

A Brief Review of Literature on the Study of Job Satisfaction of Faculty Members in Higher Educational Institutes in India and Abroad Based on Herzberg's Two-Factor Theory

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ABSTRACT

The main purpose of this research paper is to summarise some selected research work on the subject/topic of job satisfaction and dissatisfaction of faculty members working in the College and Universities in India and abroad in which the Herzberg's Two-Factor Theory provided the theoretical framework for analysis of the study already done by researchers. The author has endeavoured to summarise selected relevant articles from various dissertations, research journals, review books and literature review available in the Library and on the internet as well. This paper deciphers in brief how hygiene factors and motivator factors as propounded by Herzberg and demographic factors or personal factors affect job satisfaction and dissatisfaction of faculty members in the College and the Universities in India and different countries in the world, thereby making the paper fruitful and very useful to the future researchers in this field.

Keywords: Job Satisfaction, Job Satisfaction Factors, Hygiene Factors, Motivation Factors.

INTRODUCTION:

The Review of Literature is a piece of work that provides an overview of published information on a particular topic or subject usually within a specific period of time and discuss critical points of the current state of knowledge in the field including major findings as well as theoretical and methodological contributions. According to Cresswell (2005), a review of literature "is a written summary of journal article, books and other documents that describes the past and current state of information, organising the literature into topics and documents a need for a proposed study" (pp. 79). Review of literature is the most important aspect of scholarly works. Its quality directly reflects the level of scholarship of the researcher. Review of literature is also the most important part in dissertations and journal articles and by the review, the research methods, research design, sampling, data collection tools, data analysis and interpretation and generalization of the conclusions are made. This research paper reviews and summarises some selected research papers, journal articles and dissertations, both India and abroad, related to job satisfaction of faculty members in higher educational Institutions based on Herzberg's Two- Factor Theory of motivation. This research paper is very useful in defining factors of job satisfaction and dissatisfaction of faculty members working in higher educational Institutes all over the world and opens the floodlights for future research work.

REVIEW OF LITERATURE:

Many studies have been conducted on faculty job satisfaction in higher educational Institutes in different parts of the world. Some selected studies in India and abroad which are based on Herzberg's Two-Factor Theory and

provided a theoretical framework of analysis are elucidated below starting from India, followed by foreign countries in an alphabetical order.

India:

The result of the study conducted by SuguKumar and Raja (2011) on 12 Arts and Science self-financing Institute of Thanjavur, Tamil Nadu in order to analysis job satisfaction of 400 faculty members towards working conditions (namely management is supportive, interpersonal relationship, routine work, opportunity for decision making, parental support & care and student behavior) and compensation (monetary benefits and non-monetary benefits) showed that both good working conditions and monetary benefits increase faculty job satisfaction and vice-versa. The study conducted by Deshwal, P. (2011) to investigate the level of job satisfaction of faculty members in the Engineering Colleges of Technological University in Uttar Pradesh showed that faculty members are impartial with managerial policies, promotional opportunities and independence. The majority of the faculty members were satisfied with work itself, work diversity, inventiveness, colleagues support, accountability and social status of job, students' interaction and job security.

The result of the study conducted by Azmi & Sharma (2012) among 310 faculty members from B-Schools of Uttar Pradesh and NCR to analysis how various job related dimensions influences job satisfaction indicated that pay, supervision, work-schedule flexibility positively influence the satisfaction level of the faculty members but promotional opportunity does not play in important role in influencing it.

Saraswati (2013) conducted a comparative study of 500 family members of government and private Colleges of Delhi to measure their job satisfaction level considering the dimensions of working conditions, pay, promotion potential, work relationship, use of skills and abilities and work activities. The findings of this study indicated that the faculty members of government Colleges were more satisfied on all the dimension as compared to faculty members of private Colleges.

Nandan & Krishna (2013) conducted a study on faculty members in management Institute in Andhra Pradesh to find out their job satisfaction level considering the factors namely organization policy & procedures, working conditions, working relations, work itself, motivation, pay and benefits, teaching performance, research performance, strength and opportunities and stress. The finding of this study indicated that:

- (i) Job satisfaction level varies according to designation, qualification, age and experience.
- (ii) Pay, benefits, motivation, working relations, policies & procedures, work itself, performance, working conditions, research performance play a pivotal role to influence job satisfaction level of the faculty members.
- (iii) There exists a negative relationship between stress and job satisfaction.
- (iv) The level of job satisfaction of faculty members is higher in Central University but starts declining in State University, Deemed University, Autonomous Colleges and affiliated Colleges of AICTE.

The findings of study conducted by Datta (2013) on faculty members in 15 private and 15 government Polytechnic Colleges of Dhule city of Rajasthan to analysis how job satisfaction level influences their performance considering various factors namely pay, promotion, fringe benefit, supervision, contingent rewards, operating condition, co-workers, nature of work, communication and turn-over showed that performance of faculty members in both government and private Colleges depends upon difference aspect of job rather than on job satisfaction. Further, on the dimension of promotion, respect to co-workers and communication factor, there exists a significant difference between faculty members working in government and private Polytechnic Colleges.

