

Impact of Intrinsic Factors on Job Satisfaction of Self Financing Engineering College Teachers

¹B.R.Celia ²Dr. S. Nadarajan

¹Research scholar, Sathyabama University

¹Assistant professor, Department of Management Studies,

¹Vel RS College of Management and Science, Avadi, Chennai

²Associate Prof & Head, Department of Management studies, Anna University Tirunelveli

¹celiajaidhas@gmail.com

ABSTRACT

Human Resource is regarded as the nervous system of an organisation. The organisation is its people. Labour is not only an important factor of production but also they are the end of the production. Basically employee satisfaction is determined by the discrepancy between what an individual expects to act from his job and what he receives from it. A person will be dissatisfied if there is less than the desired amount of characteristics in the job. Employee satisfaction cannot be seen, it can only be inferred. It relates to one's feelings towards one's job. An important finding for organizations to note is that job satisfaction has a rather tenuous correlation to productivity on the job. This is a vital piece of information to researchers and businesses, as the idea that satisfaction and job performance are directly related to one another is often cited in the media and in some non-academic management literature.

People differ in the extent to which they report job satisfaction, and the explanation for these differences lies in the nature of the jobs which various employees offer. For this reason, researchers began investigating other occupations in order to bring more diverse findings to the literature. Consequently, investigations were being conducted on various position in the field of education, findings from the literature conclude that when results are compared across various positions, there are similarities as well as differences in how people in the field of education perceive their jobs. The extensive research that has been done on levels of job satisfaction may have distinctive applications to academic faculty. This is especially true when the separation between satisfaction and dissatisfaction is viewed in relation to the intrinsic and extrinsic characteristics of academic employment.

In his well known motivational model, Herzberg (1987) makes some basic distinctions between intrinsic and extrinsic factors. The differentiations are founded on needs related to prime human characteristics, the ability to achieve and through that achievement to experience psychological growth. The dual factors arise from alternate needs that spring from basic animal nature, a drive to avoid pain from the environment and all the learned drives that are built on those basic needs. In the educational setting, intrinsic factors involve a direct link between faculty and their day to day routine, the actual performance of the job itself. "Intrinsic to the job are: the work itself, responsibility, and growth or achievement

With the motive of realising the intrinsic factors that could affect the satisfaction of the college teacher's a study was conducted to identify the major intrinsic factors that affect the job satisfaction of the self financing engineering college teachers and to find out whether there is an uniformity of satisfaction in these intrinsic factors among the self financing engineering college teachers. Data for the study was collected through primary sources. A structured questionnaire was distributed to 600 teaching faculty of 20 self financing engineering colleges recognised by Anna University Tirunelveli. The samples were selected through stratified random technique. The data collected were analysed using percentage analysis, weighted average and anova table.

For the study the various intrinsic factors were considered as personal and organisational factors. The personal factors included the remuneration system and leave facilities whereas the organisational factors included the satisfaction of engineering college teachers on the work load, communication system, the selection procedure and the superior subordinate relationship. The study highlights that the teaching staffs of the

engineering colleges among the personal intrinsic factors they are not happy with the incentives given for their achievements and also with the maternity leave facilities given by these colleges. Out of the organisational factors the teaching staffs are satisfied with the superior subordinate relationship, communication system and selection procedures followed in the engineering colleges. The faculty are not happy with the work load. It has been recommended that the engineering colleges may acknowledge the performance of the teaching staff by giving them a reward in the form of cash or kind. This would tend to bring about a revolution among the population of teaching staff inducing them to produce better results than ever before. The faculty who are asked to work extra time could be given a consideration for the work done. The colleges could have a standard selection procedure. Avoiding selection through recommendations would help colleges to select capable faculty. Thus there would be a possibility for a positive attitude to achieve only when motivational tools are adopted to induce the teaching faculty to enable the institutions to reach heights.

Key words: Job Satisfaction, intrinsic, extrinsic, personal, organisational

1. Introduction

The importance of Human Resources is being recognized by organizations all over the world and also in India. Developing the competency of people has come to the forefront in the light of extremely high levels of competition, rapidly changing social and political spheres changing values and educational standards. Human Resource is regarded as the nervous system of an organisation. The organisation is its people. Labour is not only an important factor of production but also they are the end of the production. The importance of employee satisfaction is fairly evident from a description of maintaining morale in any industry. If employees are not satisfied, both quantity and quality of production will suffer. If the employee satisfaction is higher both of them will be increased. So it is desirable for management of the organisation to maintain employee satisfaction to the higher extent.

