

## **A LITERATURE REVIEW ON THE STUDY OF THE JOB SATISFICATION OF HIGHER EDUCATION TEACHERS**

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### **Abstract:**

This article's goal is to summarize previous studies on the topic of Job Satisfaction among college and university professors. In order to do this, the writers have combed through a variety of print and digital sources, including books, research journals, organizational reports, theses, and online resources. In this piece, we explore a variety of viewpoints on the topic of faculty happiness in higher education. It has been discovered via a study of the relevant literature that faculty job satisfaction is an important factor in both the productivity of workers and the quality of education provided by all institutions of higher learning.

### **Introduction:**

In research, the first step is always to review the existing literature. Books, articles, reports, theses, online resources, and other written works are all fair game. More than thirty-four studies on the topic of faculty happiness at higher education institutions are summarized here. This article includes research papers on faculty members and the following topics: faculty members and their gender; faculty members and the type of employer; faculty members and the factors that contribute to their job satisfaction; faculty members and their level of job satisfaction; faculty members and the academic field they work in; faculty members and their relationship with age; faculty members and the correlation between job satisfaction, commitment, and performance; and faculty members and their relationship with age. - retention - evaluation - health, teachers' emotional well-being, how satisfied they are with their work and how much their students learn, teachers' reactions to student work and how happy they are with their own salaries, and so on. This study may be used as a starting point for more inquiries into the aspects that influence job satisfaction.

### **Literature review:**

There is a large body of research on Job Satisfaction since it is a topic of great interest. In this article, we have organized the results of 34 separate studies by classifying their findings into 15 distinct groups. The following are some of the groups that may be made:

1. Faculty or teacher satisfaction studies that take into account participants' gender

Gender differences in faculty members' levels of satisfaction have been the subject of much study. Cano, J., and Castillo, J. X. (2004) discovered that men predominate at The Ohio State University in their research of characteristics influencing work satisfaction among professors at the college of food, agricultural, and environmental sciences. Male faculty members at the institution are more powerful than female faculty members since they have more senior positions and more years of experience. As a whole, the college of food, agricultural, and environmental sciences had high levels of job satisfaction among its faculty. Male professors, they said, reported higher levels of happiness than their female counterparts. This shows that they disregard the viewpoints of women in the academic community. Therefore, the administrator should utilize the study's findings to evaluate a selected approach for promoting gender equality on campus. According to the findings, academics were least satisfied with the environment in which they worked but most satisfied with the tasks itself. All of the "Hygiene" and "Work Motivator" features of the institution were connected to the overall job satisfaction of faculty members, according to the research.

Brain Track University is an online directory of schools and universities in the United States. Okpara, J. O., Squillace, & Erundu, E. A. (2005) conducted an investigation of the gender gap in work satisfaction among university faculty members. When compared to their female counterparts, male faculty members are less satisfied with their "salary," "promotions," "supervision," and "total work satisfaction." Rankings were shown to be significant in determining both respondents' work satisfaction and the gender gap in pay. In addition to aiding in the recruitment, promotion, retention, and remuneration of women faculty members, the results of this research give guidance to university and college administrators, organizational management, and HR experts. In addition, the findings indicate that the government take action to remedy the problems that plague the academic advancement of women faculty members.

Job satisfaction: empirical evidence of gender diversity was the focus of research conducted in 2005 by A. Gargallo-Castel, J. Garcia-Bernal, M. Marzo-Navarro, and P. Rivera-Torres. For the purpose of the research, they chose to survey 413 Spanish professors. They used factor analysis to look at the factors that potentially influence workers' happiness on the workplace. The satisfaction of workers is measured using an eleven-item survey. They claim that Spanish professors' work satisfaction is the most vulnerable aspect in the organization's potential for growth. Furthermore, they emphasize that "Interpersonal interactions," "Economic considerations," and "Personal fulfilment" are the four sources of work satisfaction. Ambient Conditions in the Workplace Consequent investigation regarding the gender of employees reveals that although men and women may share the same study characteristics, the influence of each dimension varies between sub samples. The study's findings on the elements that influence worker satisfaction will be helpful to business leaders in a number of ways, including their ability to capitalize on opportunities to differentiate themselves in the marketplace and to inspire and motivate their hardworking employees.

