Chapter-2

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2.1. Introduction

This section comprises the studies on job satisfaction among academics and explores the relevant theories on job satisfaction. The section is further divided into three parts. In the first part, international studies on job satisfaction among academics have been reviewed and in the second part various studies on job satisfaction among academics in Indian context were reviewed. In the third part relevant theories reflecting the gamut on job satisfaction has been reviewed. Reviews on academics’ job satisfaction were restricted to Colleges and Universities only imparting higher education. This has been made keeping in mind the scope of the present research work which focuses the job satisfaction of Central University academics.

2.2. International Literature Reviews

The following paragraphs outlines reviews on various literature pertaining to studies taken place in different parts of the world.

2.2.1. This section contains reviews on influence of demographic variables (job status, job cadres, tenure, gender, marital status) on the job satisfaction among academics

Yuil (1978) in his study discussed the status in relation to job satisfaction by saying that “as soon as the individual joins an organization, he acquires a status”. His status is determined by the position for which he is hired and by
the rate of remuneration he can obtain. In many organizations, the remuneration is fixed by a union-management bargaining process. Here he gives the example of Universities where Academic Staff Union of Universities (ASUU) bargains with the government for their salaries and other conditions of service. In the context of UK higher education academics, Oshagbemi (2003) conducted a research at University level and tried to find out the relationship in job satisfaction among different job cadres i.e. Reader, Lecturer, Senior Lecturer and Professor. The study findings revealed that job satisfaction has a direct positive relationship with cadre like rank and occupational level.

Oshagbemi (2003) have called motivator factors as major contributor in job satisfaction over the worker job tenure and paid attention to length of service of university teacher. He raised the question of relationship between job satisfaction and length of services and found significant relationship; positively in the first half of job tenure and negatively in the second half, which constitutes a U shape. Boyer, Altbach & Whitelaw (1994) conducted an international study which explored causes of satisfaction and dissatisfaction among Professors along with many other factors, data was collected from fourteen countries and the results showed a high satisfaction on relationships with their colleagues. This indicates a need to understand the job satisfaction in context of gender for male and female faculty members. Ssesanga & Garrett (2005) have conducted a research in Uganda and found that gender has no influence on job satisfaction of faculty. The research of (Bender & Heywood, 2006) have done his research of highly educated doctorate degree holders and concluded that female academics experienced the lower job satisfaction than male in academics.

From the studies of (Bilimoria et al. 2006; Sabharwal & Corley, 2009), we found that female academics were less satisfied with their male colleagues, in terms of salary received, promotional opportunities and other benefits.
However, from the studies of (Smith & Plant, 1982; Ward & Sloane, 2000), it was found that gender didn’t have any significant effect on the job satisfaction. From other literature, we found that male academics were less satisfied with their ranks in comparison to their female colleagues (Okpara, Squillace, & Erondou, 2005; Oshagbemi, 1997).

Studies also showed that academics’ satisfaction also gets affected by their marital status, but their relationship is fairly unpredictable (Sabharwal & Corley, 2009). While other studies have shown that marriage has positive and significant impact on the academics’ job satisfaction (e.g., Cetin, 2006; Hagedorn, 2000). Few more studies show that marital status reduced the satisfaction level of academics (e.g., Aisenberg & Harrington, 1988).

2.2.2. This section makes reviews on some of the studies reflecting multiple demographic variables affecting job satisfaction

Mehrad (2015) in a study aimed to measure the role of demographic variables in the job satisfaction among academics. The study was based on the primary data collected with the help of JSI (Job satisfaction index) developed by the researcher consisting 72 items related to job satisfaction. The data were collected from 440 academics from the Universities of Malaysia. Researcher measured the impact of gender, educational qualification, designation, marital status and reward on the job satisfaction among University teachers. It was found from the study that there is a significant difference in the level of job satisfaction among academics of Malaysia due to difference in educational qualifications, designation, and reward. No significant difference has been found in the job satisfaction among academics due to gender differences or due to different marital status. Schulze (2006) conducted a study to identify the factors which
influence the job satisfaction among academics in higher education. The research was based on the primary data collected from 94 academics from residential and distance education institutes of South Africa. Researcher has used the demographic variables namely; rank, gender, union membership, ethnic group and full time or part time teachers. The factors which were identified by the researchers influencing the job satisfaction among academics were research, compensation, promotions, job security, teaching, leadership, management, administration and own management, co-workers, working conditions, community services and support facilities. It was found from the study that job satisfaction is highly influenced by the working conditions, support facilities, compensation and research opportunities in the universities. Moreover, the findings indicate that liberty to the teachers in selecting their subjects, course material and methods of delivery of lectures tends to high level of job satisfaction among teachers. Therefore it can be said that academic autonomy increases the level of job satisfaction among teachers while the huge paper work, lack of transparency in promotion policies and reward system, poor pay scale, lack of research opportunities, shortage of funding for research and poor management leads to job dissatisfaction among teachers in higher education. Malik et al., (2010) conducted a study to measure the relationship between socio-demographic variables and the job satisfaction. It was found from the study that socio demographic factors have a significant influence on the job satisfaction among employees. The study reveals that the academician who receives reward for their work are more satisfied then those who don’t receive reward for their work from the organization. Receiving reward for their achievements positively affects the belief and attitude of the teachers towards their job. Reward to the teachers work as a positive motivator and lead to high level of job satisfaction among academics. Similarly, the designation of academics in the university plays an important role in job
satisfaction. Designation has a great influence on the attitude of teachers towards their job. Designation has a strong association with the attitude and view of teachers towards the job and job environment.

2.2.3. The following section makes reviews on relationship between job commitment, job involvement, employees’ absenteeism, employees’ turnover and job satisfaction.

Anshu (2015) developed a theoretical model to show the relationship between organizational commitment and job satisfaction among teachers working in the management and technical institutes of developing countries. The researcher stated that job satisfaction is the important factor to be focused by the management as, the cost of recruitment and selection of new faculties is very high and the teachers’ turnover also affects the students learning process. The satisfied teachers remain in the institute for long term and shows higher level of organizational commitment. Job satisfaction and organizational commitment has a strong positive association with each other. Job satisfaction lead to organizational commitment and low absenteeism and higher retention rates of teachers in the institutes. Silman (2014) conducted a study to measure the relationship between work engagement and work-related basic need satisfaction among academics. The sample size of the study was 203 academics from various Universities of Turkey. Researcher had used the Work-Related Basic Need Satisfaction Scale in order to measure the work related basic need satisfaction among academics and the Turkish Form of Utrecht Work Engagement Scale in order to measure the work engagement among academics. Researcher had used three types of basic work-related needs namely; need of autonomy, relatedness and competence. The level of satisfaction of academics towards these need determine the level of their work engagement. It was found from the study
that need satisfaction and work engagement are positively related to each other. The academics whose work-related basic needs are satisfied by the management are found to be more engaged in their job. The level of adaptation and participation is also found to be high in those academics whose work-related basics needs are satisfied.