Basically employee satisfaction is determined by the discrepancy between what an individual expects to act from his job and what he receives from it. A person will be dissatisfied if there is less than the desired amount of characteristics in the job. If the employee expects to get a wage hike after one year but does not get it, he will be dissatisfied. According to Keith Davis employee satisfaction is the favourableness or unfavourableness with which employee view their work. Employee satisfaction may refer to a group or to a person. Employee satisfaction may also apply to part of an individual job.

Employee satisfaction is a result of employee's perception of how well their job provides those things which are viewed as important. In the organizational field, Employee Satisfaction is considered as the most important and frequently studied one. Employee satisfaction cannot be seen, it can only be inferred. It relates to one's feelings towards one's job. An important finding for organizations to note is that job satisfaction has a rather tenuous correlation to productivity on the job. This is a vital piece of information to researchers and businesses, as the idea that satisfaction and job performance are directly related to one another is often cited in the media and in some non-academic management literature.

2. Concept of job satisfaction

As there is no proper definition for job satisfaction it has been considered as a state of condition where people are:

1. Induced to do work effectively and efficiently
2. Convinced to remain in the enterprise
3. Prepared to act and welcome and accept changes without resistance.
4. Prepared to act efficiently
5. Interesting in promoting the image of the organisation and more happy and satisfied with the job.

Formally job satisfaction is defined as "individuals positive or negative attitude towards their job"

Job satisfaction is a combination of the two words job and satisfaction; work, occupation, job and positions have generally been used interchangeably. ¹Miller and Forum (1964) define work as a general activity centering around subsistence and this specific routines of this activity as occupations. ²Shartle (1969) has offered the following definitions of the terms occupation, job and position. "An occupation is a group of similar jobs found in several establishments." "Job is a group of positions in a single plant, business establishment, institution, or other work place." "A position is a set of tasks performed by a person. There are many positions as there are workers, but there may be one or many persons employed in the same job"

3. Theories of Antecedents of Job Satisfaction

Several theories concerning causes of job satisfaction have been proposed in the Organizational literature. These theories can be loosely classified into one of three categories:

1. **Situational theories**, which hypothesize that job satisfaction results from the nature of one's job or other aspects of the environment.
2. **Dispositional approaches** which assume that job satisfaction is rooted in the personological makeup of the individual.
3. **Interactive theories**, which propose that job satisfaction results from the interplay of situational and personological factors.

As with all areas of psychology, some theories are never really seriously investigated (e.g., Salancik & Pfeffer's [1977, 1978] social information processing approach), some take off and then are either discredited (e.g., Herzberg's [1967] two-factor theory) or broadly supported (though we have difficulty finding any job satisfaction theory to fit in this category), and still others lie dormant for years, only to be investigated at a later time (e.g., Landy's [1978] opponent process theory, which recently was reappraised [Bowling, Beebr, Wagner, & Libkuman, 2005]). We now turn our focus to several theories that have garnered a considerable portion of the attention and/or support of job satisfaction researchers.

4. TEN JOB SATISFACTION MYTHS

MYTH#1 THERE IS A PERFECT JOB FOR ME.

There is no perfect job. Jobs have descriptions, but we each bring definition and meaning to our job. The job is in the process of being perfected only as we fulfill our intrinsic job needs, which are our sense of Respect, Responsibility, and Recognition.

MYTH #2 SOME JOBS ARE MORE IMPORTANT THAN OTHERS.

If as human beings we are important-and we are-then the job is important because we impart of ourselves into the job. Status is only in the mind of the thinker. People who care about themselves and care about their work realize that no one can do their job like they can. The job is special because they are special. There is no dignity and self-respect that is imparted to the job.

MYTH #3 I MUST MAKE MYSELF FIT THE JOB.

Individuals who accept themselves and their self-worth tend to naturally be creative problem-solvers. They tend to look for ways to make situations and circumstances work in their favor. In other words, when they are given lemons, they find ways to make lemonade.

MYTH#4 JOBS SHOULD HAVE MEANING AND PURPOSE.

