

JOB SATISFACTION AS AN OUTCOME OF EMPLOYEE EMPOWERMENT: AN EMPIRICAL STUDY OF JOB SATISFACTION STATUS IN PRIVATE UNAIDED COLLEGES IN BHATKAL TALUK, UTTAR KANNADA DISTRICT, KARNATAKA STATE

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Abstract:

Teaching is the noblest task of educating, empowering and elevating the young talents to transform them into the most valuable asset of a nation. In this process, empowering the teachers will foster their job satisfaction and the only satisfied teacher can deliver his best potential for the cause. Job satisfaction has a direct nexus to increased productivity, reduced work stress and absenteeism. In this context, the central purpose of this study is to assess and measure the levels of job satisfaction among teachers serving at private unaided pre-university colleges in Bhatkal Taluk, Uttar Kannada District of Karnataka State. The results of the study indicate that individual characteristics of teachers such as- gender, age, marital status, designation, education qualification, work experience, organisational tenure and pay scale significantly varied. It was found and concluded that there was no relationship between these factors and job satisfaction as perceived by the teachers.

Index Terms Employee Empowerment, Job Satisfaction, Bhatkal Taluk, Uttar Kannada, Karnataka State

I. INTRODUCTION

In Karnataka, pre-university college teachers are under dual control system: College Management and Department of Pre-University Education controlled by the Ministry of Education. However, the immediate effect of job satisfaction is evidently experienced by the concerned colleges. So also the organisation is also equally dependent upon the satisfaction of its employees as it can optimize best. Employees' perception of job satisfaction significantly contributes in achieving overall productivity of an organisation. Job satisfaction is an emotion, a feeling and a matter of perception (Mamoria (2007). Job satisfaction has a profound effect on both the individual employee and the society as a whole. Lawler (1977).

While motivation is an intuitive drive to gratify a want, 'satisfaction' is the fulfilment actualized when a want is appeased. It is the sum total of work-related experiences of the employees in respect of their environmental work conditions, liberty to select their self-determined way of doing a job, their associates, the identification and appreciation they get for good work, their reporting supervisor, the extent of accountability, pay scale, scope for unleashing their hidden talents, relationship with their managers, their elevation opportunities, management style, acceptance and respect to the suggestions provided, job security, working schedule, the whole set of internal atmosphere and finally the variety jobs being done. Bhatkal taluk has sufficient number private and unaided pre-university colleges which has given employment opportunity many young teachers. Though teaching is considered to be the most valuable and self-contented job, it might not be attractive for many teachers for various reasons. On par with other taluks and states, Bhatkal taluk in Uttar Kannada District of Karnataka State also has largest number of employees in education sector. The central purpose of the present study is to assess the level of job satisfaction among the pre-university college teachers in the taluk.

REVIEW OF LITERATURE

Kanwar Y. P. S. et al (2009), attempted to analyse the impact of work life balance and burnout on job satisfaction in relation to Information Technology (IT) and IT Enabled Services (ITES) sector. In their opinion, burnout is assessed in three dimensions- meaninglessness, de-motivation, and exhaustion. The findings of the study concluded that while work-life balance and job satisfaction have a direct connection with each other and de-motivation, exhaustion and meaninglessness are negatively associated with job satisfaction. As per the study, work life balance from these sectors greatly contributed towards job satisfaction. However, it was higher in the ITES group compared to the IT group. Further, job satisfaction was higher among the male respondents in comparison to the female respondents. The IT group had lower work-life balance and job satisfaction, while it had higher meaninglessness, de-motivation and exhaustion compared to the ITES group.

Survey of Society for Human Resource Management (2003) indicated that larger portion of Americans were contented and happy with their jobs but all the aspects of their jobs were not liked in the equal proportions. (Spector 2006).

NEED FOR THE STUDY

It is generally said and perceived that teachers have a high rate of job satisfaction as they can evaluate their performance by themselves. In the wake of government's privatization policy, many private educational institutions have been emerging year by year. The entire Bhatkal taluk had only one Pre-university college run by Anjuman Hami-E-Muslimeen from 1968 till 1995. Presently the taluk has nine pre-university colleges each with an average strength of 75-125 students. As a result of increase in number of colleges, the competition has been consistently raising year by year and in the process, each college tries to snatch each other's' share of admissions every year. In fact, it has almost become a business in the present scenario.