Shamina (2014) conducted a study among 250 faculty members selected randomly from self-financing Colleges affiliated to Bharathiar University, Coimbatore to assess how job satisfaction influences professional commitment of the faculty members considering the factors viz. work itself, supervision, pay, co-workers and promotional opportunities. The findings of the study revealed that on the dimension of supervision, Co-workers, compensation, work-itself and opportunity of advancement, faculty members were highly satisfied, whereas professional commitment is influence by salary satisfaction, nature of work and quality supervision.

The findings of the study conducted by Ahluwalia and Preet (2014) on faculty members working in Colleges and Universities of Amritsar and Jalandhar to analysis how different factors affect their job satisfaction level considering various dimensions viz. possibility of growth and administration, salary and monetary growth, hygiene and infrastructure, possibility of turn-over, cooperation and coordination, interpersonal relationship and unbiased administration revealed that the job satisfaction of male faculty members was highly influenced by fair amount for the work, perks and other benefits of job, whereas female faculty members were highly affected by working conditions and professional growth. The study also indicated that job satisfaction of faculty members is highly influenced by possibility of growth and administration, salary and monetary growth, hygiene and infrastructure, possibility of turn-over, cooperation and coordination, interpersonal relationship and unbiased administration.

The findings of the study conducted by Bhatt and Remigius (2015a) among 220 faculty members selected through stratified random sampling from 25 private and public Colleges of South Rajasthan to analysis their job satisfaction level considering various hygiene factors viz. working hours, colleagues, HOD/Dean/Principal/Director, relation between management and teaching staff, responsibility, enjoying at my College, management style, remuneration, promotion, flexible working hours, physical teaching condition, job security and moral of colleagues revealed that a significant different is found in the job satisfaction level of the private and public sector management teachers on the dimensions of physical teaching condition, flexible working hours, job security and reward system. Further, the satisfaction level of public sectors teachers is higher as compared to private management teachers.

The findings of the study conducted by Fredrick (2015) among 50 faculty members of MBA College of Madurai City to assess various factors namely demographic factors, working conditions, carrier growth, financial growth and recognition that influence their job satisfaction level revealed that job satisfaction of faculty members is positively associated various factors like career growth, working conditions, financial reward, demographical variables and recognition.

Saifee and Suchak (2015) conducted a study among 50 faculty members of management Colleges of Nagpur to measure the job satisfaction level of the faculty members. The findings of the study were:

- (i) There are gender-wise difference in the job satisfaction level of the faculty members.
- (ii) Academic experience influences their job satisfaction level.
- (iii) Job security, grievance mechanism of the Institute, delegation of authority, fair rewards and quality of students are the dimensions on which faculty member were not satisfied.
- (iv) Infrastructure facilities, variety in work, relationship with students, co-operation of peers and attention paid to suggestions are the dimension on which faculty members were highly satisfied

The findings of the study conducted by Thirumaran and Ramasethu (2015) among 100 faculty members selected through simple random sampling from Arts and Science Colleges of Coimbatore district, TamilNadu to analysis their job satisfaction level considering factors namely working condition, employee training, salary, empowerment and relation with supervisor, co-workers and management revealed that these is no significant difference between male and female faculty member's satisfaction level for promotional progress and relationship with superior, co-workers and management and they were satisfied with their motivational and hygiene factors of satisfaction.

The findings of the study conducted by Yoganandan and Sowndarya (2015) among 200 faculty members of 3 Engineering Colleges of Namakkal district to analyse their job satisfaction level considering the factors viz. pay, working conditions, job security, promotion opportunities, relationship with co-workers and fringe benefits showed that gender does not influence the job satisfaction level among the faculty members but there exists a relationship between various factors affecting work and family commitment and genders, experience and level of satisfaction.

Unnamalai (2015) conducted a study on 100 faculty members working in Arts and Science College of Tiruchirapalli to find out how different factors viz. pay, gender, promotional opportunity, supervision, work schedule, interpersonal relationship and physical environment affect job satisfaction and performance of faculty members. The findings of this study revealed that salary, working environment, promotional opportunity and interpersonal relationship play a pivotal role in influencing the job satisfaction of the faculty members.

The findings of the study conducted by Srivalli and Vijayalakshmi (2015) on 120 faculty members collected through convenience sampling method of 6 Engineering Colleges of Nellore district, Andhra Pradesh to find out how interpersonal relationship and work load influence their job satisfaction level showed that the job satisfaction level of the faculty members is positively associated with interpersonal relationship, whereas it is negatively associated with work load.

Kishor and Suryawanshi (2015) conducted a study on 274 faculty members selected through stratified random sampling from 5 Maharashtra University to measure their job satisfaction level considering factors viz. pay, supervision, promotion, fringe benefits, contingent rewards, operating procedures, co-workers, nature of work and communication. The findings of the study revealed that:

- (i) Maximum faculty members had average level of job satisfaction.
- (ii) They are satisfied with their job nature but dissatisfied with its operating procedure.
- (iii) The job satisfaction level is influenced by age and educational level, but it is not influenced by gender.

