

Analysis of Factors Effecting Job Satisfaction among University Teachers

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ABSTRACT: *The present study concerned with assessing the job satisfaction and analysing the main and interaction effect of some factors on the job satisfaction of university teachers. The present research had been designed with the survey model. Teacher's job satisfaction scale of Mudgil, Mubar and Bhatia (2012) with high reliability 0.95 was utilized to measure the job satisfaction of university teachers. This testing instrument was being conducted over 219 teachers working in the central universities of Uttar Pradesh, India. The statistical techniques utilized mean, standard deviation, and factorial ANOVA with three way design i.e. (2×3×3) provided findings as most of the teachers were found to have moderate level of job satisfaction. Further gender, teaching experience and type of faculty had no main effect on the job satisfaction of university teachers but the three way interaction of gender× teaching experience× type of faculty was found to be significant as F-ratio i.e., $F = (4,201) = 2.977, p < 0.05$.*

Key Words: *job satisfaction, gender, teaching experience and type of faculty*

Introduction

Education system of any nation can be viewed as the essential guideline for the economic as well as social development. For this a high demand goes on the shoulders of effective teachers those who can ameliorate the existing instructive framework. Babita & Gurmit (2014) figured out that teachers who were experiencing less satisfaction from their job might also showed less commitment hence, do the task below their capabilities in this way teaching profession is facing problems related to teachers' job satisfaction. Thus teachers having satisfied with their job usually have a high level of professional capabilities and perform explicit tasks more efficiently. Job satisfaction is the mental setup of an employee for his work which incorporates different feelings, sentiments and frames of attitude towards his job. Thus, in the different researches job satisfaction has considered as the most influencing variable which can boost the performance and increase the productivity of an employee. Job satisfaction is not the end product which is to be achieved by an employee instantly rather it involves a process or a cycle through which an employee passes and arrive with an attitude or a feeling towards his work that may be positive and negative. There are many factors present in this process which may effect the level of job satisfaction of an employee. Locke (1969) defined "job satisfaction is the pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating the achievement of one's job values" (p.316). He further defined that satisfaction and dissatisfaction from a job decided by the perceived relationship between the expectations from a job and what it actually offers. Hence, job satisfaction expresses the extent of the match between expectations of employee and the rewards job provides, the value it gives and get cherished. For evaluating this process he gave three elements that involved in his appraisal process-1) The perception of some aspect of the job 2) An implicit or explicit value standard 3) A conscious or subconscious judgement of the relationship between one's perceptions and values. Later Locke (1976) added some more new facets to make the concept more comprehensive such as- recognition, working conditions and company & management. Brooks (2000) reported that job satisfaction is significant because of its positive relationship between the performance of an employee in the organization and the level of his job satisfaction. Similarly Robbins (2003) described the concept of job satisfaction as the general attitude of an employee towards his work, high level of job satisfaction ensures the favourable attitudes of an employee for his job on the other hand dissatisfaction develops the unfavourable attitudes about the job. Teachers dissatisfied with their work display lower work commitment, which negatively impact on student motivation through emotional contagion (Hatfield, Cacioppo, & Rapson, 1993) may fail to satisfy their students' needs for autonomy and competence (Ryan & Deci, 2000; Klusmann, Kunter, Trautwein, Ludtke, & Baumert, 2008).

In the area job satisfaction of university teachers some research findings indicated that university teachers were moderately satisfied with their job (Plastidou & Diamantopoulou, 2009); Bataineh, 2014; Datta ., Barman., Behra, 2014 ; & Reddy, 1990). As Rajareegam and Doss (2011) analysed the job satisfaction of engineering college teachers and reported that teachers had a greater satisfaction towards their present