2.2.4. Reviews on other factors influencing the job satisfaction among academics

Abdullah, Ismail & Idrus (2015) aimed to measure the relationship between job satisfaction, organizational antecedent, knowledge sharing practices and work performance. The study was based on the primary data collected from the 369 academics from five Universities of Malaysia with the help of self-developed questionnaire. Abdullah et al., have tested the conceptual model with the help of structural equation modelling. The variables used by the researchers consisted of technology, people and organization; knowledge sharing practices including socialization, combination, externalization and internalization. Job satisfaction has been used as mediating variable which is measured by using various parameters such as; salary, work environment, supervision, job, promotion, and co-workers, while the variable work performance includes the ability, work, discipline, innovation and relationship. It was found from the study that the relationship between work performance and job satisfaction affected the organizational antecedents. Organizational antecedents namely; human and technology have not shown a significant relationship with the job satisfaction. Human aspect of organizational antecedents had no significant relationship with the work performance, job satisfaction and knowledge sharing practices among academics, while the technology aspect of the organizational antecedents had an indirect relationship with the work performance of academics in the
Malaysian universities. Sohail & Delin (2013) in their study aimed to measure the job satisfaction among the academics. The study was conducted in the G.C. University of Lahore, Pakistan. The researchers have used the primary data collected from the 100 Professor, Associate and Assistant Professors of G.C. University of Lahore. Multiple regression has been used in the study where job satisfaction has been used as the dependent variable while the independent variables used in the study were namely; pay/salary, nature of work, job autonomy, job reward, duty hours, work motivation, decision-making staffs behaviour, job security, way of promotion, co-worker relation and career improvement. Researchers have also measured the impact of demographic variables on the job satisfaction among academics, such as; age, gender, designation and working experience. It was found from the study that co-workers and job security had a positive and significant relationship with the job satisfaction. Decision making staff behaviour, ways of promotion, job autonomy, career improvement and work motivation had a moderate but significant relationship with the job satisfaction. Job reward and pay/salary had a strong and positive association with the overall job satisfaction. The study reveals that the age, gender, designation and working experience do not have a significant relationship with the overall job satisfaction among academics.

In ‘Conceptual Framework for Academic Job Satisfaction’ Hagedorn (2000) has explained the various job satisfaction factors with in academics according to her. She argued that academic job satisfaction is an outcome of two interacting factors: mediators and triggers. Mediators refer to interacting factors providing the context through which job satisfaction can be understood and include: motivators and hygienes (intrinsic and extrinsic rewards associated with academicians work), demographics and environmental conditions. By contrast, triggers are significant work or non-
work events affecting one’s reference point, like receiving a promotion, moving institution or starting a family. Hagedorn’s work was inspired by the two-factor theory developed by Herzberg & colleagues (1993). Khan, Aqeel & Riaz (2014) conducted a study to measure the impact of job related stress on the attributes of jobs and also measured the impact of job stress on the job satisfaction and life satisfaction among lecturers. The study was based on the primary data collected from the 140 lecturers working in the colleges of Faisalabad, in Pakistan. The researcher has measured the variables, job stress, job satisfaction, job performance, turnover intentions and life satisfaction. It was found from the study that job stress has a significant negative relationship with the job performance. The lecturers with higher level of stress are found to be low performer in the colleges of Pakistan. Job stress negatively related with the life satisfaction and job satisfaction. The lecturers facing job stress were found to be dissatisfied with their job and even in their personal life too. Job stress was found to be positively related with the turnover intentions among lecturers. Job stress influenced the intention of changing current job among lecturers working in the colleges of Pakistan. The study also revealed the role of demographic variables on the job stress and job satisfaction. It was found from the study that unmarried lecturers are more prone to job stress and have high turnover intentions in comparison to married lecturers, due to lack of social support from the family members and poor peer relations. Razali, Amira & Shobri (2013) conducted a study to measure the impact of practices of learning organizations on the job satisfaction of its employees. The study was based on the primary data collected from the 200 academic staff members of the public universities of Malaysia. The researchers have measured the impact of the various practices of the learning organizations namely; continuous learning, embedded system, strategic leadership, environment connection, empowerment, encourage collaboration and team learning promote
dialogue and inquiry over the job satisfaction. It was found from the study that strategic leadership is the most preferred practice among academics while dimension the practice of encourage collaboration and team learning is the least preferred practice among academics. The study also reveals that practices of learning organizations have a positive influence over the job satisfaction among academics. Strategic leadership, environment connection, embedded system, continuous learning, and empowerment all have moderate and significant relationship with the job satisfaction among academics.

2.3. National Literature Reviews
The following paragraphs outlines reviews on various literature pertaining to studies taken place in different parts of India.