Bangladesh:

Ali and Akhtar (2009) in their study with academic members in 10 private Universities in Bangladesh recognized that faculty members are overall satisfied with their present condition except certain factors namely,

training facilities, physical facilities and distribution courses. It has also been found that there is no significant difference between male and female faculty members.

The study conducted by Masud Ibn Rahman (2009) investigating the factors contributing to the satisfaction and dissatisfaction of public and private University Teachers of Bangladesh revealed that there is a significant difference between public and private University Teachers regarding job satisfaction on different factors. The findings also indicated that Teachers' age and job experience do not have any significant influence on job satisfaction, though gender disparities were profound among their responses which suggests how to reduce the dissatisfaction level of Teachers in various Universities and to find out the real nature and cause of the dissatisfaction.

Canada:

Friesen et al. (1983) conducted a study of job satisfaction of 410 School Principals in Alberta through stratified random sampling in order to identify the factors that contribute to overall job satisfaction and job dissatisfaction and how these factors are related to Herzberg's Two-Factor Theory. The findings of the study showed that achievement, interpersonal relationships, recognition, status, importance of the work, relationship with head office contributed to satisfaction; whereas administration & policies, work load, overall constraints, stress and impact on home life led to dissatisfaction. However, according to them, the relationships with faculty members, responsibility, autonomy, attitudes and performance of students, challenging work and relationships with parents contributed to both satisfaction and dissatisfaction of the Principals. The findings of this study as concluded by the authors, revealed that achievement, recognition and responsibility contributed as the source of satisfaction and policies & administration and working conditions as sources of dissatisfaction and these are almost tantamount to Herzberg's research.

China:

The study conducted by Chen (1977) in the Republic of China to investigate the job satisfaction of randomly selected 495 School Teachers based on the theoretical framework of Two-Factor Theory indicated the following:

- (i) The sources of job satisfaction were: morale value, social service, and co-workers; while the sources of job dissatisfaction were advancement, company policies & administration, supervision-technical, supervision-human relations and salary.
- (ii) There was a significant positive correlation coefficients between job satisfaction and age, job satisfaction and teaching experience and job satisfaction and salary.
- (iii) There was a significant negative correlation coefficients between job satisfaction and Teachers' education and job satisfaction and school level.
- (iv) Satisfied and dissatisfied faculty members, in general, ventilated a similar pattern with both hygiene factors and motivator factors.

Finland:

The findings of the study conducted by Herzberg (1965) when he was a full-bright research professor at the School of Social Science in Tampere, Finland in order to replicate the motivation hygiene theory in a foreign land and culture with a sample of lower level supervisors representing a wide range of industry in Finland revealed that almost 90 per cent of the positive feelings at work stemmed from motivator factors and 80 per cent (approximately) of the negative feelings originated from hygiene factors. This study as concluded by Herzberg, substantially supported the motivation-hygiene theory.

Germany:

The findings of the study conducted by Vaughn-Wiles (1987) on the topic of job satisfaction among 113 women educational administrators in the Department of Defense Dependent School in Germany during the period 1970 to 1980 to investigate job satisfaction and dissatisfaction as perceived by women administrators based on Two-Factor Theory revealed that German women administrators of the said School ranked achievement, possibility of growth, peer relationships and supervisor relationships as the most positive satisfiers, whereas salary, status and personal life are the factors contributing least to job satisfaction.

Hungary:

In a study on job satisfaction of engineers with a sample of 78 employees in Hungary to test the applicability of Two-Factor Theory in communist environment, Perczel reported that achievement, recognition, work itself and responsibility were the factors that led to job satisfaction, whereas company policies & administration and

supervision were the factors that contributed to job dissatisfaction. The findings of study as concluded by Perczel supported Herzberg's Two-Factor Theory.

Japan:

In the study of job satisfaction of middle supervisors and blue collar workers in four manufacturing companies in Japan to test the applicability of Herzberg's Two-Factors Theory, Nishikawa (1971) reported that there were both positive and negative aspects to Two-Factor Theory. The supported factors were: responsibility (satisfier); salary, working conditions, company policies & administration (dissatisfier). But there were factors which did not fully support and they were the possibility of growth, advancement, achievement (satisfier) and job security (dissatisfier). The factors which were supported by the results of one group but opposed by those of another group were: the work itself (satisfier); interpersonal relations and supervision-technical (dissatisfier). Further, the findings of the study also revealed that hygiene factors are the main source of satisfaction among blue-colour workers, while motivator factors were the main source of satisfaction among the middle management employees. As the respondents of the study failed to identify the factors that led to satisfaction and dissatisfaction, Nishikawa (1971) concluded that this study did not support the Two-Factor Theory.