Jobs have meaning and purpose only to the extent that we give them meaning and purpose. Just as we define our own job satisfaction, we define the meaning and purpose of the job. This starts with knowing our deep values, beliefs, and purpose for living. As we get the "big picture" of these elements of our lives, we can begin putting our job in perspective within a larger picture. This will also help us make the job work for us rather than us

¹ Miller D.C and Form W.H 1964. Industrial sociology"; the sociology of work organisation. Harper New York P.51

² Shartle C.L 1969 occupational information Prentice-hall, Englewood cliffs N.J p.35

working for the job.

MYTH #5 A JOB SHOULD HELP ME FEEL BETTER ABOUT MYSELF AND RAISE MY SELF-ESTEEM.

A job will never put something inside you that you don't already have. A job can embellish and strengthen what you have, but never give it to you. It wasn't designed to do that. The better you feel about yourself, the more you will see or create opportunities to maintain these feelings about yourself even when circumstances try to pull you down.

MYTH#6 A JOB SHOULD PROVIDE CHALLENGE.

Only to the extent that we begin to look for challenge in our job. We must create our opportunities to be challenged, especially after we have settled in our job and begin feeling secure and competent about how we perform our day-to-day responsibilities.

MYTH#7 IT'S HARD TO WORK FOR A DIFFICULT BOSS.

The work is not hard. The interpersonal relationship with your boss is what is hard. This strained relationship causes emotional tensions that can be wearing. When we are working for difficult people, it will help if we distinguish between the work and the difficult person. This requires a sense of confidence and competency in ourselves that can keep us centered during trying times.

MYTH#8 YOU MAY BE STUCK DOING A JOB FOR THE REST OF YOUR WORKING LIFE.

In the age we are living in, that is highly unlikely. Organizations are going through massive changes with amazing rapidity.

MYTH#9 I MUST BE OUTSTANDING ON MY JOB.

Our work may not directly showcase our skills and abilities. That should be okay. The requirement is that you do the best you can with your job assignments. Look for other opportunities in your workplace, perhaps outside of your regular type of responsibility, to let your talents and skills glow.

MYTH#10 I SHOULD BE FURTHER ALONG IN MY JOB THAN I AM.

If further along means more promotion and salary increases, the myth of the matter is that few of us are getting many of those to any substantial degree. Employees are staying longer in the same position. Salary increases are not as large as in the past. Our definition of job satisfaction must be a definition that is within our control and can be within our reach

5. Job Characteristics Model

The job characteristics model (JCM) argues that jobs that contain intrinsically motivating characteristics will lead to higher levels of job satisfaction (Hackman & Oldham, 1976). Five core job characteristics define an intrinsically motivating job: (1) task identity-degree to which one can see one's work from beginning to end; (2) task significance-degree to which one's work is seen as important and significant; (3) skill variety-extent to which job allows one to do different tasks; (4) autonomy-degree to which one has control and discretion over how to conduct one's job; and (5) feedback-degree to which the work itself provides feedback for how one is performing the job. According to the theory, jobs that are enriched to provide these core characteristics are likely to be more satisfying and motivating than jobs that do not provide these characteristics. More specifically, it is proposed that the core job characteristics lead to three critical psychological states--experienced meaningfulness of the work, responsibility for outcomes, and knowledge of results--which, in turn, lead to outcomes such as job satisfaction.

6. Education and Job Satisfaction

Although studies of industry workers provide meaningful data on job satisfaction. It is perhaps misleading to assume that findings pertaining to this population can be generalised for all the people in all occupations. People differ in the extent to which they report job satisfaction, and the explanation for these differences lies in the nature of the jobs which various employees offer. For this reason, researchers began investigating other occupations in order to bring more diverse findings to the literature. Consequently, investigations were being conducted on various position in the field of education, findings from the literature conclude that when results are compared across various positions, there are similarities as well as differences in how people in the field of education perceive their jobs. Additionally, throughout the literature, studies reveal that variables pertaining to school demographics and personal data (e.g. age, gender, educational level, experience, location of the school, size of school, etc.) influence these perceptions.

