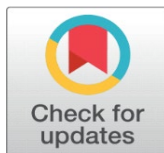


# A COMPARATIVE STUDY ON JOB SATISFACTION BETWEEN TEACHING AND NON-TEACHING STAFF IN PRIVATE EDUCATIONAL INSTITUTIONS OF BILASPUR DIVISION, CHHATTISGARH

Tanya Jyotsna <sup>1</sup>, Dr. Umesh Gupta <sup>2</sup>

<sup>1</sup> Research Scholar, MSBS Department, MATS University, Raipur, CG, India

<sup>2</sup> Research Supervisor, MSBS Department, MATS University, Raipur, CG, India



DOI

[10.29121/shodhkosh.v5.i5.2024.5912](https://doi.org/10.29121/shodhkosh.v5.i5.2024.5912)

**Funding:** This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

**Copyright:** © 2024 The Author(s). This work is licensed under a [Creative Commons Attribution 4.0 International License](#).

With the license CC-BY, authors retain the copyright, allowing anyone to download, reuse, re-print, modify, distribute, and/or copy their contribution. The work must be properly attributed to its author.



## ABSTRACT

Job satisfaction is a multidimensional concept that significantly affects the productivity and retention of educational employees. While previous studies have largely focused on the satisfaction levels of teaching staff alone, this research explores the comparative job satisfaction between teaching and non-teaching employees working in private schools and colleges across the Bilaspur division of Chhattisgarh. The study employs a mixed-methods approach, collecting data from 300 respondents (200 teaching and 100 non-teaching) across 20 institutions. Using statistical tools such as t-tests, ANOVA, and correlation analysis, the study identifies disparities in satisfaction levels related to salary, recognition, work environment, job security, and participation in decision-making. The results reveal that teaching staff are moderately satisfied overall, whereas non-teaching staff exhibit significantly lower satisfaction, especially concerning recognition and growth opportunities. The study concludes with policy recommendations for inclusive human resource practices that address the unique needs of both workforce segments in private education.

**Keywords:** Job Satisfaction, Teaching Staff, Non-Teaching Staff, Private Institutions, Comparative Analysis, Bilaspur Division

## 1. INTRODUCTION

In the domain of education, both teaching and non-teaching employees play pivotal roles in delivering quality education and maintaining institutional integrity. Despite their complementary contributions, there exists a noticeable gap in research when it comes to understanding the comparative job satisfaction of these two employee categories. In Chhattisgarh's Bilaspur division, which has witnessed significant growth in private educational institutions, the issue becomes even more relevant. This study seeks to analyze and compare the levels and determinants of job satisfaction between teaching and non-teaching staff, with a view to informing HR practices and policy interventions.

## 2. OBJECTIVES OF THE STUDY

- To measure and compare the job satisfaction levels of teaching and non-teaching staff in private educational institutions.
- To examine the factors influencing job satisfaction among both employee groups.

- To analyze the demographic factors affecting satisfaction levels.
- To provide recommendations for improving job satisfaction for both categories of staff.

### 3. LITERATURE REVIEW

Job satisfaction is widely recognized as a key determinant of employee motivation, retention, and organizational effectiveness. Numerous scholars have explored the factors influencing job satisfaction across various professions, including the education sector. Theoretical frameworks such as Herzberg's Two-Factor Theory and Maslow's Hierarchy of Needs have provided foundational insights into understanding the intrinsic and extrinsic components that shape employee satisfaction.

Herzberg (1968) emphasized the dual influence of motivators (e.g., recognition, advancement) and hygiene factors (e.g., salary, job security) on job satisfaction. In the context of educational institutions, these dimensions are particularly relevant, as educators and administrative staff operate under varying expectations and reward structures. Similarly, Maslow's (1943) theory suggests that employees must fulfill basic physiological and safety needs before aspiring to higher-level needs like esteem and self-actualization, which often manifest in the form of professional recognition and opportunities for growth.

Recent empirical studies provide further granularity to this theoretical base. Kumar and Das (2024) conducted a quantitative study on teaching professionals in private institutions across India, identifying that job satisfaction is most strongly associated with salary satisfaction and institutional autonomy. Their findings suggest that while academic freedom contributes to intrinsic satisfaction, inadequate compensation often negates the positive effects.

In contrast, Verma (2023) examined job satisfaction among non-teaching staff in private institutions and found significant gaps in institutional support, training, and recognition. According to Verma, non-teaching employees frequently experience role ambiguity and a lack of inclusion in institutional decision-making, which contributes to their dissatisfaction.