Kenya:

The major findings of the study conducted by Raphael Kiogora Kiugu (1999) in order to investigate the factors associated with overall job satisfaction among the faculty members of the University of Nairobi in Kenya were:

- (i) Only a slight majority of the faculty members are satisfied with their job.
- (ii) Faculty members were most satisfied with work-itself, work-load and co-workers. They were least satisfied with administration, promotion, pay and benefits and facilities.
- (iii) There was no significant relationship between overall job satisfaction and personal factors of age, gender, academic rank, marital status, highest educational level and teaching experience.

Libya:

In a study of job satisfaction among 447 elementary and 336 junior High School Teachers selected from three counties namely Tripoli, Benghazi and Wawia in order to test the validity of Herzberg's Motivation-Hygiene Theory in Libya and to investigate Libyan Teachers' overall job satisfaction, Attuwabi (1975) reported the following findings:

- (i) Interest in work-itself was the major factor in determining Libyan Teachers' overall job satisfaction.
- (ii) Administrative policies and pay were the factors that led to Teachers' job dissatisfaction.
- (iii) Hygiene and motivator factors correlated significantly with the overall job satisfaction of the faculty members.

The Herzberg's Two-Factor Theory as concluded by Attuwabi (1975) is either methodologically bound or valid only in the U.S.A.

Malaysia:

Santhepparaj and Alam (2005) in their research with 173 teaching staff from three private universities in Malaysia found that pay, promotion, working conditions and support of research have positive and significant effect on job satisfaction. Benefits and support of teaching on the other hand have negative effect and female staff are more satisfied than their counterpart.

Noordin and Jusoff (2009) in their study comprising 237 academics from a public University in Malaysia showed that overall the academic staff of University has a moderate level of job satisfaction. In addition, current status, marital status, age and salary appear to have significant impact on the academics level of job satisfaction.

Nigeria:

The findings of the study conducted by Oni (1980) among faculty members (Lecturers) in one of Nigerian's higher education to examine the factors that lead to job satisfaction based on Two-Factor Theory indicated that Lecturers were more satisfied with the intrinsic rather than extrinsic aspects of their job.

Olasiji (1983) conducted a study on job satisfaction among 97 faculty members and 40 administrators of the University Lagos, Nigeria to test the applicability of Herzberg's Two-Factor Theory. The results of the study revealed that five out of six motivators were strong determiners of job satisfaction among both faculty members and administrators. Hygiene factors were also found to be the major sources of job dissatisfaction feelings among the two groups involved in this study. The findings indicated that the leading motivators and hygiene

factors with faculty members were not the same with administrators. Not much difference was found among the hygiene factors leading to dissatisfaction feelings among the two groups studied. In general, the findings of the study supported the Two-Factor Theory.

Republic of Yemen:

The findings of the study conducted by Al-Mekhlafie, Mohammed Sarhan (1991) on job satisfaction of faculty members at Sana's University in the Republic of Yemen in order to investigate and analyse the factors, based on Herzberg's Two-Factor Theory, which could contribute to job satisfaction and dissatisfaction and examine the relationship of selected demographic variables with job satisfaction were:

- (i) The faculty members of the Sana'a University had a low level of job satisfaction with achievement, interpersonal relations, recognition, responsibility, supervision, working conditions, and overall job satisfaction had a moderate level of dissatisfaction with the work-itself, and were dissatisfied with policy and administration and salary.
- (ii) Contrary to Herzberg's Two-Factor Theory, significant relationships were found to exist between the motivator and hygiene factors.
- (iii) Significant correlations were found to exist between Herzberg's motivator factors, the hygiene factors and overall job satisfaction. The variable "salary" had the highest correlation, while "interpersonal relations" had the lowest correlation.
- (iv) A significant difference was found to exist between overall job satisfaction of the faculty and academic rank, faculty load, and age.
- (v) There was no significant difference between overall job satisfaction and experience in higher education.
- (vi) Achievement, growth, interpersonal relations, recognition, responsibility, supervision, the work-itself, and working conditions worked as a source of job satisfaction, while policy and administration, and salary worked as a source of job dissatisfaction.
- (vii) The strongest source of job satisfaction was the work-itself and the strongest source of job dissatisfaction was policy and administration.

This study partially supports the Herzberg's Two-Factor Theory of job satisfaction and dissatisfaction.

Saudi Arabia:

A comprehensive study on job satisfaction with a sample 800 civilian public-employees from two cities- Riyadh and Jeddeh in Saudi Arabia to find out the degree of job satisfaction and dissatisfaction in three occupational levels was conducted by Al-Khalidi (1983). The important findings were:

- (i) The work-itself, achievement, relationship with peers, working conditions and relationships with supervisors are the most important factors motivating employees in Saudi Arabia.
- (ii) Employees in the higher educational level were more satisfied as compared to the two lower levels with the work-itself, recognition and responsibility factors.
- (iii) Employees in the middle educational level were more dissatisfied with salary as compared to the other two levels.
- (iv) Employees with a higher educational level were less satisfied with their salary as compared to those with lower educational levels.
- (v) Four of the content factors namely recognition, work-itself, achievement and responsibility were identified by employees to be important causes of dissatisfaction.
- (vi) The employees in the Ministry of Foreign Affairs were significantly more satisfied with their jobs than those in other government agencies.