Faculty members in the school of science are the least satisfied, while faculty members in other

schools are equally satisfied, according to a study by Bender, K. A., and Heywood, J. S. (2006) published in the *Journal of Economic Psychology*. Equal happiness was reported between sexes. They surveyed college professors and discovered that men and women in the same positions anticipate the same things from their employment. Traditional findings from specific samples suggest that highly educated faculty members worry about the importance of factors including marital status, salary, and faculty health restrictions. Also, the gender dynamics in their workplace are more complex than previously thought. Female faculty members were shown to be more pleased with researchers in business than by those in academia, confirming a long-standing trend. They also highlight the correlation between years of service and increased work satisfaction for both academics and professionals outside the academy. They also discovered that there are differences in pay not only between workers and managers, but between all industries. They discovered that there are major differences in responsibilities across different fields and industries.

In their analysis of gender and disciplinary differences in professor job satisfaction According to research by Sabharwal, M., & Corley, E. A. (2009), male faculty members are more satisfied with their work than female faculty members are, and this holds true across all disciplines. However, when other demographic and career-oriented parameters from the institution are included in the model, the correlation between them completely shifts. In cases when they feel the need to overprotect their loved ones from harm, they believe that males will be happier than their female coworkers. It's interesting that they weren't anticipating or validating any of the rectification types. Women were shown to be far less happy than males in the health and scientific areas. In the fields of social science and engineering, however, male and female professors reported almost identical levels of job satisfaction.

Female faculty members are often less happy with their employment than male faculty members, according to research by Mehboob, F., Sarwar, M. A., and Bhutto, N. A. (2012). Job satisfaction was shown to be directly or indirectly connected to all of the characteristics listed under "Job Hygiene" and "Job motivation." Work itself was deemed to be the most fulfilling aspect of the employment, while policy and working conditions were found to be the least. Management at "SALU" should focus on addressing the causes of faculty dissatisfaction, most notably the implementation of intellectual strategy, and provide opportunities for professional development with the goal of increasing faculty members' competence and satisfaction. The "Working Condition" of the business was also a contributor to employees' levels of happiness or unhappiness. The administration should make an effort to improve the working circumstances of the organization by providing additional R&D services to the faculty and by making the required modifications to recover the classroom atmosphere.

## 2. Faculty/Teacher Job Satisfaction: A Study by Employer Type (Public vs. Private)

Interesting studies have been conducted comparing the happiness levels of university professors working in the private sector with those working in the public sector. Job satisfaction and burnout among Greek early educators: A comparison of public and private sector workers According to research by Tsigilis, N., Zachopoulou, E., and Grammatikopoulos, V. (2006), workers are most satisfied with their supervisor and the nature of their job, and least satisfied with their compensation. Comparing public and private sector faculty personnel, it was discovered that public sector faculty members were less happy with their remuneration and direct supervisor. Finally, early public school teachers' predicted emotional weariness may be explained by their

satisfaction with their working conditions and the nature of their jobs. Among Bangladeshi public and private school teachers, they conducted a research on work satisfaction. According to M I Rehman and R Parveen (2008), disgruntled faculty members' primary areas of concern include remuneration, advancement opportunities, official acknowledgement for a job well done, and constructive criticism of their work. Faculty unhappiness is seen to be lessenable if these issues are dealt with properly. The compensation structure at state institutions in Bangladesh is distinct from that at private universities. Even within private institutions, there is a vast range of approaches. Private university instructors were unsatisfied with their compensation for test tasks, while those at public universities were upset with the fairness of their remuneration. In this regard, they advocate for a new compensation plan for faculty at public institutions. Given that the Government Pay Commission is responsible for designing this framework, making changes might take a while. However, things are different in private colleges. They may easily make changes to the salary structure in order to lessen the wage gap amongst instructors. There has to be a remuneration reform that includes teachers. Higher compensation for test tasks, such as invigilation in exam rooms, compensation for verifying written scripts, and compensation for taking viva voce, should be carefully considered by the administrations of private universities. The responses of professors at both types of colleges to questions about the availability of research opportunities and the transparency of promotion policies were mostly negative. Human psychology tends to behave negatively, and dishonest practices like excessive advertising might be to blame. All public colleges, even those with different names, do, in fact, follow the same promotion standards and procedures. However, it has been noted that promotions at public colleges generate much too much controversy. Political prejudice and irregularities are at the heart of this dispute. Private universities, on the other hand, have a somewhat different challenge because of the widespread absence of formalized norms and procedures regarding promotions and the substantial diversity and prejudice that exist in promotion processes between institutions. To improve faculty happiness in this area, they suggest that both types of colleges adopt a policy of making promotion choices that are objectively fair to all employees. All private universities should have a uniform promotion policy and disseminate it to their faculty members.