The extensive research that has been done on levels of job satisfaction may have distinctive applications to academic faculty. This is especially true when the separation between satisfaction and dissatisfaction is viewed in relation to the intrinsic and extrinsic characteristics of academic employment. In his well known motivational model, Herzberg (1987) makes some basic distinctions between intrinsic and extrinsic factors. The differentiations are founded on needs related to prime human characteristics, the ability to achieve and through that achievement to experience psychological growth. The dual factors arise from alternate needs that spring from basic animal nature, a drive to avoid pain from the environment and all the learned drives that are built on those basic needs. In the educational setting, intrinsic factors involve a direct link between faculty and their day to day routine, the actual performance of the job itself. "Intrinsic to the job are: the work itself, responsibility, and growth or achievement (Herzberg, 1987)." Herzberg's extrinsic or dissatisfaction-avoidance factors include organizational policy, status, pay, benefits, and overall work conditions. These factors comprise the background of one's work, the environment setting. Extrinsic factors less immediately affect the day to day job but are always in the background.

As discovered by Rosenfeld and Zdep (1971), not all aspects of a job environment can be classified exclusively as intrinsic or extrinsic. They asked six industrial psychology professors to classify criterion items as being clearly intrinsic or extrinsic. Although there was agreement by all psychologist, on several items as being clearly intrinsic or extrinsic, many items were also classified as "neutral". Reflecting this finding, a new category of variables called "neutral" variables may be defined which reflect both the content and context of the job. In the setting of higher education, an example of a "neutral" variable would be the ability to influence institutional policy, since such influence would relate not only to intrinsic job aspects such as the type of student admitted to the institution, but also to extrinsic job aspects such as the number of classes taught by each instructor.

7. Need for the Study

A teacher's performance depends to a large extent on certain factors that may satisfy or dissatisfy them. These factors could be broadly classified into intrinsic and extrinsic factors. This study was done with the motive of realising the intrinsic factors that could affect the satisfaction of the college teacher's. Further this research was under taken to know whether the effect of these intrinsic factors in all the engineering colleges had a similar effect. The main need of this study is to identify the areas of dissatisfaction in the intrinsic factors and explore the concept of job satisfaction which will necessarily develop the present education system.

8. Research Methodology

The core purpose of the study is to identify the major intrinsic factors that affect the job satisfaction of the self financing engineering college teachers and to find out whether there is an uniformity of satisfaction in these intrinsic factors among the self financing engineering college teachers. The study undertaken by the researcher is descriptive in nature as it gives an insight on the impact the intrinsic factors have on job satisfaction. Data for the study was collected through primary sources. A structured questionnaire was distributed to 600 teaching faculty of 20 self financing engineering colleges recognised by Anna University Tirunelveli. The samples were selected through stratified random technique. The data collected were analysed using percentage analysis, weighted average and anova table.

9. Data Analysis

Demographic characteristics: This refers to the personal characteristics of the population. The demographic factors include the gender, age, qualification, experience, monthly salary drawn and family size. The major factors that have been considered in this study are the gender, qualification, experience and monthly

salary drawn. Table no: 9.1 indicates that 45.33% of the respondents are male and 54.67% of the respondents are female.

Table No: 9.1 Table showing gender of respondents

s.no	Gender	frequency	percentage
1.	Male	272	45.33
2.	Female	328	54.67
	Total	600	100

Source: survey data

Table no 9.2 indicates that majority (52.5%) of the respondents lie between the age group of 21- 30, 36% of the respondents are between the age group of 31 – 40 and 3% of the respondents are above 50.

Table No: 9.2 Table showing age group of respondents

s.no	Age group	frequency	percentage
1.	21 – 30	315	52.5
2.	31 – 40	216	36
3.	41 – 50	51	8.5
4.	Above 50	18	3
	Total	600	100

Source: survey data

From table 9.3 it has been inferred that only 2% of the respondents are PhD holders. 48.5% are ME, 13.17% are M.Tech, 10.33% are MCA, 16.33% are MBA, 3.33% are MSc and 6.33% of the respondents are BE.

Table No: 9.3 Table showing Qualification of respondents

s.no	Qualification	frequency	percentage
1.	PhD	12	2
2.	ME	291	48.5
3.	M.Tech	79	13.17
4.	MCA	62	10.33
5.	MBA	98	16.33
6.	MSc	20	3.33
7.	BE	38	6.33
	Total	600	100

Source: survey data

From table no 9.4 it has been inferred that majority (69.33%) of the respondents have teaching experience between 0 – 5 years, 25.83% of the respondents have experience between 5 -10 years and 4.83% of the respondents have experience above 10 years.