In the pursuit of maintaining their individual strength, colleges have been trying to improve their base for survival. In order to achieve highest results, teachers are compelled to work hard for long hours without any additional monetary benefit. This causes an imbalance between their work and reward and ultimately leads to dissatisfaction and emotional burnout for the teachers. In this background, therefore, a need has been felt to assess the job satisfaction levels of these teachers along with factors causing dissatisfaction among the teachers.

STATEMENT OF THE PROBLEM

Achievement of personal and institutional objectives should be the primary policy of any institution. While stepping towards academic progress and institutional growth it is also equally important that the employees' satisfaction is not side-lined. A dissatisfied teacher cannot deliver quality service as his output naturally reduces caused by absenteeism, disinclination to take up challenges, discontentment and lack of motivation. Job satisfaction also depends upon other factors such as relationship with management, management policies, their attitude, pay scale, job security, working hours, compensation package, promotional policies, workload distribution, career development opportunities, training and personal care taken by the management. Accordingly, the present study will assist in developing more appropriate strategies for enhancing job satisfaction among the teachers and these could be adapted in to a well-structured set of human resource policies in order to enhance performance levels of the teachers as well as growth of the institution.

OBJECTIVES

The central purpose of the present study is to find out job satisfaction levels of the teachers working in private unaided institutions in Bhatkal taluk of Uttar Kannada District of Karnataka State. Besides, the following objectives have been formulated to guide the study:

- [1] To assess the level of job satisfaction among the teachers
- [2] To identify the factors influencing job satisfaction as well dissatisfaction of teachers

[3] To offer suitable suggestions based on the findings of the study

HYPOTHESES

- There is no relationship between individual characteristics of the teachers and the level of job satisfaction.

RESEARCH METHODOLOGY

Research Methodology adopted for the present research is partly explanatory and partly diagnostic in nature. Research population was not unmanageably huge. The Taluk has totally nine pre-university colleges and hence it was decided to go for Census Survey. Accordingly, the questionnaire was personally administered to the entire population of 64 respondents of nine different colleges in the Taluk from February to April 2018. The collected data has been analyzed with the help of percentages, weighted averages and Chi-square Tests. The independent variables are gender, age, work experience, organisational tenure and pay scale.

RESULTS AND DISCUSSIONS

(1) Individual Characteristics: Individual Characteristics of the teachers working in pre-university colleges in the taluk were examined by the researcher. The information gathered is presented in the Table 1 below.

Table 1: Demographic Profile of The Respondents

Sl No.	Description	No. of Respondents	Percentage
1	Gender		
	Male	52	81.25
	Female	12	18.75
	Total	64	100
2	Age		
	25-30 years	8	12.5
	30-35 years	13	20.31
	35-40 years	16	25.00
	40-45 years	12	18.75
	45-50 years	10	15.63
	Above 50 years	5	7.81
	Total	64	100
3	Marital Status		
	Married	46	71.87
	Unmarried	18	28.13
	Total	64	100
4	Designation		
	Permanent Lecturer	51	79.68
	Temporary Lecturer	9	14.06
	Part-time Lecturer	4	6.25
	Total	64	100
5	Education		
	Graduate	-	
	Postgraduate	64	100

	PhD and others	-	
	Total	64	100
6	Work experience		
	0-10 Years	14	21.87
	10-20 Years	41	64.06
	Above20 years	9	14.07
	Total	64	100
7	Organisational Tenure		
	0-5 Years	09	18.75
	5-10 Years	38	59.37
	Above 10 Years	17	21.88
	Total	64	100
8	Pay Scale		
	Less than Rs 8000	8	12.5
	8000-15000	42	65.63
	Above Rs 15000	14	21.87
	Total	64	100
Source: Field Survey			

