

A Scholarly Study on the role of growth opportunities in Faculty Job Satisfaction leading To the Development of Academic Institution

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ABSTRACT

Job satisfaction is the key to success for an individual and the academic institution on a larger front. Job satisfaction refers “to an overall affective orientation on the part of individuals toward work roles which they are presently occupying” (Kalleberg 1977, 126). An academic institution can increase faculty job satisfaction by providing growth opportunities to the faculty members on regular interval.

An opportunity that enables an individual to grow potentially and significantly is called growth opportunity. Opportunities for employee growth and development include, Continuing education courses, Tuition reimbursement, Career development or counselling services, Skills training provided in-house or through outside training centres, Opportunities for promotion and internal career advancement.

This paper will be discussing on various independent factors like promotion policies, better pay, opportunities for research, support in publishing of research paper and attending conference, better HRD policies, and special leave for higher studies or refresher courses. The above factors can definitely improve the satisfaction of faculty members and enrich the work environment of an academic institution. Satisfaction improves with symbolic recognition such as award nominations. Growth opportunities can lead to retention as well.

The result of the above paper will conclude that if the organizational support becomes more acceptable, the level of job satisfaction for university teachers may increase. This study comes with some independent and few dependent variables that are having an influential role on job satisfaction of faculty members. Further research can be conducted considering more independent variables and its impact on other dependent variable.

Keywords: Growth opportunities, organisational support, job satisfaction, promotion policies, retention.

INTRODUCTION:

Students are one of the important assets of a country. Well being of a country depends upon the intellectual students in general and teaching faculties in particular. For the purpose of achieving this goal, the role of the teachers is undoubtedly valuable. Teachers are the inspirational model and guide them in their academic achievement. Job satisfaction of the faculty members plays a vital role among students' education. A satisfied teacher can perform responsibilities with more concentration and devotion. Job satisfaction among college teachers is good not only for themselves but society as a whole. Job satisfaction differs from person to person. Job satisfaction can be defined as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences. Job satisfaction includes intrinsic and extrinsic dimensions. The intrinsic job satisfaction refers to how people feel about the nature of the job tasks themselves such as work activity, ability utilization, sense of achievement, while the extrinsic job satisfaction refers to how people feel about aspects of the working situation

that are external to the job tasks or work itself such as working policies, human relations and work compensation. Teacher is an engineer of the human soul; he plays an important role in society. They shoulder the responsibility of educating and training students upon whom our future relies. Various researches have proven that employees who are satisfied with their job are more likely to be creative, innovative and initiate the breakthroughs that can increase their job performance. On the other hand, a dissatisfied teacher is irritated and tense which may bring inefficiency and other negative effects to the students' learning process.

Looking at the importance of satisfied employees and the long lasting impact of dissatisfied workforce, organization work really hard towards satisfying the needs of their employees. Job satisfaction has received considerable attention by researchers, predominantly focusing on employees in business, companies and hospitals. However, few studies have been conducted for the sake of identifying factors associated with job satisfaction among faculty members of higher education sector.

Some investigation suggested that gender, salary, occupational stress, years of teaching experience and organizational justice were the factors influencing job satisfaction.

Job stress, salary, leadership management, organizational climate, has a direct impact on job satisfaction. Moreover, a direct relationship between job satisfaction and job performance was also identified.

GROWTH OPPORTUNITIES:

Growth Opportunity is a concept, a set of principles. Organisations that provide growth opportunities considers employees as an asset, the most important resource in the organization as they are trustworthy, responsible and capable of making valuable contribution towards organizational growth and achievement. Human resources should be treated with dignity and respect. Growth revolves around better wages payment, improved working conditions, working time, resolving health hazards issue, financial and non-financial benefits and management behaviour towards employees. Providing growth opportunities are a part of QWL, it is a broad term, once implemented it can lead to a revolutionary change in any organization QWL has two broad objectives: (a) to enhance productivity and (b) to increase the satisfaction of employees (Gadon 1984). Many investigations have proven that a satisfied employee always leads to better productivity which in turn provides efficient and profitable organization (Sadique 2003). QWL provides healthier, satisfied and productive employees, by supporting them with growth and development opportunities like, Continuing education courses, Tuition reimbursement, Career development or counselling services, Skills training provided in-house or through outside training centres, Opportunities for promotion and internal career advancement in turn provides efficient and profitable organization.