Faculty members at both public and private institutions in Jammu were surveyed for their perspectives on the relationship between work satisfaction and overall happiness. According to research conducted by Bakhshi, A., Sharma, S., Kumar, K., and Sharma, A. (2008) at the University of Jammu, private college faculty members report much higher levels of work satisfaction than their government college counterparts. Professors teaching at private universities are less happy in their jobs than those teaching in public universities. They discovered no statistically significant difference between the life satisfaction levels of private college faculty members and government college faculty members. In general, they discovered a strong positive connection between total life happiness and work satisfaction.

Job Satisfaction of Public and Private College Teachers in Dhaka City: A Statistical Comparison According to research by M I Rehman (2008), educators have a deep understanding of salary. Although there is a noticeable gap between the pay scales of public and private universities in Bangladesh, the authorities in both sectors should work to close it. Teachers' salaries should be restructured as well. Teachers at both public and private institutions have complaints about the lack of research opportunities and promotion equity. All public universities really do adhere to uniform promotion guidelines. Private universities, however, provide a unique challenge since

they often lack standardized promotion procedures. Academics are more likely to be pleased with promotion choices if they are seen as fair. Analysis also reveals that public college faculty members do not have access to the same state-of-the-art classroom technology that private college faculty members have, which has been identified as a key contributor to their overall work satisfaction. The majority of responders believe the administration is clueless about faculty issues and needs. Unfortunately, public universities often fall victim to bureaucratic red tape, which causes delays in response times from authorities to the requirements and expectations of faculty members. The administration should have frequent meetings with the teachers in order to get feedback and show appreciation for the ideas being shared. There is a marked decline in teacher satisfaction with the campus amenities at private colleges. Only by trying to expand campus amenities can private universities address this issue. Another source of discontent is the lack of variety in one's teaching assignments. A well-organized curriculum, including a course outline, syllabus, and curricular activities, might help alleviate this discontent. Once again, both teams demonstrated widespread discontent due to a lack of performance feedback from management. Authorities should make an effort to offer accurate performance feedback to teachers in this area. They may create a system to provide feedback on performance and provide both monetary and in-kind incentives. Finally, respondents' connections to their own generations are emerging as a major determinant. However, private university professors are more optimistic than their public university counterparts about this. Respondents' attitudes regarding work pride were highly favorable, despite numerous other sources of unhappiness. It's a testament to the faculty's belief that teaching is a respectable profession. Despite the relatively modest pay, college professors take great pride in upholding the profession's core values. Therefore, all college administrations should think about ways to increase faculty satisfaction in order to sustain the optimistic outlook of their teaching members in the long run.

In their research, "Job Satisfaction Among Academic Staff: A Comparative Analysis Between Public and Private Sector Universities in Punjab, Pakistan," they compared the public and private universities in Punjab. The research team of Khalid, S., Irshad, M. Z., and Mahmood, B. (2012) investigated the existence of a pay gap between public and private institutions in Pakistan and concluded that there was a significant difference. Public university teachers reported lower levels of satisfaction with (1) job security and (2) coworker behavior, whereas private university teachers reported higher levels of satisfaction with (1) supervision, (2) salary, and (3) prospects for advancement. Despite this, there are substantial differences in the levels of overall job satisfaction reported by public and private university faculty personnel, with factors including Relationship with coworkers, Salary, behavior, promotional opportunities, Job security, and Supervision.