Table no: 9.4 Table showing teaching experience of respondents

s.no	Teaching Experience	frequency	percentage
1.	0 – 5	416	69.33%
2.	5 – 10	155	25.83%
3	Above 10	29	4.83%
	Total	600	100%

Source: survey data

Table no 9.5 indicates that 22.5% of the respondents get a monthly salary below Rs10000, 69.64% of the respondents get a monthly salary between Rs10000 and Rs20000 and 8.02% of the respondents get a monthly salary above Rs20000.

Table no: 9.5 Table showing the monthly salary of respondents

s.no	Salary	frequency	percentage
1.	Upto 10000	135	22.55%
2.	10000 – 20000	417	69.64%
3	Above 20000	48	8.02%
	Total	600	100%

Source: survey data

Intrinsic factors: This refers to an interest or enjoyment in the task itself, and exists within the individual rather than relying on any external pressure. For the study the various intrinsic factors were considered as personal and organisational factors. The personal factors included the remuneration system and leave facilities whereas the organisational factors included the satisfaction of engineering college teachers on the work load, communication system, the selection procedure and the superior subordinate relationship.

Table no 9.6: Table showing frequency and percentage of satisfaction of the teaching staff on the various personal factors relating to job satisfaction

Source: Survey Data

Factors	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%
salary	85	14.17	274	45.67	113	18.83	75	12.50	53	8.83
incentives	83	13.83	97	16.17	301	50.17	79	13.17	40	6.67
increment	57	9.50	189	31.50	144	24.00	153	25.50	57	9.50
leave facilities	41	6.83	203	33.83	65	10.83	151	25.17	140	23.33
medical leave facilities	32	5.33	179	29.83	108	18.00	159	26.50	122	20.33
maternity leave facilities	58	9.67	117	19.50	119	19.83	190	31.67	116	19.33

The above table indicates the personal intrinsic factors that affect the job satisfaction of the teaching staff. This table indicates that the teaching staffs of the engineering colleges are not happy with the incentives given for their achievements and also with the maternity leave facilities given by these colleges.

Table no 9.7: Table showing frequency and percentage of satisfaction of the teaching staff on the various organisational factors relating to job satisfaction

Source: Survey Data

Factors	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%
superior subordinate relationship	96	16.00	262	43.67	101	16.83	108	18.00	33	5.50
communication system	54	9.00	277	46.17	68	11.33	127	21.17	74	12.33
selection procedures	68	11.33	251	41.83	78	13.00	153	25.50	50	8.33
Work load	18	3.00	108	18.00	92	15.33	293	48.83	89	14.83

Table 7 shows the organisational intrinsic factors that may influence the level of job satisfaction of the teaching staff of the engineering colleges. The table shows that the teaching staffs are satisfied with the superior subordinate relationship, communication system and selection procedures followed in the engineering colleges. The faculty are not happy with the work load. They feel that they are overloaded with work and asked to work overtime.

Table no 9.8 Weighted Average of the personal intrinsic factors determining Job Satisfaction

Factors	Weighted Average
salary	137.53
incentives	126.93
increment	122.40
leave facilities	110.27
medical leave facilities	109.33
maternity leave facilities	107.40

Source: Survey Data

Table 8 indicates that out of the personal intrinsic factors the teaching staff are highly satisfied with the salary paid by the engineering colleges followed by the incentives and increment. The teaching staffs are not very much satisfied with the leave facilities given by the engineering colleges and are least satisfied with the maternity leave facilities granted to the teaching faculty.

Table no 9.9 Weighted Average of the Organisational intrinsic factors determining Job Satisfaction

Factors	Weighted Average
superior subordinate relationship	138.67
communication system	127.33
selection procedures	128.93
Work load	98.20

Source: Survey Data

Among the organisational factors depicted in table 9 the teaching staffs are highly satisfied with the superior subordinate relationship followed by the selection procedures and the communication system. The table shows that the engineering college teachers are not happy with the work load. They feel that they are overloaded with work as they are asked to work overtime to coach the weak students, extra paper correction and night coaching classes result in stress and mental tension.

The level of satisfaction of the engineering college teachers on the personal intrinsic factors may not be the same among all the engineering college teachers. To analyse this concept the analysis of variance has been adopted on the various personal intrinsic factors and the organisational intrinsic factors. The following table depicts it.