REVIEW OF LITERATURE:

Kayalvzhi. S, Chokkanathan.K,(2011) "A study on factors influencing the job satisfaction of Lecturers employed in self financing arts colleges, south India", The study is Descriptive in nature. The data have been from the faculty members those who were in self financing Arts & Science colleges situated in Salem, Tamil Nadu through a structured questionnaire. Data was collected from to September 2010 to November 2010 used Convenience sampling method. Out of 876 questionnaire of which only 570 was usable for the study. Five point Likert scaling was used to determine the job satisfaction level of the respondents. Chi-square was used for comparing the observed and expected frequencies. The study results clearly indicate that the lecturers employed in arts colleges situated in Salem are highly dissatisfied with their jobs. The factors which are intrinsic to the job and motivated them were recognition, work itself, possibility of growth and the extrinsic factor that acted as a major dissatisfying factor was poor compensation and benefits offered by the institution. The study suggests ways to improve the level of job satisfaction of the lecturers employed in self financing colleges of Tamil Nadu.

Tabassum azmi . F, Mohan sharma.G, (2012) "Job related dimensions and faculty members satisfaction at Indian business schools: an empirical study", in their study they describes the relationship between job related dimensions and job satisfaction of teaching staff of B-schools in India using Structure Equation Modeling . The study is based on a single cross-sectional survey. In all 310 responses were completed by the teachers of management institutes located in India. A self administered questionnaire with items related to the study dimensions was employed for the study. The study is unique in the sense that it is among the very few studies conducted in the context of management institutes in India. Improving job satisfaction is one of the most important ways to deal with attrition in organizations. Since there is an acute shortage of teaching staff in management institutes in India, the present study is both relevant and purposeful. The results provide insights into the dynamics of job satisfaction. The findings also provide inputs to B schools

on how to handle issues related to teachers' attrition which is a serious problem in India. Due to vast geographical expanse of India, the study was concentrated on a limited geographical region and limited sample. The findings of the study indicated that there is a positive relationship among pay satisfaction, satisfaction with supervision, satisfaction with work-schedule flexibility and teachers' jobsatisfaction. Promotion opportunities were not found to be an influential factor leading to teachers' job satisfaction.

Nirav Dave, Dharmesh Raval(2014) in their study they found that there are several factors affecting job satisfaction of an employee. To study this they need to identify those factors and their influence on job satisfaction of an individual. Researchers have done a lot of work in this area to find out the real cause of job satisfaction or dissatisfaction. Many authors and researchers have given their theory and models after study on job satisfaction and factors influencing job satisfaction of an employee in the organization. This research work in this research paper is measuring the validity of various factors influencing job satisfaction. To conduct this research, researchers have selected MBA faculties working in various colleges and University departments across Gujarat. To carry out the study a sample of 82 faculty members from 25 MBA Colleges and University departments of Gujarat was interviewed. This is a focused study to check the validity and importance of job satisfaction factors for MBA faculties of Gujarat. The output of this study is known as a Job Satisfaction Factors (JSF) for management teachers of Gujarat. Hence to understand and retain valuable and Knowledgeable faculties, these factors are essential and employer can use these factors as preventive measures to retain talent and encourage them for performance.