Table 1 above reveals that total of 64 respondents included 52 male and 12 females which constitutes 81.25 per cent and 18.75 per cent. 16 employees were in the age group of 35-40 years forming 25 per cent and only 5 employees were in the age group of above 50 years with 7.81 per cent. While married employees were 46, unmarried were 18 employees forming 71.87 per cent and 28.13 per cent of the total respondents. Considering designation of the teachers 9 were working on part time basis and 55 on full time basis. Obviously, the entire 64 respondents were postgraduates. Majority of 64.06 per cent respondents had 10-20 years' work experience. It was quiet interesting to note that 14 teachers had their organisational tenure of more than 10 years and 38 teachers had tenure of 5-10 years. From the point of view of pay scale, 42 employees forming 65.63 per cent of the total respondents were in the range of Rs 8000 to 15000 and 14 teaches were in the pay scale of above RS 15000. It was observed that those who were drawing salary above Rs 15000 had more than 10 years of organisational tenure in the same organisation.

Perception of the Teachers about their job

In order to analyse the job related perceptions of the teachers, their opinion was sought which is presented in the following table No.2.

Table 2: Perceptions of the Teachers in respect of their job

Sl.No.	Perception	Respondents	Percentage
1	Mechanical and Monotonous	6	9.37
2	Very Interesting	8	12.5
3	Challenging	9	14.06
4	Achievement oriented	19	29.69
5	Most satisfying and noble	22	34.38
	Total:	64	100.0

From the table No. 2 it can be inferred that majority of the respondents forming 34.38% have found their job to be most satisfying and noble. Similarly, 29.69% of the respondents have perceived their job to be achievement oriented. While 14.06% of the teachers have felt that their job to be challenging, 12.5% has reported that their job is very interesting. Overall, 90.63% of the respondents have a positive perception about their job. However, it is quite disturbing to note that 9.37% of the teachers have felt their job mechanical and monotonous. It is presumed that the management has failed in taking care of the teachers' basic needs.

Increments and Recognition offered to Teachers

Table3: Increments and Recognition

Sl No.	Nature of Benefits	No. of Respondents	Percentage
1	Regular Annual Increment		
	Given	58	90.63
	Not Given	6	9.37
2	Rewards and Recognition		
	Given	50	78.13
	Not Given	14	21.87

As can be seen from the above table, a majority of the teachers (90.63%) have been given annual increments and 6 teachers forming 9.37% have reported that increments are not given. Coincidentally, it is evident that the same percentage of respondents (9.37%) has reported their perception to be mechanical and monotonous regarding their jobs. Therefore, it is clear that an increment is one of significant factors which influences the teachers' perception about their job.

Similarly, rewards and recognition to the teachers for extra initiative taken and achieving better results also form one of the elements of promoting satisfaction level among the teachers. In this regard, 21.87% of the respondents have revealed that rewards and recognition are not given despite their taking extra initiative in their job. However, rest of the respondents (78.63%) have indicated that they receive rewards and recognition which helps them in feeling contented with their job. It is also evident that 21.87% of those who indicated constitute total of first two categories shown in table 2. However, out of this 12.5% have perceived their job interesting despite the fact that rewards and recognition are not given. It is presumed that these teachers are freshers and want to take up the teaching profession even though their initiatives are not recognised by the management.

Other facilities to the teachers

Table 4: Other facilities provided to the Teachers

Sl No.	Description of other facilities	Provided	Not provided
1	Drinking water	19	45
2	Canteen with clean, delicious and tasty food	22	42
3	Medical Leave and Treatment facilities	16	48
4	Free Transport	10	54
5	Proper Infrastructure	36	28
6	Well-furnished staff room	36	28
7	Result oriented recognition and rewards	16	48
8	Other Fringe benefits	0	64
9	Allowing staff to be a visiting faculty in other institutions	0	64
10	Modern technical infrastructure such as gadget and computers	0	64
11	Career enhancing programmes	5	59
12	Leave facilities	10	54
13	Training and Development	0	64
14	Locker and Safety facility	15	49
15	Proper lighting and ventilation	27	37
16	Rest room facility	0	64
17	Provident Fund	2	62
18	Gratuity	0	64
19	Group Insurance	0	64