According to Al-khalidi (1983), this study supports traditional theory in which the opposite of satisfaction was dissatisfaction. He concluded that there is a lack of support of the Herzberg's Two-Factor Theory.

Considered Herzberg's Two-Factor Theory of motivation as the basis for theoretical analysis, Almahboob (1987) conducted a study on job satisfaction with a sample of 508 faculty members from of total of 2539 faculty members in Saudi Arabian Universities to identify and examine the factors affecting job satisfaction. The findings of the study are:

- (i) Achievement and responsibility factors contributed most to satisfaction while relationship with colleagues and management personnel contributed most to dissatisfaction.
- (ii) Humanity faculty members were more satisfied with recognition and advancement factors.
- (iii) The natural science faculty members were more satisfied with the work-itself and more dissatisfied with management factors.

Singapore:

In their study regarding the relationship between faculty job satisfaction and demographic variables of academics in a public higher education in Singapore, Paul and Phua (2011) observed that satisfaction over interpersonal relationships with students and co-workers, the autonomy and flexibility that the job offered. On the contrary, they expressed dissatisfaction over the amount of administrative/non-academic work they had to shoulder, leave work load, presence of red tape, salary and other corporate practices and dealing with disruptive students. Age and job rank affected the job satisfaction levels of the respondents. However, variables such as gender, length of service, academic qualification and marital status showed no significant difference.

South Africa:

The results of the study on job satisfaction conducted by Orpen (1975) to test the applicability of Herzberg's Two-Factor Theory to South African employees with a sample consisted of 32 black supervisors and 50 black laborers revealed that motivators were the main sources of job satisfaction among supervisors. Motivator and hygiene factors were the sources of both job satisfaction and dissatisfaction. Orpen (1975) concluded that this study did not support Herzberg's Theory.

Thailand:

Sophon Sudsawasd (1980) conducted a study 300 faculty members in two selected Universities in Thailand to investigate the factors affecting faculty job satisfaction and dissatisfaction considering Herzberg's Two-Factor Theory as the basis of theoretical framework for analysis. The findings of the study were summarized as:

- (i) The major sources of job satisfaction for Thai faculty members were policy & administration, and salary and the sources of dissatisfaction were achievement, growth, interpersonal relations, recognition, responsibility, supervision, work itself, and working conditions.
- (ii) Among the major sources of job satisfaction, age, number of years employed, formal education level, and academic rank of faculty members were affected by salary. The findings disclosed that the 41 and over age groups were least satisfied with salary than other groups. Those who were in associate professor rank as well as those who have been employed for 11 years and over were the groups found to be least satisfied with salary. However, when formal education levels were considered, those with a doctoral degree were found more satisfied with salary factor compared with other groups of different formal education levels.
- (iii) Among the major sources of job dissatisfaction, marital status and academic rank of faculty members were affected by working conditions and recognition. Married faculty members were more significantly dissatisfied with working conditions than the unmarried co-workers. Also, associate professors were found to be significantly more dissatisfied with working conditions and recognition than the other groups of faculty members with different academic ranks.
- (iv) Sex and the primary responsibility of faculty members were found to have no significant differences regarding the major factor measuring faculty job satisfaction.
- (v) As compared to Herzberg's Two-Factor Theory, the motivator or intrinsic factors contributed more to dissatisfaction than satisfaction of faculty members. Conversely, it was found that two hygiene factors namely salary and policy & administration, played a significant contributors to the satisfaction of faculty members in this study.
- (vi) Because the job satisfaction of Thai faculty members in this study was reflected by the presence of some hygiene factors while job dissatisfaction was reflected by the absence of motivators, the ten factors selected from the Herzberg Two-Factor Theory for use in the assessment instrument may not be adaptable to the measurement of satisfaction or dissatisfaction of teaching staff in the two selected Thai Universities.

The findings of the study conducted by the Vattaisong (1982) to examine job satisfaction and dissatisfaction among faculty members of 6 Teacher Training Institutions in Northeast, Thailand with a sample Size of 220 faculty members based on Herzberg's Two-Factor Theory showed that achievement, growth, interpersonal relationships, recognition, responsibility, the work-itself supervision and working conditions were the major source of satisfaction and salary was the main source of dissatisfaction .

Prachadetsuwat (1985) conducted a study on job satisfaction with a sample of 240 faculty members and 40 administrators in selected private higher education Institute in Thailand in order to test whether Two-Factor Theory of Herzberg would be able to decipher sources of job satisfaction and dissatisfaction. The result of this study indicated that:

- (i) The main sources of job satisfaction of the faculty members were the factors of reasonability, achievement and recognition.