Dr. T.Unnamalai (2014) Assistant Professor, Dept. of Commerce, BDU College, Kurumbalur, Perambalur "A study on factors influencing job Satisfaction of faculty members (with Special reference to arts & science colleges In tiruchirapalli)". Our educational system is third largest system in the world but only 25% of our students are getting higher education. In our country no institution is ranked among 100 in the world. With the help of the data it is find out that 60% faculty members are working in self financing stream and getting lower salary. The salary is the one of the factor influencing job satisfaction. The salary, working environment, promotional opportunity and interpersonal relationship are the main factors influencing job satisfaction. Out of all factors the salary and the environment play important role and ranks first and second position. If the government supports financially the colleges and the faculty members than they will perform better. It will directly relate with the life of our students. Therefore, an objective of any management institute should be to maximize faculty' job satisfaction not only for the benefit of teachers themselves but for the sake of future India as well.

Ayesha Tabassum (2012)-Interrelations between Quality of Work Life Dimensions and Faculty Member Job Satisfaction in the Private Universities of Bangladesh This study provides valuable implications for the private universities of Bangladesh that have growing interest in attracting and retaining quality faculty members. The study revealed statistically significant positive correlation between the dimensions of QWL and faculty members' job satisfaction. Thus the private university management should emphasize on the policy implications based on the concerned issues of QWL improvement. There is no doubt that an improved QWL can lead to higher level of job satisfaction, which in turn will reduce the faculty member turnover rate that is prevailing in the private universities of Bangladesh. A large number of faculty members are acting as assets in the private universities of Bangladesh. They are playing a significant role for economic growth by contributing their knowledge, skills and efforts. So transforming the workplace proactively using a combination of well designed QWL initiatives for the faculty members will yield competitive advantage as it will increase the job satisfaction of the faculty members. This in turn will motivate them to perform in superior way, leading the universities and their stakeholders to a better future by yielding the expected outcome.

Walton (1975) proposed eight major conceptual categories relating to QWL as (1) adequate and fair compensation, (2) safe and healthy working conditions, (3) immediate opportunity to use and develop human capacities, (4) opportunity for continued growth and security, (5) social integration in the work organization, (6) constitutionalism in the work organization, (7) work and total life space and (8) social relevance of work life.

According to Lau and Bruce (1998), QWL is a dynamic multidimensional construct that currently includes such concepts as job security, reward systems, training and career advancements opportunities, and participation in decision making.

Inman & Marlow, 2004; Heller, 2004; Stockard & Lehman, 2004). It must be taken into account that the source of job satisfaction is not always salary; but also the job content and context, that generates from working environment, management style, interpersonal relationship and organizational culture. Non-salary incentives like early promotion, research allowances, more frequent leaves of absence, and reduced teaching loads (Bowen & Sosa, 1989) can also help recruit and retain faculty without raising salaries.

Hughes (1991) in his research found professional growth as fundamental motivators and component of teachers

career development that gives them effectiveness and satisfaction in teaching.

A study by Gill (1992) reported that six of the top seven reasons for faculty departing were intangible benefits such as research opportunities; higher compensation levels increased the retention of assistant and associate professors, but had no effect on retaining professors.

It can be concluded that salary is not primary but the secondary determinant of job satisfaction for faculty in today's knowledge economy. This is in agreement with a Fuhrmann (2006) study which stated that although money is an influential factor at every stage but it is not necessary that money alone can increase motivation of every worker. There are intangibles (for instance growth & development, recognition and feedback) that are primary motivators for the workers inspiration to perform effectively. Salary may not always lead to acknowledgment of work and does not even assure employee contentment.

Abouzar Sadeghzadeh¹, Mojtaba Nassiriyar², Maryam Haghshenas³, Roghayeh Shahbazi (2015) Higher Education Job Satisfaction and Relevance to Workforce Since employees are more productive when satisfied with their jobs and the environment they work in, dimensions other than economic ones are major factors in encouraging employee productivity and efficiency in higher education institutions, where economic satisfaction is typically low. Therefore, it can be concluded that improvements concerning non-economic factors are vital in achieving job satisfaction.

METHODOLOGY:

The article is secondary data based. The Secondary sources are like research papers, books, theses .Conclusion is drawn from the analysis of secondary data .