20	Friendly atmosphere	15	49
21	Personal Care and	8	56
22	Motivation	10	54
23	Involvement and empowerment	0	64
24	Workload sharing	24	40
25	Promotion facilities	0	64
26	Free flow of communication	7	57
27	Power	0	64
28	Knowledge about what Management plan to do.	3	61
29	Free access to the Management	1	63
30	Staff involvement in Management Decisions	0	64
31	Seminars and Workshops	5	59
32	Encouragement to pursue higher education	7	57
33	ICT and sophisticated E. Library	0	64

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Level of Job Satisfaction

Perception about their job satisfaction was sought from the respondent teachers in the form their own opinions with the help of 24 points as highlighted in table 5 below:

Table 5: Perception of Teachers on their Job Satisfaction

Sl No.	Perception	Highly Satisfied	Satisfied	Neutral	Dis Satisfied	Highly Dis Satisfied	Total
1	Salary	8	19	7	21	9	64
2	Workload	11	31	5	12	5	64

3	Friendly atmosphere	22	19	4	8	11	64
4	Involvement	5	7	21	22	9	64
5	Empowerment	0	5	24	25	10	64
6	Performance Recognition	12	15	8	9	20	64
7	Transport and Food	0	13	10	15	26	64
8	Students' Co-operation	19	23	19	1	2	64
9	Management Co-operation	2	5	25	21	11	64
10	Principal's co-operation	15	19	18	10	2	64
11	Sharing of responsibilities	7	15	21	17	4	64
12	Library Facilities	10	22	15	14	3	64
13	Leave Facility	12	18	10	18	6	64
14	Staff room & Washrooms	19	21	9	9	6	64
15	Rest rooms	0	0	0	0	64	64
16	Rules & Regulations of the Institution	10	19	17	11	7	64
17	Working Hours	24	11	0	13	16	64
18	Internal Atmosphere	20	21	11	8	4	64
19	Working Flexibility	19	16	20	8	1	64
20	Training & Development	8	11	28	5	12	64
21	Seminars & Workshops	11	10	10	23	10	64
22	Career Enhancement	0	0	15	21	28	64
23	Motivation	7	19	12	6	20	64
24	Others	0	13	19	14	18	64

The above table indicates that 21 teachers were dissatisfied with their salary structure, 22 teachers with involvement, 25 teachers with empowerment, 20 teachers with performance recognition, 26 teachers with transport and food facility, 18 teachers with leave facility, and 23 teachers with career enhancement. Further, all the teachers (64) were highly dissatisfied with rest room facility, 28 teachers with career enhancement and 20 teachers were highly dissatisfied with motivation in their respective institutions. This speaks that majority of the teachers were either dissatisfied or highly dissatisfied with various facilities extended to them by their institutions.

Degree of job satisfaction

In order to know the level of job satisfaction, the total of 64 respondents were classified into three levels with low, medium and high level of opinion based on the scores obtained by each respondent. In order to know this, mean and standard deviation of the total opinion scores of 64 teachers available in 9 institutions of the taluk were determined. Mean score was 51.68 (52) while standard deviation was 4.92 (5). Accordingly, the scores above mean and standard deviation were considered to be high, in between as medium and below mean and standard deviation were considered as low levels.

Table 6: Classification on the basis of opinion scores

Sl. No.	Level of Satisfaction	No. of Respondents	Percentage
1	Low	44	68.75
2	Medium	7	10.94
3	High	13	20.31
	Total	64	100.00

As can be inferred from the above table the level of satisfaction of majority of the teachers (44) is low forming 68.75%. While 7 teachers (10.94%) had medium level of satisfaction, 13 teachers (20.31) had high satisfaction levels in their respective organisation.

Determinants of Job Satisfaction and Job Dissatisfaction

The surveyed data was analysed with the help of descriptive statistics – Mean and Standard Deviation in order to assess the causes of job satisfaction and job dissatisfaction. The factors that determine job

satisfaction are Organisational Support, Recognition, Flexibility provided to the Teachers, Career Opportunities, Motivation, Relationship with the Principal and Management and Promotion and Growth prospects.