### 3. Research on what makes professors and instructors satisfied at profession

Researchers have poured a great deal of time and energy into studying the topic of what makes people happy. The authors of a research on college professors' happiness on the job found that According to research conducted by Schulze, S. (2006) at a university in South Africa, an employee's level of happiness on the job is most strongly correlated with the university's investment in their physical workspace, their ability to conduct meaningful research, and their financial and other benefits. Maintaining the conditions that now provide pleasure is essential for higher education institutions. The availability of research leave and flexible working hours; the flexibility to pursue one's own research interests; the chance to continue one's education; the

preservation of academic freedom; and the promotion of collegial ties are all important factors. Dissatisfaction stems from a number of causes, including government intervention in coaching, insufficient research time, students' subpar work, a lack of qualified researchers, and methodological and methodological murkiness surrounding their own investigations. Poor academic communication among peers, low earnings compared to those outside the HE system, a lack of financial assistance to attend conferences, and a general lack of appreciation for work inside the company are all issues that have been raised by employees.

An investigation of academic work satisfaction: a case study from Romania The Academy of Economic Studies in Bucharest (Nicolescu, L., Dima, A. M., Anghel, F., & Păun, C., 2009) showed that in various Romanian Higher Education Institutes, there are three kinds of organizational characteristics that impact work fulfillment. Promotional prospects and remuneration for all academic professions except full-time professors are the most common sources of unhappiness among educators. Second, the work environment, job security, and the amount of hours per week spent in the classroom are major contributors to the happiness of the majority of educators. Lastly, satisfaction and dissatisfaction might be related to classroom technology, open communication, and favorable working environment. Whether or whether an individual finds the aforementioned aspect sufficient relies on their unique set of circumstances, including their level of education, years of professional experience, and age. The reasons at play here have to do with the institutional backing given to professors.

#### 4. Analysis of the levels of contentment and discontentment felt by academic staff

Researchers have devoted a great deal of time to studying the subject of teacher satisfaction and discontent. The authors of the paper "Teachers' Job Satisfaction and Motivation for School Effectiveness: an Evaluation" According to Ololube, N. P. (2006), the study's limitations, which include the use of self-report instruments to measure respondents' job contentment and discontentment level and how it affects faculty members' job performance, were evaluated by the author in light of the study's strengths and weaknesses in design. Self-report methods are proper and suitable, even though the author did find the importance put on assessment and perception in work satisfaction research studies. The high response rate in this study is a major factor. Also limiting the study's generalizability are any differences in observation that may occur across respondents. However, this study's findings may be applied outside the realm of academia to any organization operating in the public sector. Despite the fact that, until now, no such research has ever been given such serious consideration in Rivers State. The author accounted for both work satisfaction and dissatisfaction. Prospective researchers may use the findings of this study as a guide. This research should be disseminated on a more general basis. It extends across numerous alliance states as a means of permanently resolving faculty members' negative attitudes regarding their careers and their jobs. The unique nature of the metrics utilized in this study, but their environmental and cultural roots, strongly suggests considering work satisfaction and dissatisfaction from a new angle, together with the motivating elements that influence them. University professors in Lahore, Pakistan, were the subjects of a research on work satisfaction and stress. Researchers Manzoor, M. U., Usman, M., Naseem, M. A., and Shafiq, M. M. (2011) used variables including workers' levels of professionalism, satisfaction with the organization's management, regard for the nature of their work, satisfaction with workplace amenities and profits, rapport with teaching staff, and physical and mental stress brought on by their positions. There were also very few cases of really stressed employees. Conversely, most employees were,

on average, satisfied across all measures of job stress and job satisfaction employed in the poll. They have also discovered a link between work satisfaction and stress.

In their study on predictors of job satisfaction among selected agriculture faculty members, Foor, R. M., and Cano, J. (2011) discovered that faculty members with expertise in agricultural faculty member education, agricultural communication, agricultural leadership, and additional room education were generally happy with their jobs. In terms of total work satisfaction, agricultural communications professors scored highest. Faculty members were only somewhat satisfied with the administration, finances, and policy parameters. Furthermore, he suggests that in order to provide more meaningful expressive results in relation to the areas of specialization faculty members recognize with, future studies of job contentment using the Three parameters job contentment scale should find alternate methods to gather information on faculty member specializations. The study of literature suggests that future studies on faculty job satisfaction should aim to quantify the correlation between faculty job satisfaction and specific elements of learning and teaching, such as pedagogical approach, student achievement in cognition, and other criteria of focus. In addition, qualitative research, such as a phenomenology study, may provide a better, more in-depth perspective on faculty members' work satisfaction.