CONTENT:

The role of lecturers is very vital to the university in raising corporate image and producing excellent graduates. Lecturers or academicians have their own professional, occupational and personal interests in relation to their universities, including freedom to pursue excellence, the right to make decisions in relation to curriculum and research agenda, ensure a balance between work and family, and satisfactory pay levels, as well as opportunities for career advancement. (Noraani Mustapha , Zaizura Che Zakaria 2013)

The main purpose of the study is to identify factors providing growth opportunities in faculty job satisfaction and eventually leading to the development of academic institution. This study will focus on various factors like promotion policies, better pay, opportunities for research, support in publishing of research paper and attending conference, better HRD policies, and special leave for higher studies or refresher courses. The above factors can definitely improve the satisfaction of faculty members and enrich the work environment of an academic institution. Satisfaction improves with symbolic recognition such as award nominations. Growth opportunities can lead to retention as well.

Promotion policies:

Shifting of an employee to a job of higher significance with higher salary is called Promotion. Promotion leads to upward movement of an employee in the hierarchy of the organization, typically that leads to enhancement of responsibility and rank and an improved compensation package. Reassignment of an employee to a higher-rank of job can also be called as promotion. Many researchers give their opinion that job satisfaction is strongly correlated with promotion opportunities and there is a direct and positive association between promotional opportunities and job satisfaction. The positive correlation between promotion and job satisfaction is organisational justice towards workers. Promotion of an employee is a factor of an employee's career that influences job satisfaction. Promotion leads to mobility of workers, most frequently having considerable increment of wages. (Muhammad Ehsan Malik¹, Rizwan Qaiser Danish^{2,*}, Yasin Munir³ 2012)

Some studies have proven that whenever an academic institution is under the influence of social, political and government policies regarding caste, religion wise priority rather than the seniority and knowledge, while giving promotion to faculty members, dissatisfaction occurs among faculty members towards promotion opportunities. While in all those academic institutions where promotion opportunity is given to those who have quality work or where faculty worth leads to promotion satisfaction regarding promotion policy is seen. Employees that perceived promotion decisions as fair are more likely to be committed to the organization; they experience career satisfaction, perform better at work and subsequently have a lower intention to leave the organization. Young faculty members are very impulsive while taking decisions to switch organisation these young lecturers prefer to gather more work experiences from various institutions before deciding to remain with

a particular institution. The employees perceive management to be supportive in climbing up their professional ladder. Management should give more preference to promote employees within the organizations than to hire expensive people externally.

Better pay:

Salary has always been one of the most motivating factor among the never ending list of factors given by various researchers .It has a significant impact on job satisfaction especially for those faculty members who are in the junior or middle level of hierarchy in any academic institute, since this section of teachers is always struggling to survive, they do not have any other source of income apart from salary as they are not invited as paid guest speaker, nor as examiner nor they get any other paid assignment due to lack of required experience and designation. Teachers need to spend lot of money on printing charges for their research papers, fee for attending seminars, FDP ,workshop etc. Junior and middle level of faculty members are in a continuous fight for survival in their organisation and their hardship becomes worsens if they do not receive timely salary increment. If academic organizations want to retain competitive employees, they must be able to provide them with good working conditions, better salaries, employment security and autonomy, and among all these variables salary is that basic motivator which comes first in the list as , each employee needs a livelihood to support his/ her family.

The cost of living is increasing on hourly basis but the salary that teachers are getting is lacking behind .Private institutions for higher education indulge in delaying salary, this is even more demotivating for faculty member as they are not able to meet their financial requirements. Delay in salary leads to high attrition rate. Few faculty members have high love for money they give more importance to money and if they receive a pay increase they would be more satisfied with their job. Financial rewards (salary) significantly affect job satisfaction. The practical managerial implication that are attracting and retaining the new generation of lecturers into higher education institutions will require substantially different skills and attractive employment offers than what the higher education system is presently offering (Impact of Compensation and Benefits on Job Satisfaction Calvin Mzwenhlanhla Mabaso and Bongani Innocent Dlamini) RJBm vol11) . The higher education system must improve their compensation strategy in order to boost employee's dedication that induces commitment, and give better results. This improves research output and enhances skills within the country.