- (ii) As far as Thai administrators are concerned, achievement, work itself and recognition were found to be statistically significant as source of job satisfaction.
 - (iii) Hygiene factors as source of dissatisfaction for the faculty members as perceived by Thai administrators.
- Based on the findings of the study, Prachadetsuwat (1985) concluded that:
- (i) Two-Factor Theory of Herzberg can predict job factors that contribute to satisfaction as perceived by Thai faculty members and administrators.
 - (ii) Two-Factor Theory of Herzberg did not predict job factors that contribute to dissatisfaction as perceived by Thai faculty members.
 - (iii) Which job factors cause dissatisfaction among faculty members was not accurately predicted by Thai administrators.
 - (iv) This study partially supported Two-Factor Theory of Herzberg.

The findings of the study conducted by Suthep (1986) on job satisfaction among faculty members with a sample of randomly selected 288 faculty members at non-Metropolitan Teacher College in Central Thailand in order to determine what significant differences and level of faculty job satisfaction as well as overall job satisfaction revealed that interpersonal relationships, responsibility, achievement, recognition, the work-itself, growth, working conditions, policy & administration, salary and supervision were the sources of satisfaction for faculty members in rank order of importance. Sources of dissatisfaction were not revealed. Instructors, accordingly to Suthep (1986), was more satisfied with working conditions as compared to administrators.

Suntharin (1989) conducted a study to compare job satisfaction and job dissatisfaction among faculty members at 6 Teachers' Colleges in the Bangkok metropolitan area with respect to age, gender, length of experience, level of education, administrative position, academic rank, department, faculties and salary. The findings of this study indicated that faculty members with high ages, high work experiences, high salary, high academic rank, high levels of education, and high administrative positions were more satisfied with their job than faculty members with lower rankings in these demographic variables. Male faculty members were more satisfied than female faculty members. Herzberg's Two-Factor Theory, according to Suntharin (1989), may not be suitable for use for Thai faculty members in Thailand.

Suchart (1989) conducted a study on job satisfaction among physical education instructors from 36 Teachers Colleges in Thailand with a sample size of 169. The researcher concluded that physical education instructors were satisfied with their job. Rank wise, the sources of satisfaction were: interpersonal relations, the work itself, achievement, recognition, responsibility, working conditions, growth, policy & administration, supervision and salary. The gender variable did not contribute significantly to job satisfaction, while region, age, level of education, work position, years of teaching experience and salary level contributed significantly to job satisfaction. Further, no significant differences existed between the overall job satisfaction of the physical educational instructors and their demographic classification.

The findings of the study conducted by Woranat Sangmanee (1993) to investigate the job satisfaction of full-time 184 public and 241 private business administrative faculty members in Bangkok and suburbs in Thailand were summarized as:

- (i) In both types of institutions, public and private, males have higher job satisfaction than females. Male business administration faculty in private institutions have the highest job satisfaction; female business administration faculty in private institutions have the lowest job satisfaction.
- (ii) Faculty salary levels and types of institutions did not differ significantly on the job satisfaction variable.
- (iii) Faculty age categories and types of institutions did not differ significantly on the job satisfaction variable.
- (iv) There was an interaction between the number of years employed and the types of institutions. The number of years employed and types of institutions affected job satisfaction.
- (v) Both public and private business administration faculty members' job satisfaction drops during their first two years of employment. Public business administration faculty members indicated they were more satisfied than private business administration faculty members during the working periods between 0 to 6 months and from 5 years until retirement. Private business administration faculty members who have worked 10 to 20 years have the lowest job satisfaction. Business administration faculty who work in public institutions indicated greater job satisfaction than those who work in private institutions, especially when they work for 5 years or longer.
- (vi) Public and private business administration faculty members did not differ significantly in their overall job satisfaction.

- (vii) Both public and private business administration faculty members enjoyed teaching and transmitting knowledge to help students succeed and develop into functional citizens both academically and ethically and desired to utilize their abilities and academic freedom to the fullest extent.
- (viii) Compensation and university policies and practices were the most disliked aspects of the job by both public and private business administration faculty members.

United Kingdom:

The study of Oshagbemi (1997) comprised academics of 23 Universities in the United Kingdom reported that teaching, research-related activities and several miscellaneous dimensions of the job contribute significantly to both job satisfaction and dissatisfaction of university academics.

United States of America:

Considered Herzberg's Two-Factor Theory as the basis for theoretical framework, Kurt and Mills (1968) conducted a study on job satisfaction of Community College faculty members consisted of part-time and full-time faculty, administrators and counselors from 26 Colleges in Florida to find out the level of job satisfaction and determine the characteristics and attitudes of those most satisfied and most dissatisfied. The research findings revealed that the majority of faculty members were satisfied with their profession, working conditions, community and students. The main sources of dissatisfaction were Organization and administration procedures, participation in decision making process and inadequacy of communication.