Similarly, the factors which result in job dissatisfaction are: Underpaid, Lack of Career Prospects, Job Insecurity, Poor Management, Attitude of Colleagues, Unfavourable work environment and lack of work life balance. In order to examine the determinants of job satisfaction and job dissatisfaction, 4 point Likert Scale was used ranging from strongly agree (4), agree (3), disagree (2) and strongly disagree (1) has been used. The score has been evaluated with the help of mean, standard deviation and ranked to check the consistency.

Table 7: Analysis of the causes of job Satisfaction

SI No.	Causes	Mean	Rank	SD
1	Organisational Support	2.08	1	0.878
2	Recognition	2.02	2	0.874
3	Flexibility provided to Teachers	1.97	3	0.817
4	Career Opportunities	1.88	4	0.812
5	Motivation	1.82	5	0.808
6	Relationship with Principal & Management	1.78	6	0.806
7	Promotion and Growth prospects	1.71	7	0.801

Table 6 above clearly indicates organisational support has been a significant factor in promoting job satisfaction hence it has also been ranked first in order. Similarly, the respondents have ranked recognition, work flexibility, career opportunities, motivation, relationship with Principal and Management and Promotional prospects in the sequential order.

Table 8: Analysis of the reasons for Job dissatisfaction

SI No.	Causes	Mean	Rank	SD
1	Underpaid	2.19	1	0.7845
2	Job Insecurity	2.13	2	0.8421
3	Lack of career growth	2.09	3	0.7687
4	Poor Management	2.05	4	0.7978
5	Attitude of colleagues	1.98	5	0.8412
6	Unfavourable work environment	1.89	6	0.7646
7	Lack of work life balance	1.72	7	0.8398

Table 8 reveals that 'underpaid' is the main reason for job dissatisfaction among other six factors. Job insecurity, lack of career growth, poor management, attitude of colleagues, unfavourable work environment and lack of work life balance due to unequal of distribution of workload are the other determinants influencing job dissatisfaction among the teachers.

Testing of Hypotheses:

H0: There is no significant difference between individual characteristics of the teachers and the level of job Satisfaction.

Table 9: Age and Level of Job Satisfaction

Level of Job Satisfaction	Individual Characteristics-Age						Total
	25-30	30-35	35-40	40-45	45-50	>50	
Low	4	5	9	5	6	3	32

Moderate	2	4	4	4	2	1	17
High	2	4	3	3	2	1	15
	8	13	16	12	10	5	64

Table 10: Chi-Square test of Age and Level of Job Satisfaction

0	E	O-E	(O-E)²	(O-E)²/E
4	4	0	0	0
2	2.12	-0.12	0.0144	0.00679245
2	1.87	0.13	0.0169	0.00903743
5	6.5	-1.5	2.25	0.34615385
4	3.4	0.6	0.36	0.10588235
4	3.04	0.96	0.9216	0.30315789
9	8	1	1	0.125
4	4.25	-0.25	0.0625	0.01470588
3	3.75	-0.75	0.5625	0.15
5	6	-1	1	0.16666667
4	3.18	0.82	0.6724	0.21144654
3	2.81	0.19	0.0361	0.01284698
6	5	1	1	0.2
2	2.65	-0.65	0.4225	0.15943396
2	2.34	-0.34	0.1156	0.04940171
3	2.5	0.5	0.25	0.1
1	1.32	-0.32	0.1024	0.07757576
1	1.17	-0.17	0.0289	0.02470085
Chi-square Value:				2.06280233
Df = (r-1) (c-1) = (3-1) (6-1)= 10				

Interpretation: for 10 degrees of freedom, chi square table value at 5% significance is 18.307. The calculated value as above is 2.06. Hence, the null hypothesis is accepted.

Conclusion: there is no relationship between age of the teachers and their job satisfaction.