Opportunities for Research:

It must be taken into consideration that the source of job satisfaction is not always salary; but also the job content and context, that generates from working environment, management style, interpersonal relationship and organizational culture. Non-salary incentives like early promotion, research allowances, more frequent leaves of absence, and reduced teaching loads also add to faculty job satisfaction. Research opportunities are also an intangible benefit that leads to faculty job satisfaction.

Academic institutions need to work harder to create an environment conducive to the ideals of academic life, not only to retain those faculties who are willing to leave but to increase the satisfaction of those committed to stay back. Usually faculty members do not feel supported by their institution, seniors and colleagues' in their research assignments. Academic institution does not understand the magnitude of problem arising due to low research work done by academicians'. It is the responsibility of policy makers to ensure that faculty members are not overloaded with administrative work rather they are exposed to better research opportunities for their development and organizational development on the larger front.

Clearly, institutions should strive to empower both junior and senior faculty to seek the support they need to be successful and satisfied, and then assure that the support is indeed present. The support can be in the form of special leave to attend FDP's , provide monetary help for publications, ensuring increments and promotions on the basis of good research work, maintain advanced library , accessibility of E- journals .Few organizations encourage faculty members to do good research work by making it mandatory for yearly increment and assessment. Positive reinforcement is practised.

Support in publishing of research paper and attending conference

Faculty members consider emerging educational institutions as training ground, once they gain experience they move ahead and look for better job opportunities either abroad, or in government universities and colleges. They do not show any loyalty towards their employer. Due to such deteriorating and self oriented mind set of teachers most of the higher educational institutes throughout the country are suffering from acute shortage of faculty, to be specific talented, experienced and sincere faculty members.

Few educational institutes in order to avoid the liability of permanent faculties and to overcome faculty crisis have started playing safe by appointing contractual, ad hoc, part time or visiting faculties who teach for couple of hours. These faculties are least committed towards the institute; as they work in multiple places to make a living. They are frustrated and not motivated.

However the objective of any management institute or university is to satisfy their faculties be it visiting or permanent teachers. This objective is progressive not only for faculties or students but also for the image of the organisation. Recruiting new faculties, training and developing them are an investment for academic institution in terms of money and time both. Such academic set up loose consistency. Higher education institutions need to sustain the factors that generate satisfaction among permanent as well as contractual faculties. One of these factors is Support in publishing of research paper and attending conference.

This provides direction to their research and gives opportunity for continued learning. Research provides professional development and command on subject knowledge. In this fast changing economy employer and employee thrive for excellence. Employee needs professional growth to secure better positions in future and this is possible through improvement in research.

Professional Development:

As discussed above professional development is that factor which not only motivates faculty members but also retains them. Salary is indeed a very important factor for satisfaction but it cannot be a driving force forever. Faculty members have a high urge for, professional development.

Today's generation is very clear about their career goals their vision and mission in life is well defined. Young people are entering academic industry willingly, a sector which was once referred as a destination for those who could not succeed in competitive exams.

These young faculty members are enthusiastic and high spirited; they have planned their career and set milestones for themselves. It's the responsibility of academic institutions to channelize their potential and mould them into thorough academic professionals .Academic institutions need to provide professional development opportunities to them and help them achieve their career objectives. Faculty development should be the engine that drives a campus mission.

Professional development cannot always be assumed as an upward movement of an employee in the organizational hierarchy. Although it is one of the dimensions of evaluating professional development. Increase in communication among team members, and seniors.

Juniors consulting senior faculties for professional advice, mentoring of juniors by seniors, can also be considered as professional development in academic industry.

When we talk about professional hierarchy or the number of levels present in an academic institution, the education industry is very narrow .Although we can experience seniority within each level of hierarchy. We can find individuals who have been hired fresh as assistant professors, and we also have assistant professors who have been at same level for many years. These assistant professors who are experienced and have been serving industry for so many years reach professional development when juniors consult them for mentoring.