2.3.1. Reviews on Role of demographic and socio demographic variables in the job satisfaction among academics

Sabharwal & Corley (2009) conducted a study to measure the job satisfaction among faculty members. Researchers have also measured the impact of gender and discipline on the job satisfaction among faculty members. It was found from the study that male faculty members were highly satisfied with their job in comparison to female faculty members, in all the disciplines. It was also found from the study that in the health and science streams, the female faculty members were less satisfied with their job while in the disciplines of social science; humanities and engineering, the satisfaction level of both the male and female faculty members were found to be equal towards their job. Sumitha & Rowena (2016) conducted their study to measure the differences in the conflict management styles of the academics due to different demographic variables such as; age, gender, academic
qualifications, marital status and teaching experience. The sample size of the study was 79 academics from various business schools of the Mangalore city. It was found from the study that collaborating style is the most preferred style among academics from management colleges to address conflict followed by competing style and the least preferred style for conflict management by the academics is the avoiding. Collaborating with colleagues at the work place promotes creative problem-solving which leads to healthy work place environment. Job satisfaction and work performance among academics also gets affected by the conflict management styles of the academics. Researchers also highlighted the fact that job satisfaction among academics related to managerial norms & polices such as; salary, training & development, work flexibility, working conditions, fringe benefits and growth & promotion opportunities; promotes healthy environment which helps in conflict management at the workplace in a professional manner by the academics. Khan (2012) conducted a study to measure the job satisfaction among teachers at college level. The researcher also aimed to measure the difference in the job satisfaction among teachers due to gender differences, marital status and type of colleges. The study was based on the primary data collected from the 236 teachers working in constituent and affiliated colleges of district Siwan, Bihar. It was found from the study that in the constituent colleges, the job satisfaction varied due to gender differences. Female teachers were found to be highly satisfied with their job in comparison to male teachers in constituent colleges. It was also found from the study that the job satisfaction varied among teachers due to type of colleges. The teachers of government or constituent colleges were found to be highly satisfied with their job, due to higher pay scale. Overall, the study found that demographic variables do not make any significant differences in the job satisfaction among teachers at colleges. Pabla (2012) conducted a study of job satisfaction among teachers of professional colleges in Punjab under the
jurisdiction of Punjab Technical University, Jalandhar. The total sample size was restricted to 300 teachers. The study showed that there was a difference in the satisfaction level of male and female teacher of the professional colleges. Female teachers were not very much satisfied with their job. On the other hand, male teachers seemed to be more satisfied with the job under the present circumstances. It was further revealed in the study that teachers (both male and female) working in the professional colleges located in the rural areas were less satisfied with their jobs than those teachers who are working in the professional colleges located in the urban areas. The main reasons for the differences in the above cases could be intrinsic and extrinsic factors such as salary, benefits, prestige, opportunities for professional advancement, level of professional challenge, level of professional autonomy/decision making authority, general working conditions, interactions with colleagues and interaction with students. Gautam, Mandal & Dalal (2006) conducted a study to determine the job satisfaction among faculty members of veterinary sciences and animal husbandry on the basis of age. The study was based on the primary data collected from the faculty members of veterinary sciences and animal husbandry from Sher-e-Kashmir University of Agricultural Sciences and Technology, Jammu and Kashmir. It was found from the study that the job satisfaction among the faculty members were high. Young faculty members of veterinary sciences and animal husbandry were found to be highly satisfied with their job than old aged faculty members of veterinary sciences while no significant difference has been found in the job satisfaction among faculty members of veterinary sciences due to difference in their educational qualification. Nigam & Jain (2014) conducted a study to measure the job satisfaction among the faculty of Delhi University. The study also aimed to measure the influence of seniority or cadre on the job satisfaction among faculty members of University of Delhi. The study was based on the primary data collected from the 163
faculty members working in the different colleges of Delhi University. The survey was done with the help of standardized scale of job satisfaction. It was found from the study that the level of job satisfaction among faculty members was high in Delhi University. It was also found from the study that there is a significant difference in the job satisfaction level of faculty members due to different streams such as; arts, science and commerce. No significant difference has been found in the job satisfaction among faculty members due to gender differences and differences in the designation. The study also revealed that both the Assistant and Associate Professors were satisfied with the two variables namely; work according to skills and qualification and interaction with students, while both the Assistant and Associate Professors were dissatisfied with the practices of University where the faculty members were not allowed to be involved in decisions taken by the management.

As a part of the current research work (Singh & Bhattacharjee, 2016) tried to measure the impact of various facilities which are available within the University campus and within the geographical region in which the University is situated on the academics’ job satisfaction. The study was undertaken on 9 Central Universities of North-East India. Altogether 478 academics from 3 disciplines (Science, Humanities & Social Science) from all the cadres (Assistant Professor Stages 1, 2, 3; Associate Professor and Professors) were taken. From the study, it was also found that home town advantage does not have any impact on the academics’ job satisfaction. It was revealed from the study, that there is a positive and significant association between job satisfaction of academics working in the Central Universities of North East Region with the facilities available in the North-East Region and in the University campuses.
Bhattacharjee & Singh (2016) conducted another study to find out the job satisfaction of academics by taking 4 independent variables, viz., social, economic, personal, family and institutional factor. The researchers conducted the study upon 478 academics out of the 9 Central Universities of North Eastern Region, across 3 disciplines (Science, Humanities & Social Sciences). To measure the relationship between various independent variables correlation analysis and step wise regression analysis was used. From the study, it was concluded that all the four independent variables, social factors, personal/family factors, economic factors and professional are positively and significantly related to the job satisfaction among academics. It was also found that the independent variables, viz., social and personal are the most effective factors of job satisfaction than that of the institutional and economic variables.

2.3.2. Reviews on job performance, job commitment and ethnicity and hygiene factors on the job satisfaction

Sirohi & Srivastav (2013) conducted a study to measure the relationship between job satisfaction, work commitment and job performance among faculty members. The study was based on the primary data collected from the 89 faculty members of seven private universities of Uttar Pradesh. The researcher developed and tested a model where the job satisfaction and work commitment both affects the job performance of the faculty members. It was found from the study that job satisfaction had a positive and significant effect on the work commitment. Higher level of job satisfaction led to higher level of work commitment among faculty members. It was also found from the study that there was a positive and significant relationship between job satisfaction and job performance. Better and quality performance is the result of high level of job satisfaction among faculty
members. Job performance was also positively related with the work commitment. The performance of committed faculty members will always be high and vice versa. The research also highlighted the fact that if the faculty members were satisfied with their job, then they will be highly committed towards their job too and that will lead to better and quality work performance, low employee turnover, low absenteeism, quality input in decision making, increased loyalty and long tenure. Dave & Raval (2015) conducted a study for an extensive literature survey on the job satisfaction among teachers of higher education institutions. The study was based on the secondary data. Researcher have reviewed total 34 research papers which showed the job satisfaction among teachers, factors of job satisfaction, relationship of job satisfaction with the job performance, job commitment and ethnicity, and impact of gender, type of colleges, age, superiors and hygiene factors on the job satisfaction. It was stated by the researchers that job satisfaction was one of the critical factor which need to be focused in the higher education institutions. Job satisfaction affects the job performance of teachers and also has a great impact on the job commitment. The quality of education and education development in higher education institutions mainly depends upon the job satisfaction of teachers. Cherabin et al. (2012) in their study measured the relationship between job satisfaction, self-esteem and organizational commitment among faculty members. The study was based on the primary data collected from the 134 faculty members from colleges which are affiliated to University of Mysore. It was found from the study that the self-esteem varied among faculty members due to different teaching experience and different age group while there was no significant difference in the job satisfaction and organizational commitment among faculty members due to different teaching experience and different age group. The study also revealed a negative but significant relationship between self-esteem and job satisfaction, which showed that higher self-
esteem among faculty members leads to low level of job satisfaction. Similarly, self-esteem has been found negatively related to the organizational commitment. All the three variables were found to be mutually related. There was positive and significant relationship between job satisfaction and organizational commitment, which showed that higher level of job satisfaction, resulted into highly committed faculty members. Researchers suggested in their study that in order to increase the self-esteem among faculty members, the satisfaction of faculty members towards all the dimensions of job satisfaction should be increased.