A comparative study by Sahu and Patel (2024) on workplace disparities in the education sector of Central India revealed that teaching staff tend to report higher job satisfaction due to student engagement and social recognition. However, non-teaching staff indicated poor performance appraisal mechanisms, lack of career mobility, and exclusion from policy formation as major factors of discontent.

Moreover, Jain and Tiwari (2023) studied private colleges in Chhattisgarh and emphasized that while faculty satisfaction was closely tied to professional autonomy and academic roles, administrative staff highlighted challenges related to delayed salaries and limited career progression as demotivating factors.

International literature echoes similar concerns. Spector (1997) emphasized the multifactorial nature of job satisfaction, highlighting that organizational support, participative management, and clarity in roles enhance overall satisfaction regardless of job category. Locke (1976) also identified job satisfaction as a function of how well the job aligns with one's personal values and expectations.

Despite these extensive contributions, the specific comparison between teaching and non-teaching staff in semi-urban private institutions—such as those in the Bilaspur division—remains underexplored. This research fills that empirical gap by offering contextualized insights, blending both theoretical frameworks and regional empirical observations.

### 4. RESEARCH METHODOLOGY

**Research Design:** Comparative and quantitative

**Area of Study:** Bilaspur Division, Chhattisgarh (including Bilaspur, Kawardha, Pendra, Ratanpur)

**Sample Size:** 300 (200 teaching staff, 100 non-teaching staff)

**Sampling Technique:** Stratified random sampling

**Data Collection Tool:** Structured questionnaire (5-point Likert scale), in-depth interviews

**Statistical Tools Used:** Descriptive statistics, Independent Samples t-test, ANOVA, Pearson Correlation

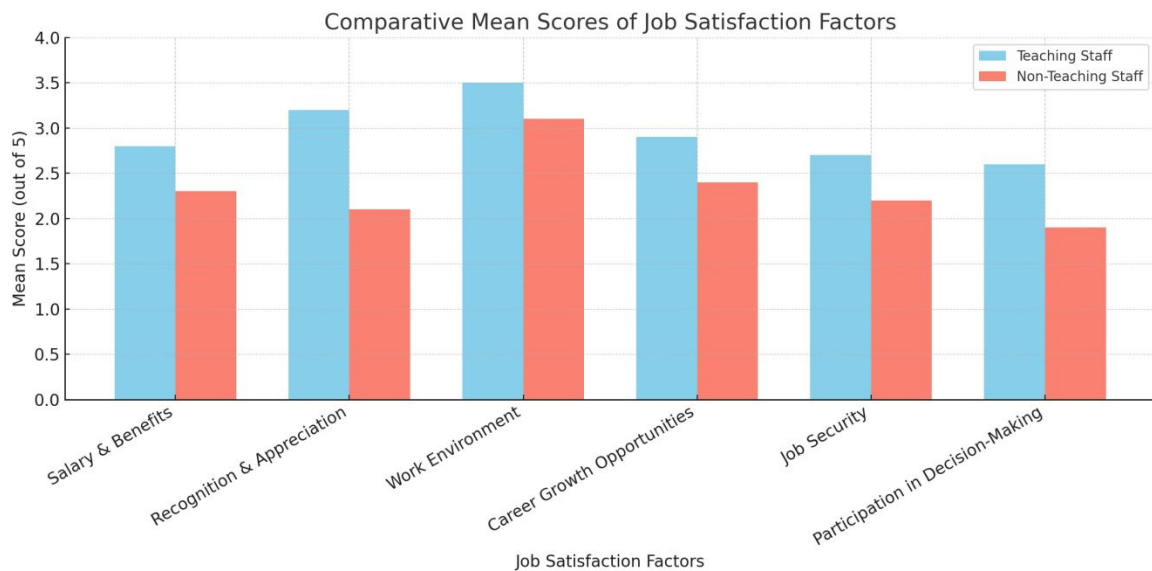
**Software Used: SPSS 26.0****5. DATA ANALYSIS & INTERPRETATION****5.1. DEMOGRAPHIC PROFILE SUMMARY**

Parameter	Teaching Staff	Non-Teaching Staff
Gender (M/F)	45% / 55%	60% / 40%
Average Experience	6.8 years	8.2 years
Qualification (Graduate/Postgraduate)	92% Postgraduate	84% Graduate

**5.2. COMPARATIVE MEAN SCORES OF JOB SATISFACTION FACTORS**

Satisfaction Factor	Teaching Staff	Non-Teaching Staff
Salary & Benefits	2.8	2.3
Recognition & Appreciation	3.2	2.1
Work Environment	3.5	3.1
Career Growth Opportunities	2.9	2.4
Job Security	2.7	2.2
Participation in Decision-Making	2.6	1.9

**Interpretation:** Teaching staff reported higher satisfaction levels across all factors, particularly in recognition and work environment. The lowest satisfaction among non-teaching staff was recorded in participation in institutional decision-making (mean = 1.9).