Table no: 9.10 Difference between the engineering colleges in their level of satisfaction on the various intrinsic factors

Factors	N	F	Table Value	Result (Ho)
Personal factors				
Salary	600	1.51	1.75	Accepted
Leave Facilities	600	2.31	1.84	Rejected
Organisational Factors				
Workload	600	5.67	1.75	Rejected
Communication	600	1.46	1.84	Accepted
Staff selection	600	2.47	1.75	Rejected

Source: Survey data

The above table indicates a few of the intrinsic factors that have an impact on the Job Satisfaction of the Engineering college teachers. The intrinsic factors have been classified into personal and organisational factors. The table indicates that there is no difference in the level of satisfaction on the salary paid, among all the engineering colleges. As far as the leave facilities are concerned there is a difference between the engineering colleges on the level of satisfaction. Among the organisational factors it has been inferred that all the

engineering college teachers do not have the same level of satisfaction on the work load and staff selection procedures followed by the engineering colleges. On the other hand all the engineering colleges have the same level satisfaction on the system of communication followed by the engineering colleges.

10. Findings

The study on the impact of the intrinsic factors on the Job satisfaction of the engineering college teachers have brought to light that the teaching staffs of the engineering colleges among the personal intrinsic factors they are not happy with the incentives given for their achievements and also with the maternity leave facilities given by these colleges. Out of the organisational factors the teaching staffs are satisfied with the superior subordinate relationship, communication system and selection procedures followed in the engineering colleges. The faculty are not happy with the work load. They feel that they are overloaded with work and asked to work overtime. Out of the personal intrinsic factors the teaching staffs are highly satisfied with the salary paid by the engineering colleges followed by the incentives and increment. The teaching staffs are not very much satisfied with the leave facilities given by the engineering colleges and are least satisfied with the maternity leave facilities granted to the teaching faculty. Among the organisational factors the teaching staffs are highly satisfied with the superior subordinate relationship followed by the selection procedures and the communication system. The engineering college teachers are not happy with the work load. They feel that they are overloaded with work as they are asked to work overtime to coach the weak students, extra paper correction and night coaching classes result in stress and mental tension. The analysis of variance indicates that there is no difference in the level of satisfaction on the salary paid, among all the engineering colleges. As far as the leave facilities are concerned there is a difference between the engineering colleges on the level of satisfaction. Among the organisational factors it has been inferred that all the engineering college teachers do not have the same level of satisfaction on the work load and staff selection procedures followed by the engineering colleges. On the other hand all the engineering colleges have the same level satisfaction on the system of communication followed by the engineering colleges.

11. Suggestions

- Motivating the teaching staff of the engineering colleges can bring about a radical change in their performance. The study has revealed that the teaching staffs are not happy with the incentives given. The engineering colleges may acknowledge the performance of the teaching staff by giving them a reward in the form of cash or kind. This would tend to bring about a revolution among the population of teaching staff inducing them to produce better results than ever before.
- The work load hampered on the teaching staff could be reduced a little as this may give rise to stress among the engineering college teachers. The faculty who are asked to work extra time could be given a consideration for the work done.
- The faculty also feel that they are not given proper leave. Even the government declared holidays are treated as working days. The teachers are asked to conduct special classes. Further even the staff going on maternity leave are asked to resign. This could be avoided as there will be no work life balance among the teachers yet again resulting in stress and poor results.. Hence the colleges can declare the government announced days as holidays and also provide maternity leave facilities not only for the benefit of the staff but also for creating a sense of dedication among them to work.
- The staff selection procedure followed by the colleges is not the same. The colleges could have a standard selection procedure. Avoiding selection through recommendations would help colleges to select capable faculty. The engineering colleges can test the teaching ability of the faculty and their depth of knowledge in their respective subjects.

12. Conclusion

The intrinsic factors of job satisfaction has a very great impact on the performance of the teaching staff of the engineering colleges. These factors have to be given due care to develop the sense of satisfaction among the teaching staff. The staff could be made happy by granting leave whenever applicable, avoiding over burden of work and providing incentives for their achievement. Thus to conclude job satisfaction is a salient and perhaps inveterate attitude, affective, and behavioural aspects of peoples' work and non-work lives. There would be a possibility for a positive attitude to achieve only when motivational tools are adopted to induce the teaching faculty to enable the institutions to reach heights.

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