2.3.3. Reviews on individual factors & institutional factors affecting job satisfaction

Dave & Raval (2014) conducted a study to measure the factors which influence the job satisfaction among faculty members. The research was based on the primary data collected from the 82 faculty members of management department from 25 colleges and universities of Gujarat state. It was found from the study that there were two types of factors which affect the job satisfaction among management faculty i.e. individual factors and institutional factors. Individual factors which affect the job satisfaction among management faculty are namely; performance appraisal, satisfaction from classroom teaching, cooperation and behavior of peers and training and development programmes while the institutional factors that affect the job satisfaction among management faculty were namely; recognition for extra work, recognition for qualitative work, student interaction, eagerness to learn, physical working conditions, salary, organizational culture, job security, challenging and interesting work, college reputation, clearly defined objectives and promotion policies, management style, management strategies, vision and mission of the management, management philosophy,
participation in decision making, research support from the institute and students IQ and curiosity. Further, it was stated in the research that the job satisfaction depends more on the institutional factors than individual factors thus the management should keep working on improving the institutional factors in order to improve the job satisfaction among faculty members of management. Shamina (2014) aimed to measure the relationship between job satisfaction and professional commitment in higher education. The study was based on the primary data collected from the 250 teachers from self-financing colleges which are affiliated to Bharathiar University, Coimbatore. The researcher had used the stepwise multiple regression analysis where the professional commitment has been taken as dependent variable and the dimensions of job satisfaction have been taken as independent variables such as; supervision, promotion opportunities, pay, work itself and co-workers. It was found from the study that there is huge impact of various dimensions of job satisfaction on the professional commitment among academics in higher education. The study also revealed that supervision, salary and work itself were the main predictors of the professional commitment and these dimensions have a significant influence on the professional commitment among academics. The level of job satisfaction was found to be high towards all the dimensions of job satisfaction. Researcher also stated the fact that low level of job satisfaction and professional commitment may result into low level of teaching effectiveness, high rate of teacher turnover and low level of student development.

2.3.4. Reviews on relationship between job satisfaction and teaching competence

Singh and Kumar (2013) conducted a study to measure the relationship between job satisfaction and teaching competence. The study was based on
the primary data collected from the 180 teachers working in the self-financing B.Ed. colleges of Uttar Pradesh. The researcher has used the regression analysis where job satisfaction was taken as the independent variable and teaching competence has been used as dependent variable. It was found from the study that the relationship between teaching competence and job satisfaction does not get affected by the gender differences among teachers. Similarly, the relationship between job satisfaction and teaching competence does not get affected due to location of B.Ed. College in rural or urban areas. The relationship between teaching competence and job satisfaction remains same for the teachers who have qualified both Post graduate and M.Ed. and teachers who have qualified post graduate, M.Ed. and NET also. The study also revealed that supportive and wealthy working environment in B.Ed. colleges can increase the job satisfaction among teachers.

2.3.5. Reviews on various other dimensions affecting academics’ job satisfaction

Bakhshi et al., (2008) conducted a study to measure the impact of job satisfaction on the life satisfaction. The study was based on the primary data collected from the faculty members of the government and private colleges in Jammu. It was found from the study that there is a positive and significant relationship between job satisfaction and life satisfaction. No significant difference has been found in the life satisfaction score of government colleges’ teachers and private colleges’ teachers, while the job satisfaction varies among teachers due to type of colleges. The teachers of government colleges were found to be highly satisfied with their jobs than private colleges’ teachers. Overall, the study concluded that the life satisfaction among teachers is positively influenced by their job satisfaction. High level
of job satisfaction results into highly satisfied teachers with their life. Deshwal (2011) had measured the job satisfaction among engineering faculty. The study was based on the primary data collected with the help of well-structured questionnaire from the engineering faculty of various colleges which are affiliated to Uttar Pradesh technical University. It was found from the study that engineering faculty were highly satisfied with the rewards/incentives, work itself, co-workers, salary, work diversity, social status of job, accountability, job security and students’ interaction. The engineering faculties were found to be indifferent towards the promotional opportunities, job autonomy, and managerial policies. Thus, it was suggested in the study that management should provide opportunities to the engineering faculty to participate in the decision making, or while framing managerial policies. The job satisfaction among engineering faculty could be increased by providing more freedom to them for performing their job and better promotional opportunities. It was also found from the study that the engineering faculties were not satisfied with the working conditions. Azmi & Sharma (2012) in their study identified the various dimensions of job and also measured the job satisfaction among faculty. The study was based on the primary data collected from the 310 faculty members working in various management institutes situated in Uttar Pradesh and Delhi/NCR, India. The researchers used the structural equation modelling where the job dimensions have been taken as independent variable and job satisfaction as dependent variable. Researchers have identified the four job dimensions of job in the current study on the basis of extensive literature survey, which were mainly; pay, supervision, work-schedule flexibility and promotional opportunities. It was found from the study that pay satisfaction had a positive and significant impact on the teachers’ satisfaction in management institutes, while academics satisfaction does not get affected by the satisfaction with promotional opportunities. It was also found that
academics Satisfaction with variables like supervision and work-schedule flexibility were found to be positively and significantly related to the academics satisfaction. It was stated by the researchers that faculty members should be paid reasonable salary and fringe benefits to make them more satisfied with their jobs. The quality of supervision and the personal qualities of supervisor both affects the satisfaction level of faculty members, which need to be focused by the management schools similarly, the flexibility to balance work-life issues should be given to the faculty members to make them more satisfied towards their jobs and for achieving higher productivity. Katoch (2012) conducted a study to measure the job satisfaction among teachers working in government colleges. The study was based on the primary data collected from the 98 teachers working in five different government colleges of Jammu and Kashmir. The researcher had identified the seven factors which influenced the job satisfaction among teachers in government colleges such as; salary, fringe benefits, job security, physical environment, job as per qualification, dignity and social status, and vacations. The highest influencing factor among these seven factors was salary while the least influencing factor was fringe benefits. It was also found from the study that demographic variables had a significant impact on the job satisfaction among teachers. The study revealed that there was a significant difference in job satisfaction among teachers working in government colleges due to gender differences, difference in designation of teachers, difference in annual income and difference in family size. Female teachers were found to be more satisfied than male teachers. Researchers also suggested that the transfer policy in government colleges should be transparent and keeping in view the family and health condition of the teachers. Contractual teachers were not satisfied with the salary so they must be paid according to the norms of UGC. The teachers should be provided separate places for preparation of lectures with the purpose of increase in
their efficiency. Nagar (2012) measured the outcomes of job satisfaction and job dissatisfaction among faculty members. The research was based on the primary data collected from the 153 faculty members working in various universities of India. The researcher has also measured the job satisfaction and organizational commitment among faculty members in the burnout situation. Researchers have taken the three parameters for burnout namely; emotional tiredness, reduced personal achievement and depersonalization. Researcher has also measured the impact of job satisfaction on the organizational commitment. It was found from the study that there was a positive association between job satisfaction and organizational commitment. The faculty members who were highly satisfied with their job would work with full dedication towards the organization. Job satisfaction and positive sentiment toward the job further support the sentiment of dedication toward their job and organization. The administration policies of higher educational institutions lead to burnout in faculty members. Constant burnout situation may result into low commitment among faculty members towards their job and low level of job satisfaction. High burnout situation also results into higher absenteeism and high employee turnover. The stress of faculty members was another important outcome due to high faculty members’ turnover. Thus, overall the outcome of the study concluded that job satisfaction among faculty members was due to high level of organizational commitment while the main outcomes of job dissatisfaction among faculty members were increased absenteeism, high rate of employee turnover and higher level of stress.
2.4. Theories on Job Satisfaction

Although there are many theories having relevance on the scope of the present research study, however, only those theories found reflection which could explain the academics’ job satisfaction in the context of higher education institutions.