The moment a faculty members becomes confident enough to talk to their seniors and bring change in the system it is called professional development. Thus, professional development activities for faculty members continue to be an important aspect associated with their professional wellbeing.

FINDINGS OF THE ABOVE STUDY:

The study has revealed the perceived outcome of few factors like promotion policies, better pay, better research opportunities, support in publishing research work and professional development on job satisfaction. If employees are not given salary well in time, they would be highly dissatisfied with their jobs and may ultimately leave the profession at all. This is due to the fact that cost of living is highly increasing day by day. Timely salary and increment are two factors that add to employee job satisfaction. Higher education institutions require substantially different talent, they need to have an impressive employment offers than what the higher education institutions presently tendering. Therefore, academic sector must improve their compensation strategy in order to boost employees' dedication that will enable commitment, improve research outputs and improve skills within the country. Pay has significant impact on job satisfaction but the promotion has significant or partial impact on the job satisfaction of educationalist .Pay hike coming along with promotion adds to employee satisfaction. The findings reveal that pay has prominent and immediate impact on job satisfaction but the promotion may have, may not have or have partial impact on the job satisfaction of educationalist. Financial burden on an individual teacher,

contractual nature of job, poor promotion policy, availability of cheap labour, unemployment, mushrooming of private higher education institutions, all these factors add to the requirement for stable job with timely salary rather than promotion. Faculties feel more satisfied and it adds to their wellbeing if they are able to fulfil their basic needs. If faculty members get yearly salary increments, Dearness Allowances' discharge as per government guidelines it adds to their job satisfaction. Better promotion opportunities are satisfying for those individuals who have achieved the level of basic needs.

Lack of professional development, time and support provided for research activities were factors responsible for highest dissatisfaction. In this fast changing economy, faculty members thrive for professional growth and development to secure better positions in future. The opportunities provided for research, help in publication of papers, leaves for attending FDP, supportive organizational culture, all this add to faculty job satisfaction. As discussed above, academic institutions should make research work mandatory as this improves the quality of education imparted to students. In today's era where privatization of education system has led to mushrooming of higher education institutes, the only technique to differentiate between good and bad education set up is by the analysis of its research work.

Progressive organizations always support research work although few faculty members take this opportunity as a time pass. They indulge in poor research, provide fake certificates of participation, they do research in collaboration with a team and do not give much of their input. Such faculty members dilute the essence of research opportunity provided to them and set wrong example in front of their juniors and students.

The motive of such faculty members is to get a salary hike and have a smooth sailing in their job they are not very aspiring.

However it is seen that more emphasis on research work in higher education setup promote individualism. The drive to promote research in universities and the concurrent funding priorities has resulted in staffing policies that underestimate the importance of teaching.

Every good comes with some bad and vice-versa same is the case with research opportunities. It has been observed that teaching experiences are undervalued by the dominance of research and administration in our very competitive higher education culture. Student progress is perceived as the main reason for higher education; it is the responsibility of administration to keep check on maintaining fair balance between imparting education and development through research work

Although good research enriches the culture of an higher education centre but its very important to give equal importance to students and to their education. A higher education institute, college or university is set up primarily to impart education; research is secondary at such places. The impact of research cannot be underrated, it can be best seen when it is translated in class room teaching and learning.

CONCLUSION:

The above study gives us few independent factors like promotion policy, better pay system, research opportunities, professional development, and assistance in publication of research work. All these independent variables have a considerable influence on dependent variable like commitment, loyalty, employee job satisfaction, retention and sincerity towards work. Few of the independent variable have more significant impact on dependent variable like job satisfaction where as few have partial impact. But an employee's job satisfaction is always under the influence of either few or all of the independent variable. A Faculty will be effective and competent in achieving the desired learning outcomes, provided they are satisfied with their profession. When students are satisfied with their faculty and institute; they are likely to become more involved with their studies and give better results. Further research can be conducted considering more independent variables and its impact on other dependent variable.

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