Deshwal, P. (2011) conducted a survey to learn about engineering professors' happiness on the job at Uttar Pradesh's technical institutions' engineering departments. They learn that professors are unbiased in matters of management policy, career advancement, and autonomy. Faculty members should be included in the process of formulating administrative policies. They need more room for advancement and discretion in their employment. The majority of teachers are happy with their jobs because of the autonomy to innovate, the variety of tasks they perform, the fair compensation, the helpfulness of their coworkers, the need to take responsibility, the prestige of their positions, the quality of their relationships with their students, and the safety of their employment. Therefore, instructors should consistently respond to these indicators. The working environment should be improved, and they should have a voice in policymaking, administration, curriculum modification, and other pedagogical issues. The administration should work to improve teachers' confidence in themselves.

Saba, I. (2011) discovered that most respondents were happy with their job overall, their compensation, their job security, their working circumstances, and the support of their coworkers. This was found in a survey to assess the degree of job satisfaction among academic staff in Bahawalpur colleges.

Those with deep expertise in a certain field are free to design their own training programs, which both increases their work satisfaction and allows them to pursue their passions.

When compared to private universities, the salaries at public universities are seen by new faculty members as very impressive and reasonable.

Concurrently, the current economic climate does not provide promising packages to college students, the other majority part of the sample consists of the faculty members with more knowledge and a considerably large term of work, and the faculty members of the public institutes have sufficient autonomy to carry out their lecture in their own way and can decide lecture delivery method which they deem suitable. They are more knowledgeable in this area and safe from dismissal from the university administration. Academics are happy with their coworkers since they collaborate with them and provide the necessary assistance whenever it is needed. However, the vast majority of the teaching staff is unhappy with the promotion process. New

faculty members often express dissatisfaction with promotion methods, and one possible explanation is the existing recruiting process in public sector educational institutions, where the vast majority of hires are made on a contract basis.

5. Research on the feelings of contentment held by academic professors and instructors.

Numerous studies have been conducted by experts on every facet of academia as a career choice. According to research conducted by Enders, J. (1997), titled "The Academic Profession in Europe: A View from the Status Perspective," academic professionals in Europe are happier with their jobs than was previously believed in the public sphere. In particular, college and university teachers have a high level of contentment with their jobs and the opportunities and support they get in the classroom and the workplace. However, there are several areas in which academics are notoriously critical. Most of the time, they see the available resources as a hindrance to their job rather than a source of satisfaction. Many professors complain that they have an excessive amount of teaching responsibilities. Academics' participation in organizational decision making and management has been criticized for being unimaginative. Moreover, junior educational employees in a number of nations reported issues with job security and limited advancement opportunities. However, the study as a whole does not paint the academic community as visibly disheartened and incensed.

6. correlation between age and faculty/teacher satisfaction

Researchers have devoted a great deal of time to studying the age dimension. Gautam, M., Mandal, K., & Dalal, R. S. (2006) conducted a study titled "Job Satisfaction of Faculty Members of Veterinary Sciences: An Analysis" in order to ascertain the level of job satisfaction among the faculty members of the faculty of Veterinary Sciences and Animal Husbandry at the Sher-e-Kashmir University of Agricultural Sciences & Technology of Jammu and to look into variations in the level of job satisfaction. Job satisfaction was discovered to be a multifaceted phenomenon with several factors operating concurrently. Faculty members at the SKUAST-J faculty of veterinary science and animal husbandry report high levels of work satisfaction. Happiness among faculty members is positively correlated with age, however the relationship is not linear. Distinctions between people with a master's degree and those with a doctorate are mostly inconsequential. The pursuit of a degree is very motivating, but it's impossible to rule out the chance of burnout. However, further research is needed to fully understand the factors that contribute to worker satisfaction, as was suggested by the study's author.