Table 11: Work Experience and Level of Job Satisfaction

Level of Job Satisfaction	0-10 years	10-20 years	> 20 years	Total
Low	8	21	5	34
Moderate	4	11	1	16
High	2	9	3	14
Total:	14	41	9	64

Table 12: Chi Square Test of work Experience and Level of Job Satisfaction

O	E	O-E	(O-E) ²	(O-E) ² /E
8	7.43	0.57	0.3249	0.04372813
4	3.5	0.5	0.25	0.07142857
2	3.06	-1.06	1.1236	0.36718954
21	21.78	-0.78	0.6084	0.02793388
11	10.25	0.75	0.5625	0.05487805
9	8.96	0.04	0.0016	0.00017857
5	4.78	0.22	0.0484	0.01012552
1	2.25	-1.25	1.5625	0.69444444
3	1.96	1.04	1.0816	0.55183673
Chi Square Value				1.82174345
Df=(r-1) (c-1)= (3-1) (3-1)=4				

Interpretation: for 4 degrees of freedom, chi square table value at 5% significance is 9.488. The calculated value as above is 1.82. Hence, the null hypothesis is accepted.

Conclusion: there is no relationship between work experience of the teachers and their job satisfaction.

Table 13: Pay scale of the Teachers and Job satisfaction

Level of Job Satisfaction	< Rs 10000	10,000-15,000	> 15,000.00	Total
Low	5	23	8	36
Moderate	2	12	4	18
High	1	7	2	10
Total:	8	42	14	64

Table 14: Chi Square Test of Pay scale and Level of Job Satisfaction

O	E	O-E	(O-E) ²	(O-E) ² /E
5	4.5	0.5	0.25	0.05555556
2	2.25	-0.25	0.0625	0.02777778
1	1.25	-0.25	0.0625	0.05
23	23.625	-0.625	0.390625	0.01653439
12	11.81	0.19	0.0361	0.00305673
7	6.56	0.44	0.1936	0.0295122
8	7.875	0.125	0.015625	0.00198413
4	2.25	1.75	3.0625	1.36111111
2	1.96	0.04	0.0016	0.00081633

Chi Square Value	1.54634822
Df=(r-1) (c-1)= (3-1) (3-1)=4	

Interpretation: for 4 degrees of freedom, chi square table value at 5% significance is 9.488. The calculated value as above is 1.55 which is less than the table value. Hence, the null hypothesis is accepted.

Conclusion: there is no relationship between work experience of the teachers and their job satisfaction.

Conclusions and Suggestions

Teaching is the holy job which transforms the students in to a responsible citizen of the country and hence actual learning should take place to the fullest potential. Job satisfaction may however, depend on various factors, perceptions of teachers, feelings and emotions. For this purpose, teachers working in the educational institutions need to be always kept satisfied so that they can deliver the best. The demographic study indicates that 81.25% of the teachers are male and 18.75 are female teachers. The overall result clearly indicates that the teachers in the taluk have low job satisfaction which would certainly hamper their productivity. The factors influencing job satisfaction considered in the present study were: Organisational Support, Recognition, Flexibility provided to the Teachers, Career Opportunities, Motivation, Relationship with the Principal and Management and Promotion and Growth prospects. The respondents have marked 'organisation support' with first rank as the most important influencing factor of job satisfaction. Therefore, the management of the institutions need to focus more on their support to the employees.

On the same ground, assessment of factors influencing job dissatisfaction revealed that, underpayment of salaries, job insecurity, and lack of career growth are the most significant elements causing job dissatisfaction among the teachers. The teachers also perceived that this level of job dissatisfaction could cause serious impact on their attitude and it would amount to increased inefficiency and work stress accompanied by depression. Therefore, it is suggested that the management has to prioritize its functions and focus more on this serious impact which might endanger the whole education system in the taluk. The management need to be more supportive and motivate the teachers towards achievement of their highest potentiality. It is evident that there has been no significant relationship between the individual characteristics of teachers and their level of job satisfaction.

The study wanted to prove that job satisfaction is not all the time dependent upon these various factors discussed in the paper, but often, a job itself might be a source of satisfaction or dissatisfaction. No research has been conducted so far in Bhatkal Taluk to understand and measure the determinants of job satisfaction and its levels in respect of college teachers which is very important. Similarly, further research could also be conducted to study and measure the differences of job satisfaction between government colleges and private aided and unaided colleges.

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