Based on a sample of 224 full-time faculty members in 6 North Carolina Community Colleges and 11 technical institutes, Wood (1973) conducted a study on job satisfaction to find out the relationships between selected demographic variables and job satisfaction of faculty and to develop an instrument to measure faculty job satisfaction/dissatisfaction on the basis of ten factors of Herzberg's Two-Factor Theory: The results of this study were:

- (i) There were strong, linear relationships between Herzberg's motivator factors of achievement, growth, recognition, responsibility, the work itself as well as the hygiene factors of policy and administration, salary, supervision, working condition and overall job satisfaction /dissatisfaction. Interpersonal relationship behaved as a motivator rather than hygiene factor, though it was associated significantly with overall job satisfaction. As such, Wood concluded that Two-Factor Theory was not supported.
- (ii) As compared to hygiene factors, motivator factors were significantly more associated with overall job satisfaction. This findings, according to Wood, supported the Two-Factor Theory of Herzberg.
- (iii) There was a high positive correlation between motivator and hygiene factor which is contrary to Herzberg's Two-Factor Theory.
- (iv) There was a positive significant relationship between age and overall job satisfaction.
- (v) The research instrument used in this study was reported to have a highly validity and reliability.

Leon (1973) conducted a study of job satisfaction/dissatisfaction of College and University Professors in the States of Oklahoma, Arkansas, Missouri and Kansas. The findings of the study indicated that the motivators as a whole, contributed significantly more to satisfaction than to the dissatisfaction of College and University Professors. Conversely, it was observed that hygiene, as a whole, contributed significantly more to dissatisfaction than to the satisfaction of College and University professors. Leon concluded that his findings supported the basic contribution of Two-Factor Theory of Herzberg which is applicable to College and University teachers. In general, according to Leon, job satisfaction of the College and University professors was mainly determined by the presence of motivator factors, while job dissatisfaction was principally determined by the absence of hygiene factors.

The findings of the study conducted by Moxley (1975) on the topic of job satisfaction of 200 faculty members teaching in the field of Higher Education to investigate satisfaction with their teaching role revealed that different factors contribute to satisfaction and dissatisfaction. The hygiene factors namely policies and practices, salary, budget, supervision-technical and the time element strongly contributed to dissatisfaction. The motivator factors namely achievement, recognition and growth opportunities were highly associated with satisfying teaching experiences. The hygiene factor of interpersonal relationships with students and the motivator factor of responsibility and advancement worked in an opposite direction as deciphered in Two-Factor Theory of Herzberg. The study of Kaufman (1976) on job satisfaction of industrial art teacher educators consisting of Professors, Associate Professors and Assistant Professors in the U.S.A. did not support the Two-Factor Theory of Herzberg. The findings showed that motivator and hygiene factors served as sources of job satisfaction and dissatisfaction and industrial arts teacher educators gave considerable importance upon intrinsically rewarding activities which related directly to their role as communicator of information. The main source of job

satisfaction for the teacher educators is academic freedom and salary, opportunities for promotions, evaluation, procedures and the decision making process revealed very low satisfaction among the faculty members.

In order to identify and analyze the importance of Herzberg's intrinsic factors which contribute to job satisfaction and extrinsic factors that contribute to job dissatisfaction and to determine the relationship between job satisfaction and demographic variables, Abreu (1980) conducted a study on job satisfaction of faculty members of the schools of education in three universities in the State of Michigan. The findings of the study were:

- (i) There exists a significant relationship between Herzberg's intrinsic factors: responsibility, work-itself, achievement, advancement and recognition and the reaction of the respondents to the items expressing job satisfaction.
- (ii) There exists a significant relationship between Herzberg's extrinsic factors: salary, job security, probability of growth, institutional policy, working conditions, interpersonal relationships, status, technical supervision and personal life and the reaction of the respondents to the items expressing job dissatisfaction.
- (iii) The results of this study support Herzberg's conclusion that feelings of job satisfaction are determined by the perception one has about intrinsic factors of motivation and the feelings of job dissatisfaction are determined by the perception one has about factors external to the job.
- (iv) The results of this study also advocate the conclusion that intrinsic factors contribute significantly more to satisfaction than to the dissatisfaction of the respondents. Conversely, extrinsic factors contribute significantly more to dissatisfaction than to satisfaction of the respondents.

Based on the above findings, Abreu (1980) concluded that Herzberg's Two-Factor Theory of motivation is applicable to faculty members at higher education Institutions.

To test the applicability of Herzberg's Two-Factor Theory, Bowen (1980) conducted a study of job satisfaction/dissatisfaction of College faculty with a sample size of 100 faculty members randomly selected from 83 Institute of the Directory (1978-79) of the American Association of Teacher Educators in Agriculture. The main findings of the study, according to author, was that faculty members in agriculture have a high level of job satisfaction and are satisfied with the same types of factors, albeit they are employed by different types of Institutions. In the present study, the ten factors were related to job satisfaction and not job dissatisfaction and hence Bowen (1980) concluded that Two-Factor Theory of Herzberg is not applicable to faculty members in agriculture.