job. In continuation to this a close examination of studies related to job satisfaction with some demographic variables revealed mixed results, as a number of studies reported that female teachers were found to be more satisfied with their job (Ramakrishanan ,1980) in the same way Nassem and Salman (2015) reported that female teachers were more satisfied with some of the aspect of their job than their male counterparts like salary factor, however, female teachers were less satisfied with job security than the male respondents. Khaleque (2007) also reported that female teachers had higher degree of job satisfaction in average than that of their male counterparts in general. On the contrary to this Oshagbemi (2000) and Sridevi (2011) testified that directly no significant difference was found in the job satisfaction of teachers with respect to gender. Further, Platsidou and Diamantopoulou (2009) analysed the academic rank and found that it also did not show any significant effect on the job satisfaction of faculty members , however, Lecturers somewhat had a higher satisfaction with their job as compared to their counterpart, Assistant professors and Professors. Further, the study also showed that age and professional experience of the faculty members had no significant correlations with their job satisfaction. Datta., Barman., & Behera (2014) studied the demographical variables- gender, locality , stream, educational qualification, teaching experience and income and revealed that these variables didn't show any significant impact on job satisfaction of part time college teachers. However, the interaction effect of gender and rank was found statistically significant and it showed that the female university teachers at higher rank namely - senior lecturers, readers and professors were found as more satisfied with their job than the male university teachers of comparable rank (Oshagbemi, 2000). In this way literature uncovers mixed results therefore, the issues regarding university teachers need to be studied in detail. The present study would not only explore the level of job satisfaction among central university teachers, but it would also study the main and interaction effect of some independent variables on the job satisfaction of central university teachers.

Variables of the study:

Dependent Variable: Job Satisfaction

Independent Variable: Gender, Teaching Experience and Type of Faculty

Objectives:

- ✓ To study the levels of job satisfaction among university teachers.
- ✓ To find out the difference in job satisfaction of teachers working in central universities regarding gender, teaching experience and type of faculty.

Null Hypothesis

- ✓ There is no significant difference in job satisfaction of teachers working in central universities regarding gender, teaching experience and type of faculty.

Rationale of the Study:

One of the objectives of the study is to find out the level of job satisfaction of teachers working in central universities of Uttar Pradesh, therefore it will enable the researcher to aware about the actual condition of job satisfaction of central university teachers, thus on the basis of this appropriate measures can be taken accordingly. Further, the present study will analyse the main and interaction effect of some associated factors on the job satisfaction which may help the university administrators with information on that basis significant steps may be taken to improve the job satisfaction.

Methodology and Procedure:

The present research was descriptive survey in nature for which central university teachers of Uttar Pradesh were considered as population for the study. There are four central universities in Uttar Pradesh as per the list of University Grants Commission (2018) from which two central universities were selected. In this way a sample of 219 teachers was selected through the multistage stratified random sampling method. As the population was scattered hence multistage and teachers were of heterogeneous nature so the stratified random sampling method was justified. Instrument used to collect the data was Teacher's Job Satisfaction scale of Mudgil, Mubar and Bhatia (2012). This scale is highly reliable with the reliability index of 0.95 i.e., statistically significant at 0.01 level. It consists of 75 statements based on five point Likert scaling technique. All the items of the scale are of positive manner and 5, 4,3,2,1 scores were assigned to strongly agree, agree, indifferent, disagree, and strongly disagree respectively. The sum of these values provides the job satisfaction scores for the respondents. The data for this study were collected by the

researcher personally from the teachers of sampled universities. For breaking down the data into meaningful results proper statistical strategies were utilised i.e., mean, standard deviation and factorial ANOVA. However, statistical package for social sciences (SPSS) version 20 software was utilized to analyse the data in this study.

Limitations of the Study:

- ✓ Only central universities were taken into consideration.
- ✓ The study was conducted only in Utter Pradesh.
- ✓ Smaller sample size were taken due to time constraints

Analysis, Interpretation and Discussion:

Appropriate analysis along with its interpretation and discussion is being drafted as follows:

Objective 1: To study the level of job satisfaction of teachers working in central universities.

In order to know the level of job satisfaction fundamental statistical measures have been assessed.

A: Tabulation and Interpretation of Descriptive Analysis.

The details of the statistics have been presented in the following table 1.1

The level of job satisfaction among the sample of teachers working in the central universities.