7. Analysis of the relationship between teacher satisfaction, dedication, and effectiveness

Researchers have devoted a great deal of time to studying the link between job happiness, dedication, and productivity. Sirohi, A., & Shrivastva, N. (2010) find that private institutions, in particular, place a premium on faculty members' commitment, happiness, and productivity. She will be doing a survey research, and she has decided to focus on the best seven private institutions in Uttar Pradesh. Participants in the survey are from the management and IT divisions. Cronbach's alpha was used to assess the items' consistency. She created a Model that illustrates the connection between faculty members' sense of accomplishment, dedication to their work, and overall job happiness. According to the study's findings, a high level of satisfaction and commitment leads to better job tasks, acceptance of organizational values, low absenteeism, more input in decision making, an extended tenure with the company, and a greater sense of trust in the company's



leadership.

#### 8. Relationship between faculty/teacher satisfaction and ethnicity

The relationship between ethnicity and job satisfaction has been the subject of some intriguing study. Madhavan, S. M. (2001) discovered that "Indian-born" and "Chinese-born" engineering faculty members at a research institution suffer some outstanding problem at work. Issues with superiors, subordinates, peers, and gender might arise as a result of differences in cultural communication styles and the perception of favoritism. These issues may lead to a lack of "fit" and instability, which can give rise to negative emotions like sadness, frustration, and even anger in these educators. They may always return home, take a job in the corporate world, advise for businesses, or enroll in graduate school if they are unhappy in their current positions. Therefore, it is crucial for the management of educational institutions to understand how faculty members who were born in other countries see their working environment, their level of job satisfaction, and their level of professional and personal integration. This insight may be utilized to foster and keep foreign-born faculty by designing programs that ease their transition and address any issues or needs they may have.

#### 9. Analysis of the level of satisfaction of professors and their authority

Faculty and superior size have been the subject of study. Faculty satisfaction and the dean's influence: an organizational study of twelve liberal arts institutions was conducted by Bachman, J. G. (1968). They used a sample size of 685 professors from 12 different liberal arts universities. They have done things like measuring the dean's and faculty's contentment with their administration and the degree of administrative influence they have over the two. According to their research, universities with the greatest amount of overall persuasion across all academic levels are the most appreciated by their teachers. High levels of respect rather than legitimate power and compulsion have been linked to greater levels of faculty satisfaction with deans who have significant influence over college activities.

Academics and their managers: a comparative study on work satisfaction was conducted by Oshagbemi (1999). The goal of this research was to determine whether or not academics in management roles are more satisfied with their work than those who are not in managerial positions. The research also indicated that, on the most, university faculty members are happy with their professions. However, there are certain parts of the job that cause some dissatisfaction. Using a statistical test of differences, it was discovered that there is a substantial gap between the satisfaction levels of university employees and their executive. The factors that contribute to these variations are identified, and it is concluded that a professor's degree of work satisfaction is positively influenced by his or her management position, which may be classified according to the individual's rank, age, length of service, etc.

#### 10. Study of satisfaction of faculty members or teachers and their motivator and hygiene factors.

Scientists have poured a lot of time and energy into studying the motivation and hygiene dimensions. Wong, E. S. K., & Heng, T. N. (2009) observed in their case study of determinants impacting employment satisfaction at two Malaysian universities that although all motivator components are connected to discontentment, some of the hygiene factors, genuinely, contribute to contentment on the work. Herzberg's "motivators," or what makes people want to come to

work each day, are not very important to Malaysian academics. This points to a growing trend of dissatisfaction in the workplace. Two "hygiene" factors—administration and policy, and pay—were rated low in Herzberg's model but rated high by Malaysian faculty members, suggesting a trend toward work satisfaction. Since the pattern of work attitudes for Malaysian faculty members is different from that in the Herzberg job satisfaction model, the results of this research also imply that variations in cultural background may influence employees' reaction to job happiness. The findings of this study ultimately allowed us to identify elements that contribute to the work satisfaction of university academics in Malaysia. The findings of this study should be used by each chosen school to increase teacher job satisfaction in accordance with their stated preferences. Additionally, the characteristics that have been shown to effect faculty members' work satisfaction should be acknowledged so that a universal and long-term plan for growth may be maintained.