In order to measure the perceptions of job satisfaction of University faculty members in their present position and examine differences in their satisfaction relating to the rank, age, tenure, department affiliation and sex, Winkler (1982) conducted a study on job satisfaction with population of 36,139 faculty members from 22 Universities in the United States with a randomly selected sample of 600 faculty. The findings of this study, according to Winkler (1982), revealed that the variable 'pay' accounted for the lowest mean satisfaction and 'co-workers' accounted for the highest mean satisfaction and University faculty members do have differences in their perceptions of how satisfied they are with their present positions. The most dissatisfying factor was 'pay'.

In order to test the applicability of Herzberg's Two-Factor Theory of job satisfaction among 592 faculty members in 6 Community Colleges and 24 Post Secondary Vocational Technical Schools in Arkansas, Lacewell (1983) conducted a study on the topic of faculty job satisfaction and dissatisfaction. The findings of the study were:

- (i) The variable 'Responsibility' had the highest correlation with the overall variable.
- (ii) The 'Work itself' had the lowest correlation.
- (iii) Some of Herzberg's hygiene factors acted more like satisfiers (motivator) than dissatisfiers (hygiene).
- (iv) Some of the motivator factors acted less as satisfiers than did some of the hygiene factors.

These findings, according to the author, are contrary to Herzberg's Two-Factor Theory and hence did not support it.

The findings of the study conducted by Hashemi (1985) on job satisfaction of 664 full-time faculty members of North Texas State University, Dallas revealed that there were significant interaction effects between rank and type of activity concerning opportunities for promotion. Assistant Professors involved in research activities had a higher perception of promotion opportunities as compared to Assistant Professors engaged in teaching. Younger and non-tenure faculty members having 10 years of experience or less was more satisfied with opportunity for promotion as compared to older and tenure faculty members having more than 10 years of experience. In this study as concluded by Hashemi (1985), the sources of job satisfaction could be both motivation and hygiene factors.

In order to measure the job satisfaction and perceived organizational climate of 300 randomly selected full-time faculty members of 12 Institutions affiliated with the Great Lakes Colleges Association and considering

Herzberg's Two-Factor Theory as the basis for theoretical frame work of analysis, Miller (1986) conducted the job satisfaction of independent College faculty members. The findings of the study revealed that the faculty members were highly satisfied with their work and supervision. The sources of job dissatisfaction were pay and promotion. Faculty members were not displeased with financial rewards as compared to their own internal expectations and compared to individuals from non-educational settings. However, according to the Miller (1986), the faculty members who participated in this study were generally satisfied.

The findings of the study conducted by Brian Satterlee, M.S. (1988) to assess job satisfaction among Engineering/Industrial Technology faculty members of Delgado Community College (New Orleans, Louisiana), USA indicated that the faculty members were satisfied with autonomy and control, use of skills, abilities and task variety, supervision and work condition/work group and dissatisfied with promotion in rank, top management, pay and job security.

Considering Herzberg's Two-Factor Theory as the basis for theoretical framework for analysis, Bemis (1988) conducted a study on job satisfaction of 299 physical therapists and 210 physical therapy faculty members drawn from the nationwide population to identify factors that contribute to job satisfaction. The main findings of the study were:

- (i) There was high degree of satisfaction in their respective roles to both physical therapists and physical therapy faculty members.
- (ii) Increased levels of responsibility as representing a source of satisfaction was rejected by both groups.
- (iii) Interpersonal relationships with student worked as a significant source of satisfaction among physical therapist as well as physical therapy faculty members.
- (iv) Both physical therapists and physical therapy faculty members opined the characteristics the work of a faculty member and the opportunity for professional growth as the greatest attraction to the faculty role.

Vietnam:

The study of Nguyen et. al., (2013) comprising 219 faculty members of Hue University in Vietnam found that there is a significant positive relationship between reward and recognition, satisfaction with supervision and the job characteristics with job satisfaction as well as a very positive and significant relationship between job satisfaction and personal motivation.

CONCLUSION:

Finding out exactly what makes faculty members feel satisfied about their work can become a multifaceted issue. There are factors that make faculty member feel positive or negative about their job. Some faculty members may be satisfied with few aspects of their work but dissatisfied with other aspects. It is worth mentioning that no factor may be the true causative agent that determines job satisfaction or dissatisfaction. Multiple factors in combination with one another may have a positive or negative influence on job satisfaction of faculty members. The level of job satisfaction and committed performance among the faculty members are extremely important since it affects their productivity, creativity and quality contribution towards their respective Colleges and Universities. By recognising factors that contribute to job satisfaction, management/administrators of the Colleges and Universities can work to enhance the factors, while the factors that contribute to job dissatisfaction can be examined and reduced and/or wiped out. A focus on job satisfaction may lead to a decrease in faculty turnover which will save the Colleges and Universities the cost associated with hiring and training of replacement and disruption to the work flow caused by new faculty recruitment, in addition to attracting and keeping the most highly qualified and best faculty. This research paper highlights the myriad perspectives of the researcher regarding job satisfaction and dissatisfaction of the faculty members of the Colleges and Universities and dissatisfaction in India and foreign countries and this is meaningful and useful for the new researchers in this field.

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