2.4.1. Maslow’s Hierarchy of Needs Theory (Maslow 1943, 1954):

Abraham H. Maslow propounded need hierarchy theory, which is known as one of the best motivation theory in management. Maslow gave the first theory which is used to examine the important predictors of job satisfaction. Maslow’s hierarchy of needs theory was based on the assumptions that the basic nature of human is good not evil and the actualization of inherent goodness is necessary for the normal development of an individual. Maslow’s hierarchy of needs theory defined the human needs, which are divided into five categories namely; physiological needs, safety needs, love or belongingness needs, esteem needs and self-actualization needs. This theory suggest that the essential needs of the human being which are categorized as physiological needs or the survival needs and safety needs to be met first for the physical survival and safety of an individual, after these the complex needs such as; belongingness and self-esteem needs can be met. The concept of motivation among human beings has been discussed in this theory. This theory is mainly applicable to the working environment of any organization. This theory has been widely used by the researchers for explaining the concept of job satisfaction. The physiological needs or survival needs of an employee are met by the organizations in the form of salary/compensation or other fringe benefits such as, health benefits, financial incentives etc. Organizations also play an important role in meeting the safety needs of their employees by providing job security, safe working environment, employee friendly policies and company structure where
employee can feel safe. Once the physiological needs and safety needs of employees are met, they feel associated with the workplace. The employees’ start focusing on developing positive and healthy relationships with their supervisors and colleagues as well and also the feeling of team spirit get arise among the employees which make them feel as a part of organization. Further, the employees will feel the need of recognition and social status also. They feel the need to be appreciated and valued by their colleagues and the organization. At last step of the need hierarchy theory, the need of self-actualization arises among the employees when their all needs get satisfied and they need to grow or develop further so that they can become what they are capable to be. This is the last stage of human need hierarchy theory, where the self-actualization needs of an employee are met. All the needs which are met at the lower levels help in meeting the self-actualization needs of an employee. So unless and until, the human needs at lower hierarchy are met, the self-actualization needs of human cannot be met. Therefore, the organizations need to focus on satisfying the basic needs of the employees’ first before addressing the needs at higher hierarchy, in order to improve the level of job satisfaction among employees. Some researchers have criticized the Maslow’s hierarchy of needs theory on the basis of various grounds such as; Spector (1997) stated that the Maslow’s hierarchy of needs theory is less popular now a days, as the cognitive process of employees has not been considered in this theory. In addition to this, Maher (2004) stated that no clear definition of self-actualization has been given in the Maslow’s hierarchy of needs theory which makes it difficult to measure the self-actualization. There is also confusion between the meanings of self-actualization, whether the self-actualization is the final goal of the individual or the moment when an individual achieved his or her final goal in life.
2.4.2. Herzberg’s Two- Factor Theory (Herzberg, 1964):
Frederick Herzberg forwarded the Two-Factor theory in 1964. It was stated in his theory that work itself is the most important indicator of job satisfaction which highly influenced the job satisfaction among employees of any organization. He has given an approach in this theory which shows that job satisfaction on one side and job dissatisfaction on the other side of two-continuum model of job satisfaction. Herzberg’s theory acknowledged the characteristics of work are different for both the job satisfaction and job dissatisfaction. These two types of factors can be categorized as motivators and hygiene factors. To increase the job satisfaction among employees, job motivators are used such as; opportunity for growth and development, recognition and achievement while hygiene factors such as; interpersonal relationship, pay/compensation and working conditions, need to be met by the organization to prevent the job dissatisfaction among employees. The motivators are considered as intrinsic factors while hygiene factors are considered as extrinsic factors. Motivators influence job satisfaction while hygiene factors affect job dissatisfaction. When motivators will be good then satisfaction will get increased and when hygiene will be good then job dissatisfaction will be less. However, removal of hygiene factors do not guarantee about job satisfaction. Similarly, reduction in motivators will not necessarily contribute to job dissatisfaction. Essentially, job satisfaction depends on both the intrinsic and extrinsic characteristics of the work, to fulfill the needs of self-actualization of employees. Therefore, it is known as Herzberg’s Motivator-Hygiene Theory. Herzberg motivation theory is one of the very important theories of motivation which emphasizes on the motivator and hygiene factors of an organization which affects the motivation and job satisfaction among employees. The theory also elaborated the consequences of job satisfaction and job dissatisfaction for an individual employee as well for organization. It was also stated in the
Herzberg’s two factor theory that satisfaction and dissatisfaction both are caused by different aspects of a job. Therefore, it stated in the theory that the opposite of job dissatisfaction does not mean to be satisfaction but it show that there is no dissatisfaction. Similarly, opposite of job satisfaction does not mean to be job dissatisfaction rather it shows that there is no satisfaction. Herzberg’s theory defines the motivation as an inner force which drives an individual to achieve personal as well as organizational goals and objectives. Certain factor of a job which causes satisfaction is called satisfiers or motivators. Motivators are those factors of a job which motivates people to perform and causes satisfaction among people while hygiene factors can be defined as those aspects of a job which may cause dissatisfaction if these factors are not managed properly. Hygiene factors include mainly the working environment of an organization such as; working conditions, organizational policies interpersonal matters and so on (Herzberg, 1968).

Syptak, Marsland & Ulmer (1999) and Weir (1976) in the context of Herzberg’s theory have highlighted the following factors in their research as the determinants of job satisfaction.