The table 1.1 shows the three levels of job satisfaction scores, achieved through the utilization of the Teacher’s Job Satisfaction scale developed by Mudgil, Mubar and Bhatia (2012). Among the teachers of central universities it is found that 69.86% of total teachers working in central universities are found to have moderate level of job satisfaction, 16.43% of teachers have high level of job satisfaction while 13.69% of teachers fall in the category of low level of job satisfaction. Further from the perusal of the table 1.1 it is clear that most of the cases are lie in the middle i.e., for both the sample male and female 70.95% and 67.61% thus they are moderately satisfied with their job respectively, and 15.54% of total male teachers are highly satisfied while 13.51% have low level of job satisfaction. On the other hand 18.31% of the total female teachers are high on the level of job satisfaction and only 14.08% female teachers experienced low level of job satisfaction.

Groups	Number	High(306.78 and above)	Middle (305- 260)	Low (259.76 and below)
Total sample of central universities	219	36 (16.43%)	153 (69.86%)	30(13.69%)
Total male sample of central universities	148	23 (15.54%)	105 (70.95%)	20(13.51%)
Total female sample of central universities	71	13(18.31%)	48(67.61%)	10(14.08%)

Table no: 1.1 showing percentage of teachers falling under different levels of job satisfaction

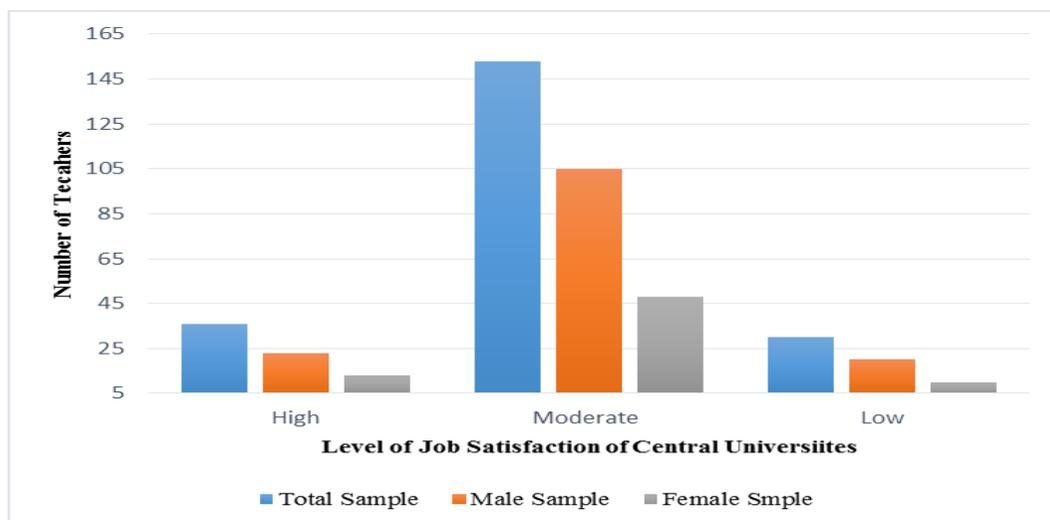


Figure no. 1.1 Showing the levels of Job Satisfaction among the teachers of Central Universities.

Objective 2: To find out the difference in job satisfaction of teachers working in central universities regarding gender, teaching experience and type of faculty.

In order to see the difference of gender, teaching experience and type of faculty on job satisfaction of teachers working in central universities, the following null hypothesis was formulated.

Null Hypothesis 1:

There is no significant difference in job satisfaction of teachers working in central universities regarding gender, teaching experience and type of faculty.

For testing the above-stated null hypothesis H_01 three-way ANOVA ($2 \times 3 \times 3$ factorial design) was used.

The description of the results showing main and interaction effects are presented in the table 1.2.