#### 11. Analysis of the relationship between instructor satisfaction and student achievement and dedication.

The dimension of consequences of work satisfaction and discontent has been the subject of a substantial amount of study by researchers. Reduced personal success, depersonalization, and emotional fatigue are the three characteristics of burnout that Nagar, K. (2012) examined in her research on organizational commitment and work satisfaction among teachers during periods of burnout. She has surveyed 153 professors on their work satisfaction and the connection between it and their commitment to their university. To gauge how happy professors are in their jobs, she will be using the Minnesota Satisfaction Questionnaire (MSQ). She use a wide variety of tools for analysis, including Chi-square/degrees of freedom, factor analysis, AGFI, GFI, RMSEA, NNFI, RMSR, and CFI. According to her research, a faculty member's level of job satisfaction may be used as a reliable indicator of loyalty to the institution they work for. Academics who are happy in their jobs are more likely to succeed in management roles. Faculty members who are happy in their jobs are more likely to perform a good job because they are motivated to succeed. Having a good outlook on one's work reinforces feelings of loyalty to the organization that provides so much fulfillment for its employees. Faculty members may experience burnout as a result of their work in educational institution management. A decrease in work satisfaction, decreased organizational potential, and a decrease in teacher engagement may all come from excessive pressure. As a result, it might lead to higher rates of absence and turnover among professors. Institutions might incur enormous losses due to employee turnover. When there is a high turnover rate among professors, it might cause tension among the remaining teachers. She has suggested that the negative effects on health are among the most frightening results of dissatisfaction with one's work.

Caramollah, D., Kokab, E. E. (2012) conducted research on organizational commitment and job satisfaction among faculty members at Islamic Azad universities in Iran. They discovered that factors such as the nature of the work, the level of responsibility, and the salary of the professors all play a role in the level of satisfaction the academics feel in their positions. Administrators and professors report similar levels of happiness. It seems that revenue, power, and facilities all have a role in determining how happy teachers and administrators are. The results showed a connection between effective and normative institutions and faculty job satisfaction. This research revealed that there is a direct and significant connection between faculty job satisfaction and management dedication.

In his research, he looked at how college professors' outlooks on their jobs affected how well they did in them. In "EUSL," Senthilnathan, S. (1998), discovered a correlation between faculty happiness and productivity on the job. Secondary school teachers and university professors in other countries, especially those in developing nations, may benefit from the breadth of this research.

12. Research of the satisfaction of university teachers and administrators The three pillars of a healthy educational system are: - evaluation of progress toward goals

Scholars have devoted a great deal of time and energy to studying the factors of happiness, retention, evaluation, and health. Does instructional and clinical personnel have different levels of work satisfaction? More emphasis has to be placed on faculty members' well-being at both the institutional and departmental levels of management, according to research by Chung, K. C., Song, J. W., Kim, H. M., Woolliscroft, J. O., Quint, E. H., Lukacs, N. W., and Gyetko, M. R. (2010). To increase workplace satisfaction and promote safety, efforts should be concentrated by locally tailored opinion linking department chairmen, with a focus on creating more effective mentoring families and expanding opportunities for professional growth via pursuits like research. The research showed that these tactics may have a major effect on workers' happiness and the retention of faculty members in clinical fields.

13. Examining the relationship between teachers' satisfaction and several socioeconomic aspects

Researchers have devoted a great deal of time and energy to studying the relationship between state, demographic characteristics, and happiness. Platsidou, M., & Diamantopoulou, G. (2009) conducted research titled "Job satisfaction of Greek university professors: Is it affected by demographic aspects, academic rank, and issues or problems of higher education?" They discovered that faculty members who were more satisfied with their jobs had a tendency to measure higher education problems more accurately than those who were less satisfied. The regression study concluded that the dependence of Greek universities on the state and political parties is the sole significant predictor of the overall work satisfaction of Greek faculty members. The researchers also discovered that academics' work satisfaction was unaffected by these factors, even if they may be responsible for slowing down the reorganization and fulfilling the weak spots in Greek institutions. A majority of Greek professors reported a moderate level of satisfaction with their careers, and significant differences in job satisfaction were not detected across demographic variables. Most of the issues they're looking at are rated as "extremely severe" or "very harsh" by the team. After all, pleased professors rated the difficulties in higher education as less severe than their dissatisfied colleagues.