**Achievement:** This factor is related to the assignment of jobs to the employees as per their capabilities where the employees can use maximum utilization of their talents and personal skills. There should be clarity in their individual targets and organizational targets. The objectives should be clear and achievable. The target standards should be set up for each position and the proper feedback about the performance of employees should be communicated to the employees. The performance feedback should be provided on regular basis and timely. Employees should also be aware about the challenges of their job.
**Recognition:** It refers to the honour, attention or a favourable note given to an employee for the outstanding behaviour or ‘a job well-done’. Employees at any level whether at higher level or at lower level, in an organization want to be recognized by their colleagues, supervisors and management of their achievements. Recognition of achievements can be done in the way of writing a public note of praise, providing appreciation certificate in some functions or gatherings, following a formal recognition program in the organization like ‘star employee or employee of the month or year’ and by availing all the periodic reports to the employees directly, instead of management.

**Work Itself:** Work itself helps in developing a feeling of belief that the work they perform is important and meaningful for the organization. Organizations helps in creating a belief towards the work among its employees by setting objectives and reminding the employees about the objectives and emphasizing on the fact that their efforts contribute towards goal accomplishment of an organization. In order to make the employees realize about the importance of their work, management can make use of success stories and case studies which shows that how the efforts of employees made a real differences in the accomplishment of the overall organizational goals. It also show that the work of every employee is essential in the success of an organization. In order to increase the efficiency of the employees and organization, the unnecessary or repetitive nature task should be streamlined or eliminated.

**Responsibility:** Responsibility arises when we give authority to someone for doing some task or job. Responsibility to an employee can arise by giving additional authority to employees to perform their day to day activities along with giving freedom and power to perform their job in their own way,
so that the employees can feel that they ‘own’ the results of their job. As per the rate of growth and development of employees, their responsibility can be added by assigning the more meaningful and challenging jobs to them.

**Opportunity for promotion and advancement:** Promotion means promoting the existing employees from the present post or designation to a higher post or designation in the organization. Advancement refers to the opportunities provided by the organizations for acquiring higher education by the employees for becoming experts in their field or job and helping in adding value to the employees to make them feel as more fulfilled.

Following are the hygiene factors explained in the Herzberg’s Two-Factor theory which causes job dissatisfaction among employees:

**Pay/salary/compensation:** Salary is the reward that an employee gets for the work done for the organization. Salary is not considered as the motivators, but work as hygiene factor. Employees expect to be paid fairly and in competent manner by the organization for their work. If the employees perceive that the salary or pay they are getting is not fair enough and their salary is less than the standard salary or pay given by other organizations from same industry for same job, then it cause dissatisfaction among employees. The employee may get unhappy if not paid fairly and on timely, which may reduce the performance of the employee. In order to avoid the dissatisfaction among employees, organizations should clearly indicate the salaries/pay, fringe benefits, policies related to the salary, promotion, increment, bonus and other benefits in written form.

**Supervision:** Supervision is one of the important hygiene factor, as the deficiency or the problems faced by the employees related to their
supervisor or the quality of the supervision may cause dissatisfaction among employees. Supervision comprises both the general and technical supervision in the organization. Therefore, the organizations should take utmost care while taking decisions for appointing the supervisors. The role of supervisor is very crucial and plays an important role in the organisation. Poor supervision can cause dissatisfaction thus organizations need to appoint supervisors with good leadership skills and the ability to fair behaviour with all its employees. Supervisor should make use of positive means to evaluate or appraising the employees.

**Working Conditions:** The working environment of an organization play an important role in making them feel proud about the organization they work in and the work they perform. The physical environment or the tangible aspect of the job, cleanliness, availability of tools or equipment at the right place, modern facilities, spacious office area, parking place, lighting, drinking water facility, canteen facility and rest room facilities are some of the working conditions that can prevent job dissatisfaction among employees.

**Administration, policies and procedures:** Unclear and unnecessary administration, policies and procedures of an organization can create frustration among employees which can cause job dissatisfaction. The policies of an organisation permit the employees to use their discretion and initiatives while performing their jobs. Policies do not work as motivators but work as hygiene factors. Clear, fair and employee friendly policies can reduce the level of job dissatisfaction among employees. Policies and procedures should be in written form and communicated to all the employees for getting their feedback on the same. Organizations should also consider the inputs of their employees while framing any policy or
procedure in the organization or while taking any administrative decision. Company should also compare the policies with other similar policies. Procedures and policies should be reviewed on regular basis. The policies of company about taking the initiatives by the employees for performing their tasks can prevent the job dissatisfaction among employees.

**Inter-personal relationships:** Healthy and positive interpersonal relationship in an organisation can reduce the job dissatisfaction among employees. Interpersonal relationships include the relationship with peer groups, relationship with supervisor, relationship with subordinates and managers. Employment contract is social contract in nature, as an employee has to work with all the other employees of the organization and it develops various interpersonal relationships between employees. Employees should be given reasonable time for this socialization process. Interpersonal relationship also helps in developing a feeling of team spirit among employees and also reduces the difficult behavior, rudeness and offensive comments. Employees from different cultural should be encouraged to live in harmony in order to avoid job dissatisfaction.

**Status:** Status has been defined as the rank of an employee in the social groups on the basis of employee’s characteristics and the formal position of the employee in the organization. The communication problem arises when it involves the employees with different status. It is advisable to use both the verbal and non-verbal form of communication while communicating any message to the employees with different status in order to reduce the job dissatisfaction among employees. In order to reduce the influence of higher level employees on lower level employees due to their status, the status issue should be diluted. The status of an employee should not be a yard stick for the motivation.
**Security**: Security refers to safety and security related to job, harassment, bullying, threats of layoffs, discrimination and frequent queries. Lack of job security creates a feeling of negativity among the employees which can cause job dissatisfaction. Even after working hard for the organization and performing well the employees do not get job security then the employees will seek other job opportunities where they can find job security. Job insecurity will also create the occupational stress among employees which will lead to job dissatisfaction and inefficient performance. Job security is related to the job context and is treated as hygiene factor which can prevent job dissatisfaction among employees.

### 2.4.3. Vroom’s Expectancy Theory (Vroom, 1964):

Vroom’s Expectancy Motivation Theory was propounded by Victor H. Vroom in 1964. The researcher defined the motivation as a process which is controlled by the individuals where the individual make choices from various alternatives, on the basis of the expected results of a particular behavior which can match up with the desired results. Motivation is a result of the individual’s expectations that certain behavior will lead to the anticipated performance. Vroom expectancy theory explains the behavioral process of individuals while selecting one behavioral option over another. The individuals can be motivated towards the objectives; if they believe that there efforts will lead to a favorable performance and a desirable reward. Vroom’s theory is based on the three variables namely; valence, expectancy and instrumentality. These three variables are essential while making ac choice for one element over another.