Source of Variation		Mean	Sum Of squares	df	Mean Squares	F-ratio	η^2	Sig.
Gender	Male	281.719	153.852	1	153.85	0.283	0.001	0.595
	Female	283.805						
Teaching Experience	1 to 10 years	283.599	287.489	2	143.74	0.265	0.003	0.768
	11 to 20 years	280.735						
	21years And above	283.952						
Type of Faculty	Arts	279.159	1248.367	2	624.18	1.149	0.011	0.319
	Science	282.855						
	Social Science	286.272						
Gender \times Teaching experience			551.472	2	275.73	0.508	0.005	0.603
Gender \times Type of Faculty			1136.763	2	568.38	1.046	0.010	0.353
Teaching Experience \times Type of Faculty			2489.624	4	622.40	1.146	0.022	0.336
Gender \times Teaching Experience \times Type of Faculty			6468.813	4	1617.2	2.977	0.056	0.020*
Error			109173.68	201	543.15			
Total			17693965.0	219				

Table 1.2: Summary of $2 \times 3 \times 3$ (ANOVA) factorial design for the scores of job satisfaction according to the gender, teaching experience and type of faculty.

From the table 1.2 it is clear that the main effect of gender on the job satisfaction of teachers working in central universities is found as an insignificant, $F(1,201) = 0.283$, $p > 0.05$ which is indicating that gender variation does not make any difference on the job satisfaction. From the table 1.2 mean values of job satisfaction for male ($M = 281.719$) and female ($M = 283.805$) teachers can also be seen.

Similarly, the F-ratio for teaching experience $F(2,201) = 0.265$, $p > 0.05$ is also found as insignificant, which confirms that difference in teaching experience (1 to 10 years, 11 to 20 years and 21 years and above) in terms of job satisfaction is due to sampling error and not the real one. The mean values of job satisfaction

for the teachers having teaching experience of 1 to 10 years is 283.599, 11 to 20 years is 280.735 and teachers having experience of 21 years and above secured 283.952 but these differences are not statistically significant. In the same way the teachers of different faculty i.e., arts, science and social science are found to be similar on the variable of job satisfaction as the F-ratio for the type of faculty $F(2,201) = 1.149, p > 0.05$ is not significant. As teachers of social science faculty with mean (286.272) have higher job satisfaction than science (282.855) and arts (279.159) but these differences are found statistically insignificant.

From the perusal of the table 1.2 the value of two-way interaction between gender and teaching experience with F-ratio = 0.508, $p > 0.05$ can be seen, which is found as insignificant. Thus, it can be observed that for the male and female teachers with different teaching experience i.e., (1 to 10 years, 11 to 20 years and 21 years and above) significant interaction effect does not exist on the job satisfaction. The F-ratio for the interaction between gender and type of faculty as presented in table 1.2 i.e., $F=1.046, p > 0.05$ is statistically insignificant, indicating that there is no significant interaction effect of the type of faculty (arts, science and social science) and gender (male and female) on the job satisfaction of the teachers working in the central universities. Likewise, the F-ratio for teaching experience and type of faculty is ($F=1.146, p > 0.05$) is also found to be insignificant which represents that there is no significant interaction effect of teaching experience and type of faculty on the job satisfaction of teachers working in the central universities.

However, the three-way interaction i.e. second order interaction of the gender, teaching experience and type of faculty about the job satisfaction is found as significant, which indicates by F-ratio i.e., $F= (4,201) = 2.977, p < 0.05$ therefore, the null hypothesis H_0 "There is no significant difference in job satisfaction of teachers working in central universities regarding gender, teaching experience and type of faculty." is partially rejected.

Further from the table 1.2 the value of the effect size (.001) indicates that only 0.1% variation is caused by gender while teaching experience and type of faculty cause 0.3% and 1.1% variations respectively on the job satisfaction of teachers working in central universities. Further the value of the effect size for two way interaction i.e., gender × teaching experience, gender × type of faculty and teaching experience × type of faculty indicate only 0.5%, 1% and 2.2% of variance respectively. However, the effect size of three way interaction (.056) of the three variable (gender × teaching experience × type of faculty) together causes 5.6% variation among teachers working in central universities for their job satisfaction.

As in the findings no main and first-order effects are found to be significant i.e., they all are making no difference in the job satisfaction of the teachers working in central universities. These findings are in consonance with the opinion of Naik (1990) who exclaimed that age, sex, experience and marital status did not influence the level of job satisfaction of teaching assistants. Most of the studies however, reported no significant difference between males and females in relation to job satisfaction (Al-Ajmi, 2006; Oshagbemi, 2003; Manning, 2002). Further Cetin (2006) reported no difference between the job satisfaction as well as organisational and occupational commitment levels of academic staff according to gender. Thus, the present finding is supported by the studies in which the researchers did not show any significant effect of gender on the overall job satisfaction (Smith & Plant, 1982; Ward & Sloane, 2000). However, contradictory results were also found by Manikandan (2012); Saner and Eyupoglu (2012) that female teachers experienced more job satisfaction than the male teachers.