14. Analysis of faculty/teacher satisfaction in relation to student success/feedback and teacher satisfaction

The relationship between student success, teacher endorsement, and school climate has been the subject of some intriguing study. Attrition of the quiet voice among African American men in community college, the authors found According to research by Corbin S. and Ajamu, A. (2000), teachers at this specific community college are generally happy in their positions. The majority of faculty members who participated in this survey felt good about their professional self and saw themselves as having a significant impact on which students were chosen to help them reach their

scholastic and personal objectives. The academic progress or lack thereof among their pupils was a primary factor in determining their own personal levels of satisfaction. University professors take pride in their work and are motivated to do their best for their students because of the feedback they get from their pupils. As a result, interaction with students becomes the most important factor in determining teacher happiness in their careers. That gender and race interact and have significant effects on teacher role observation is another key finding. In fact, there is evidence to suggest that black male faculty members have a greater degree of commonality with white female faculty members than do white female faculty members share with black male faculty members. Faculty members at this institution have stated, in accordance with previous research, that the community college median is different from the median of four-year institutions of higher education. The majority of professors find fulfillment in knowing that they are able to help disadvantaged students further their studies. All four sets of instructors expressed considerable worry and a sense of personal responsibility for their students' success. Students at this university are often criticized for being overrepresented and unprepared. Teachers are frustrated because they can see that this group of pupils is going to succeed when they fail to operate properly in an institution that is designed to help them. Some faculty members assume more responsibility for the success of these students, causing them stress and role inconsistencies, while the disappointed faculty member avoids accepting personal responsibility for student failures.

#### 15. study of faculty members' or instructors', and their pupils', satisfaction with salary

Researchers have conducted a substantial quantity of study on the aspects of students, pay, and satisfaction. In his research at Ohio State University on the relationship between teacher happiness and student contentment in higher education, 1. Students chose Ohio State University for a variety of reasons, some of which varied significantly by department of education, according to Kristin Ann Kroncke (2006). However, in general, students selected this university due to their perception of the value of their degree, the university's location, and the academic services it offers. 2. Is the instruction by the faculty satisfying to the students? They discovered that faculty members received good marks from pupils. Knowledge of the subject area and a modest degree of satisfaction with their ability to innovate in their instruction and provide their pupils access to research possibilities. 3. In the analysis of students' perceptions of their academic effectiveness, it was discovered that those students did not score very well, and that the institutional goals of Ohio State University do not include teaching appreciation for community service and spiritual growth. 4. They discovered that faculty members tend to like their separate, personal hobbies after analyzing faculty satisfaction. Salary is one of the important elements that significantly affects people's level of satisfaction, although generally, it received the lowest ranking of all the survey's components.

#### **Suggestion:**

The study's findings show that universities have an obligation to their faculty members to provide them with advise and counseling on their duties and responsibilities and the nature of their job. A better understanding of this will facilitate more rapid and effective institutional reform. Authorities should create clear cut instructions so that educators are aware of their roles and have no ambiguity about the tasks they must do, hence reducing the potential for conflict with their superiors and peers. The administration of government agencies must ensure that performance evaluations are fair and open to public scrutiny. Thus, academics will have a more optimistic

view of merit and performance-based promotions, and they will be more likely to be happy in their jobs and with their work. It is in the best interest of public institutions to retain and promote their most qualified employees.

**Conclusion:**

This article surveys the published literature on the topic of faculty satisfaction in higher education institutions, including books, scholarly articles, reports from institutions, theses, and relevant articles from the internet. There are a variety of researchers' points of view on the topic of work satisfaction presented in this publication. They discovered that faculty job satisfaction is an important factor in the success of universities and colleges, as it influences both the productivity of faculty members and the quality of education provided. As a result, the issue of faculty members' levels of work satisfaction has received extensive attention from researchers and academics all around the globe.

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