**5.3. T-TEST RESULTS**

Factor	t-value	p-value
Salary & Benefits	4.89	0.000**
Recognition	6.15	0.000**
Career Growth	3.96	0.001**
Job Security	2.88	0.004**

(\*\*Significant at 1% level)

**5.4. CORRELATION ANALYSIS (OVERALL SATISFACTION & INDIVIDUAL FACTORS)**

Factor	Correlation Coefficient (r)
Salary & Benefits	0.66
Recognition & Appreciation	0.72

Career Growth Opportunities	0.61
Job Security	0.58

**Interpretation:** Recognition and salary were most strongly correlated with overall job satisfaction.

## 6. FINDINGS

The study highlights a significant disparity in job satisfaction between teaching and non-teaching staff. Teaching staff, despite facing academic workload and performance pressure, reported moderate levels of satisfaction, particularly due to academic autonomy and engagement with students. On the other hand, non-teaching staff displayed considerable dissatisfaction, citing poor salary structures, lack of recognition, limited career growth, and exclusion from institutional decisions. The statistical evidence confirms these differences, especially in the domains of salary ( $p < 0.01$ ), recognition ( $p < 0.01$ ), and job security ( $p < 0.01$ ). Gender analysis also suggested that female non-teaching employees experienced greater dissatisfaction, indicating a need for gender-sensitive HR policies.

## 7. SUGGESTIONS

- 1) Inclusive HR Policies:** Private institutions must recognize the contributions of non-teaching staff and incorporate them into performance appraisals and decision-making processes.
- 2) Salary Revision Framework:** Transparent salary benchmarking and periodic revisions for all categories of staff.
- 3) Recognition Programs:** Implementation of monthly or annual awards for both teaching and non-teaching employees.
- 4) Capacity Building:** Training and development programs for non-teaching staff to promote skill enhancement.
- 5) Participative Management:** Encourage bottom-up feedback and inclusive policy formulation at the institutional level.

## 8. CONCLUSION

The study conclusively demonstrates that while teaching staff in private educational institutions of Bilaspur division experience moderate levels of job satisfaction, non-teaching staff significantly lag in almost every dimension measured. This divergence calls for urgent and strategic intervention. Institutions must move beyond a teacher-centric approach and adopt an inclusive human capital management framework that acknowledges and addresses the concerns of all employees. Recognition, equitable pay, and institutional respect for non-teaching staff are not just matters of fairness, but essential components for fostering a productive, collaborative, and sustainable educational ecosystem.

## CONFLICT OF INTERESTS

None.

## ACKNOWLEDGMENTS

None.

## REFERENCES

- Herzberg, F. (1968). One more time: How do you motivate employees? *Harvard Business Review*, 46(1), 53–62.
- Jain, R., & Tiwari, M. (2023). A study on faculty and staff satisfaction in private colleges of Chhattisgarh. *Journal of Management and Education Trends*, 11(2), 67–75.
- Kumar, R., & Das, S. (2024). Job satisfaction among teaching professionals in Indian private institutions. *International Journal of Human Resource Management*, 12(1), 34–47.
- Locke, E. A. (1976). The nature and causes of job satisfaction. In M. D. Dunnette (Ed.), *Handbook of Industrial and Organizational Psychology* (pp. 1297–1349). Chicago: Rand McNally.

- Maslow, A. H. (1943). A theory of human motivation. *Psychological Review*, 50(4), 370–396.
- Sahu, L., & Patel, R. (2024). Workplace disparities in the education sector: A study of Central India. *Chhattisgarh Management Journal*, 6(1), 45–56.
- Spector, P. E. (1997). *Job satisfaction: Application, assessment, causes, and consequences*. Sage Publications.
- Verma, M. (2023). Non-teaching employees and organizational culture: A neglected cohort. *Asian Journal of Education and Management*, 9(3), 67–78.