Thus gender, teaching experience and type of faculty by its self alone do not effect the job satisfaction of teachers working in central universities, but it is slightly significant in the second order interaction i.e., when they all are taking together (gender × teaching experience × type of faculty).

This finding is corroborated by various researchers as Oshagbemi (2000) indicated that gender did not effect the job satisfaction of university teachers directly. However, the interaction effect of gender and rank was statistically significant. Overall, female academics at higher ranks namely, senior lecturers, readers and professors, were more satisfied with their jobs than male academics of comparable ranks. In a similar vein Bernal, Castel, Navarro and Torres (2005) explored the interaction between job satisfaction and age. They showed a significant interaction between age and job satisfaction, but this relationship was weak and positive.

Thus, in the present study the significant second order interaction effect of these above stated variables on job satisfaction is entirely understandable. This may be explained or justified on the ground that male and female teachers of different faculties may have different experiences during their tenure which are capable of having a role in making differences in the job satisfaction of teachers working in central universities.

The three-way interaction i.e., (gender × teaching experience × type of faculty) is found to be statistically significant with $F(4,201) = 2.977, p < 0.05$ (table 1.2). To examine the nature of this significant interaction effect among gender × teaching experience × faculty and for the sake of clarity, the investigator

decomposed this three- way interaction into two separate two-way interactions split by one of the three independent variables' variation. In the present case, the investigator considers teaching experience \times type of faculty interaction separately for each gender. To understand it clearly, the investigator considers the two line graphs of two sexes as represented as in figures 1.2 and 1.3.

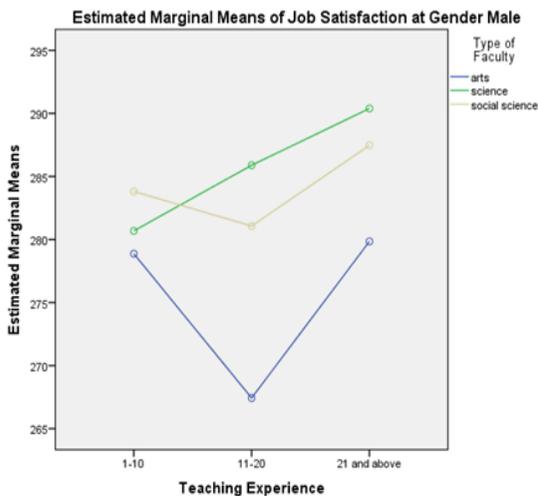


Figure 1.2: Showing Line Graph of Teaching Experience \times Type of Faculty Interaction for Male Teachers of Central Universities.

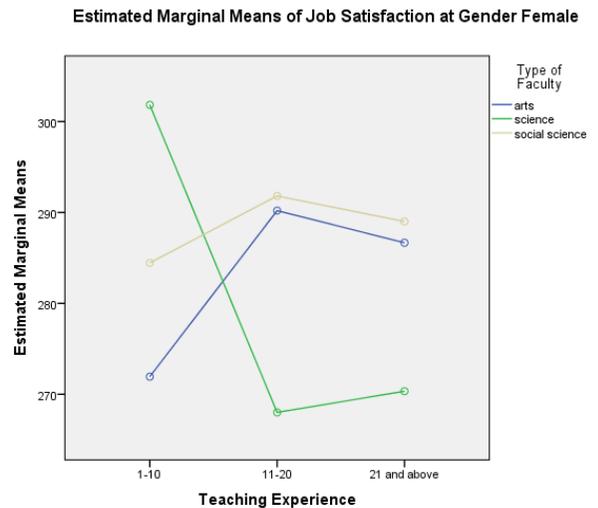


Figure 1.3: Showing Line Graph of Teaching Experience \times Type of Faculty Interaction for Female Teachers of Central Universities