1. **Expectancy**: effort → performance (E→P)
2. **Instrumentality**: performance → outcome (P→O)
3. Valence: V(R) outcome → reward

Expectancy can be defined as the belief that the efforts of an individual will lead to desired performance. Instrumentality can be defined as a belief that an individual will receive a reward if the expected performance is met by an individual. This reward can be in the form of salary increment, sense of accomplishment, promotion and recognition. Instrumentality will be low if the reward for all the performances is same. Valence is the value placed by the individuals for the rewards of an outcome, which is usually based on the influential factors such as; their values, goals, needs, and sources of motivation. Valence is the expected satisfaction towards a particular outcome than actual satisfaction.

2.4.4. Equity theory (Adams, 1963):
Equity theory was proposed by J. Stacy Adams in 1963, with the purpose to determine the fairness in distribution of resources among relational partners. Equity can be defined as the ratio of cost and benefits or ratio of contributions and rewards. This theory is one of the very popular justice theory. Adams was a behavioural psychologist, who stated in this theory that employees always seek to maintain equity between the inputs and the outputs where input is the efforts/contributions they put into a job while output is what they receive from a job, against their own perceived inputs and perceived outcomes of others. The theory is based on the assumption that the fair treatment is always valued by the employees and they get motivated by the fair treatment while maintaining fairness in their interpersonal relationships in the organization. The theory further explained that the employees who perceive themselves as over rewarded or under rewarded, experience distress which leads to put efforts for restoring the equity between the interpersonal relationships. The theory also stated that
there are various factors which affect an individual’s perception towards their relationship with their relational partners. The feeling of anger arises when an employee perceived as under rewarded and feeling of guilt arises when an employee perceived as over rewarded. Salary/wages are the main factors which causes equity or inequity in most of the cases. Employees always want to feel that they are being paid according to their contributions and performance. If the employee perceives that he is being underpaid then employee may feel aggressive and unfriendly towards their co-workers and organization, which may lead to poor performance and reduced efficiency of employee. Reward and recognition can develop a feeling of satisfaction among employees, which can lead to better performance of employees. Inputs can be defined as contributions of an individual to the relational exchange and can entitle an individual to rewards or costs. The inputs that individual brings to a relationship can be an asset which is also known as reward or it can be a liability which is known as cost. The claim to rewards and costs attributed to each input varies due to the differences in the relational setting. Capital and labour are the two main assets in industrial settings, which are seen as important inputs which legitimately entitle the contributors to get rewards in the form of wages and interest. Similarly, in social settings, physical beauty and kindness of an individual are the assets which entitle the possessor to social rewards while the traits of an individual such as cruelty and crudeness are considered as liabilities which entitle the possessor to costs. Inputs can include education, loyalty, time, hard work, commitment, experience, efforts, determination, tolerance, adaptability, enthusiasm, flexibility, ability, trust, support, personal sacrifice and skills etc. Outcomes can be defined as the positive or negative results that an individual perceives as a result of interpersonal relationship. The equity between inputs and outputs result into higher level of job satisfaction among employees. Outputs can include both the tangible and intangible such as;
salary, expenses, job security, recognition, praise, responsibility, employee benefits, sense of achievement and reputation. Equity theory is based on the four propositions. Individuals always want to maximize the rewards than costs. System of equity in the groups can help in maximizing the collective rewards among the group members and this can be achieved by making the equitable behavior more profitable than inequitable behavior. Inequity causes distress among individuals. According to the equity theory, person who gets "too little" and the person who gets "too much" always feel distressed. People try to restore equity when they feel distressed due to under rewarded or over rewarded situations.

Huseman, Hatfield & Miles, (1987) have criticized the equity theory and gave arguments against the basic proposition of the theory. The theory explain only salary as the most affecting factor while there are so many other demographic and psychological variables which affect the people's perceptions towards fairness in interpersonal relationships. The propositions of the equity theory are not applicable to real world settings. Carrell & Dittrich (1978) criticized the equity theory on the basis of a fact that it’s not only the input and output which affect the people perception towards equitable behaviour but also the system. Therefore, in an industrial setting, employee might feel that compensation is equitable, but employee might view the entire compensation system as inequitable.

2.4.5. Theory of Needs - Achievement Theory (McClelland, 1961):

David McClelland proposed a motivational theory which is known as Need theory, or also known as Three Needs Theory. This theory explains the impact of three types of need namely; need for achievement, power and affiliation on the action of the people in context of management. This theory was developed in 1960, in succession of Maslow’s hierarchy of needs theory
which was developed in 1940. McClelland stated in this theory that individuals with different demographic characteristics, get motivated by the above three types of motivation in their life. The type of motivation for every individual depends upon the culture and life experiences of the individuals.

The theory described that the people who have a need for achievement always prefer to do a task or work which involves moderate difficulty, and prefer to do work where they can get reward and can also get feedback for the work done. Achievement based people always prefer to take moderate risk. Achievement based people get motivated by the accomplishment of the work and like the positions where they can get promotions. Affiliation based people prefer to create more social relationships, always remains in a group, desire to be loved and accepted by the others. Affiliation based people never make changes in the norms of the workplace and always follow the norms of the workplace. These people tend to believe in collaboration instead of competition and always prefer to avoid high risk situations. These types of people always work on the position of customer services or client interaction. People who have a need for power prefer to work in disciplined manner. The person who is motivated by the need for power enjoys winning arguments, status recognition, influencing others and competition. This theory further stated that people at higher level management motivated by need for power. People who have a high need for affiliation remain happy but may not be proved good managers and can get success in non-leadership jobs.

2.4.6. ERG Theory (Alderfer, 1969):
ERG theory was developed by Clayton Alderfer in the year 1969 based on the Maslow's hierarchy of needs theory. In ERG theory, the needs of the human being have been divided into three categories namely; Existence,
Relatedness and Growth. The existence needs are the basic needs which are categorized by the Maslow as physiological and safety needs. The existence needs are those needs which are necessary for the existence of human beings. The second category of needs is relatedness; it includes the desire of human beings for interpersonal relationships. Relatedness includes the social needs and the esteem needs given by Maslow’s hierarchy of needs theory. The third category of needs is named as growth, which includes the intrinsic desire for the personal development. Growth represents the self-actualization needs of the human beings under Maslow’s theory.

Alderfer has proposed regression theory for showing the relationship between three categories of needs under ERG theory. He stated that when the higher level needs are not met by the individuals then individuals try to put more efforts in the lower level needs to achieve the higher level needs. If self-actualization needs are not met by the individuals then they try to put more efforts in relatedness category with the hope to achieve the higher level need.

