A hierarchical regression analysis was undertaken to investigate predictors of teachers' safety. In Step 1, job sector was entered and significantly foreseen safety,  $\beta = .25$ ,  $p < .01$ , accounting for 9% of the variance ( $R^2 = .09$ ). In Step 2, additional job satisfaction dimensions (pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, coworkers, nature of work, and communication) were entered. The full model explained 26% of the variance in wellbeing ( $R^2 = .26$ ), representing an additional 21% increment in explained variance ( $\Delta R^2 = .21$ ). Among the predictors in Step 2, communication emerged as the only notable predictor,  $\beta = .31$ ,  $p < .01$ , indicating that higher proportions of communication within the college environment are associated with greater lecturers safety. All other predictors were non-significant. The results imply that both organizational characteristics and job satisfaction dimensions influence lecturers' safety. Job sector firstly emerged as a meaningful predictor, with public college lecturers' reporting higher safety than private college lecturers'. However, when further workplace determinants were included, communication became the strongest predictor of safety.

### Discussion

This research strives to explain whether secondary school teachers' job satisfaction may be related to their wellbeing. The finding of this study confirms that secondary school teachers' job satisfaction (pay, promotion, fringe benefits, contingent rewards, operating conditions, coworkers, nature of work, and communication) significantly correlated with their wellbeing which is consistent with the previous studies (Englezakis, 2001; Jadhav, 2013; Joshi, 1998; Mangal, 1982; Mishra & Srivastava, 1999; Nadinloyi et al., 2013; Srivastav & Jagadish, 1988). Although wellbeing has been discussed in past with different perspectives.

Additionally, in this study, public schools' teachers have reportedly higher levels of job satisfaction and wellbeing as compared to private school teachers. Similar findings were also found in India where teachers of public schools and colleges enjoy a higher level of job satisfaction as compared to the teachers of private schools and colleges (Kaur & Sidana, 2011; Khan, 2012). The possible reasons for the difference between job satisfaction and wellbeing among public and private school teachers are due to the support of ample resources, moral enhancement, institutional integrity, and teachers' job security in public schools (Gupta & Jain, 2003; Omoyemiju, 2011). On the contrary, the job of the teachers is temporary in private schools of Pakistan who are hired on minimum salaries, thus, high job insecurities. Such factors probably contribute to their low level of job satisfaction and wellbeing as reported by other researchers. Various research supported our findings with work related factors and psychological factors such as job security, job dissatisfaction, work-reward imbalances, and neglected general health are stressors for teachers (De Frank & Stroup, 1989; Miller & Travers, 2005).

### Conclusion

The schoolteachers' performance is one of the important problems of the education industry in developing countries. In this study, an effort is made to find out the relationship between job satisfaction and wellbeing of secondary school teachers of private and public school teaches. There are few practical implications to this study. Firstly, the education industry of the country where both private and public schools have major role need to be distinguished based on their functions. The private schools are very quick to implement the suggested internal changes as compared to public schools. Therefore, policymakers need to bring uniform policies to upgrade the school systems of the country. However,

this study provides useful information through research on how significant it is to care about the teacher job satisfaction that can benefit the students' academic performance. Secondly, it gives policy implication to the executive officers who regulates these schools so that they could bring uniform education policies.

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