The horizontal axis of both the graphs 1.2 and 1.3 shows three levels of teaching experience i.e., 1-10years , 11-20 years and 21years and above. Line one, line two and line three represents the faculty wise variation i.e., arts, science and social science respectively. As evident from both the graphs the teaching experience \times type of faculty interaction for each dimension of gender is not the same and is of different order and form. The figure 1.2 shows that with the increase of teaching experience in the science faculty, job satisfaction of male teachers also increases. However up to 1 to 10 years of teaching experience female teachers of science faculty have higher job satisfaction score. Thus, they are better than male teachers in job satisfaction but with the increase in the level of teaching experience female teachers of science faculty scored low on job satisfaction than male teachers of science faculty. In case of male teachers of arts and social science faculty it decreases up to 11 to 20 years of teaching experience then it increases. On the other hand with the increasing level of teaching experience in arts and social science faculty, job satisfaction of female teachers increases up to 11 to 20 then it start to decrease.

Hence the effect of type of faculty on the job satisfaction depends on the years of teaching experience and gender. As for male at 1 to 10 years small difference in job satisfaction is seen among the arts , science and social science faculty. However, at 21 years & above of teaching experience, difference increases as it is shown in the figure 1.2 but the faculty of science have higher job satisfaction scores than the faculty of arts and social science. As for female at 1 to 10 level vast difference is seen in job satisfaction among the arts, science and social science faculty, further at 11 to 20 years very small difference in job satisfaction is seen between arts and social science faculty so as with the case at 21 years and above level but with the science faculty difference is extensive at both the level of teaching experience, 11 to 20 years and 21years and above. So how the job satisfaction changes with the type of faculty depends on the level of teaching experience and gender or vice-versa.

Thus, it can be candidly concluded that there exists an interaction among (gender \times teaching experience \times type of faculty) concerning job satisfaction; thereby supporting the results obtained by significant F-ratio (2.977) given in table 1.2. In figure 1.2 there is an ordinal and disordinal both kind of interaction observed, as the first two line are candidly intersecting but the last line representing the arts faculty is neither parallel nor intersect with any of this thus an ordinal interaction is also present here. On the other hand in figure 1.3 there is an explicit disordinal interaction is observed as the lines candidly intersecting each other. Therefore, on account of differences observed in the two graphs, it can be safely

concluded that there exists an interaction effect of gender, teaching experience and type of faculty concerning job satisfaction of teachers working in central universities.

Conclusion:

Conclusion drawn from the result is that teachers' job satisfaction is positive and most of the teachers of central universities are satisfied with their job. In the present study neither main nor first order effect of gender, teaching experience and type of faculty was found as significant but the second order interaction effect was slightly significant i.e., when they all were taken together (gender× teaching experience× type of faculty).

Implications of the Study:

In the present study on an average teachers are moderately satisfied thus measures such as establishing flexible work schedules for employees, acknowledging their contribution, encouraging involvement of faculty in decision-making must be taken care as all may have the potential to increase teachers' job satisfaction.

Further from the present findings among male it was found that in the initial teaching experience and at the later years of experience male faculty enjoyed the satisfaction from their job but at the middle years of teaching they were showing comparatively less satisfaction thus at this stage it is recommended to the administration of universities to initiate some boost up programmes like introduction with technology further opportunities should be increased for career advancement, and enough fund should be allocated for scientific research. The probable reason for the less satisfaction of this stage may be monotony, saturation and with the tenure of job they may be accustomed with that thus it is very much important to provide them better opportunities and boost up at this stage for the male teachers specially to the arts and social science faculty. On the other hand for female teachers of science faculty with their teaching experience some special facilities should be provided, in order to update their information workshops and seminars should be held on the interval basis at the university itself as the accessibility may be one of the reasons of less satisfaction with the years. Different facilities like expansion in the days of maternity leave may be encouraged. Overall in the study gender did not show significant main effect thus it is recommended that equal treatment and opportunities must be continued worldwide as it is a positive signal that both can equally excel in the field of higher education but as their ratio is very low at the stage of higher education hence women should be encouraged to come forward in the field of higher education.

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