2.4.7. Affective Event Theory (Weiss & Cropanzano, 1996):
Affective Events theory is a model which was developed by two organizational psychologists, Weiss & Cropanzano with a purpose to measure the impact of emotions and moods on the job satisfaction and job performance. This model explains the relationship between internal influences and their reaction in the working environment. The model explains that how cognitions, mental states and emotions affects the job performance, job commitment and job satisfaction. The theory suggests that mood and emotions of an employee explains his affective work behaviors and the best predictor of job satisfaction is cognitive-based behaviors of employees. The theory also states that there is a difference between the
positive-inducing emotional incidents and negative-inducing emotional incidents at workplaces and both have a significant psychological impact on the job satisfaction among employees. Job satisfaction mediates the relationship between employee behavior and various antecedent variables such as, workplace events, dispositions, job characteristics, and job opportunities. When an employee faces positive inducing incidents or negative inducing incidents, then the intention to continue or quit completely depends upon the moods, emotions and thoughts which are associated with their job satisfaction. The factors which induce the positive affect such as; rewarding and challenging job, opportunities for growth and development, increases the job satisfaction among employees while the factors which negative affects decreases the job satisfaction such as; boring or routine jobs or overwhelming. The degree of freedom for doing work to employees, positively affects the performance of the workers, job satisfaction. Participation of employees in the process of decision making positively influences their job performance and job satisfaction while work overload is the factor which negatively affects the job satisfaction among employees. General cognitive ability and personality both influence job performance. Emotion and cognition helps in explaining the organizational citizenship behaviors.

The level of job satisfaction of an individual depends upon the how an individual perceive the incident experienced at workplace. Job satisfaction depends upon the emotions, moods and thoughts associated with that perception and also on the social support provided by the co-workers and the organization. Hedonic tone describes the variation in how an event at workplace has affected the internal state of a worker and how the internal state of worker is expressed to others. Negative event affects the internal state of a worker for approx five times while positive events affects the
internal state of a worker for approx three to five times. There is a negative relationship between work affect and hedonic tone. Hedonic tone is negatively related to the work performance while it is positively related to the work withdrawal. Workers are become more altruistic when some positive events occur, such as promotions, compliments and open acknowledgement of a job well-done while negative events at workplace cause negative mood in employees that leads to negative results such as work withdrawal, work slowdowns and absenteeism.

2.4.8. Job Characteristics Theory (Hackman & Oldham, 1976):
Job characteristic theory was proposed by Hackman and Oldham in the year 1976. The theory proposed a framework to study that how particular job characteristics can affect the job performance and job satisfaction. The theory states that there are various characteristics or features of a job which can affect the job performance/outcomes such as; skill variety, task identity, task significance, job autonomy and job feedback. Skill variety can be defined as the degree to which a particular job requires the different activities to be performed for carrying out a work and which involves the use of various skills of an individual. Task Identity can be defined as the degree to which a particular job requires completion of an identifiable piece of work or completing a job from start to end as a whole with some visible outcome. Task Significance is the degree to which a particular job has considerable impact on the work of people from other departments in the same organization or impact on the external environment. The degree to which the freedom, discretion and independence provided to the employees for scheduling of their work and determining the procedures to be used in carrying out the work is called job autonomy. Job Feedback can be defined as the job results communicated to the employees directly and clearly about their job performance. These fundamental job characteristics highly
influence the three critical psychological states of employees namely; experienced meaningfulness, responsibility for work outcomes and knowledge of actual outcomes of the work activities which influence the work outcomes such as; work motivation, job satisfaction, absenteeism and so on. Job characteristics theory also identifies that the effect of fundamental characteristics of job varies from employee to employee. The core job characteristics affect those employees who have a desire to achieve the growth and development in their work. Motivating Potential Score (MPS) is an index which shows, how likely a job will affect an employee’s behaviors and attitudes using the following formula:

\[ \text{MPS} = \text{SV} + \text{TI} + \text{TS} \beta \ast \text{AU} \ast \text{FB} \]

Where: MPS = Motivator Potential Score  
SV = Skill Variety  
TI = Task Identity  
TS = Task Significance  
AU = Job Autonomy  
FB = Job Feedback

The formula explains that the jobs which are high in motivating potential must be high on the various job factors such as; skill variety, task identity, task significance, autonomy and feedback. It was assumed in the job characteristics theory that if the motivation potential score is high then the job performance and job satisfaction will be high and the probability of negative outcomes such as; absenteeism and turnover will get reduced.

From the various literature and theories reviewed above, it has been observed that studies on job satisfaction in higher education and specific to University academics have been contemplated on various spheres. However,
the most significant dimensions have been identified on the following areas as per the backdrop of our present study.

1. Various researches on biographical (demographical) characteristics of the staff members such as gender, age, education, marital status, etc. along with their effect on job satisfaction of the staff members have been conducted. However, faculty of Universities is treated with number of identities and associations, which predict various labels of quality, experiences, qualification, ranks and overall contribution towards academic discipline. The present study shall therefore try to cover dimensions related to the demographics, institutional and personal factors to further understand the job satisfaction and relate the same particularly to the Central University academics of North-Eastern States of India.

2. Most of the studies on faculties’ job satisfaction have been derived from the Herzberg’s job motivator and hygiene factors covering the intrinsic and extrinsic needs dimensions. Further, the status of academics’ job satisfaction is better addressed through motivation and hygiene factors of Herzberg two factor theory. Hence, the present study has contemplated the Herzberg’s theory in understanding job satisfaction of the University academics.

3. Cadres in jobs such as Professors, Associate Professors and Assistant Professors vary across the pay levels, job roles, institutional responsibility and expected outcome. The impact of cadres on job satisfaction of teachers is also therefore a worthwhile area to be taken in job satisfaction research being conceptualized for the present study.
2.5. Research Gaps identified:
The North-Eastern region constitutes eight states and each of the states has at least one Central University except for Assam which has two. Characteristics in respect of geographical attributes, transportation bottlenecks and infrastructural issues are unique to each of the states in the region. Central Universities are the premier institutions in the pyramid of higher education structure in India and more specific to the North-East region. Although job satisfaction of academics has been a widely researched topic, the prime reason for undertaking the present research endeavor was that unlike the Central Universities’ academics of the mainstream Indian States, the academics of CUs of North-Eastern States have unique issues to confront with on account of geographic remote locations coupled with infrastructural bottlenecks. Further, working in the Central Universities is a matter of pride for academics in India and good numbers of academics are drawn from different parts of the country in the Central Universities of North-East Indian states from time to time. However, there prevails an undercurrent and a general perception of adjustment problems for the academics drawn from other parts of India which often influence their professional life with a direct bearing on the academic, research and other departmental activities of the academics. These reasons are assumed to exert direct or indirect influence upon the work environment amongst the academics, consequently leading to the academics’ job satisfaction or dissatisfaction. This research work is an attempt to break such myth or unfurl the reality to this narration. Moreover, no research study has been undertaken reflecting the job satisfaction of academics in the Central Universities of North-Eastern States of India.
References


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