

A STUDY OF FACTORS AFFECTING WORK FULFILMENT AMONG ACADEMICIANS IN BIRGUNJ CITY OF NEPAL

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Abstract

Work fulfilment among the teachers has been found as a fundamental element influencing the performance of the organisation. The purpose of this study was to study the factors affecting work fulfilment among academicians in Birgunj city of Nepal. The variables included in the study are independent variables of Promotion & recognition, Peers, Salary & Incentives, Scholars and Physical setting with work fulfilment as a dependent variable. A descriptive and causal comparative research design using questionnaire method on 5-point Likert scale was used to collect and analyse the data. The study was conducted with the sample size of 150 academicians in Birgunj city of Nepal. The data were analysed through the use of descriptive statistics, correlation, multiple regression analysis and t-test using SPSS software. The findings of the study show that all the independent factors are important in determining the extent of work fulfilment among academicians working in Birgunj city of Nepal. Some factors like salary & incentives and physical settings are not found to have the significant influence on work fulfilment level of academicians.

Key words: Work fulfillment, Salary and incentives, Peers, Academicians, Scholars,

INTRODUCTION

The position of academicians in society is of enormous significance." Academicians aid in the development of excellent citizens by passing on intellectual traditions, knowledge, and skills from the current generation to the next. Students are responsible for the country's future, and academics are the ones who help them develop into the future executives, businesspersons, leaders, and citizens of the country". (Radhakrishnan,1969). Academicians are therefore one of the key elements of the educational system. But if academics are ineffective or without the necessary abilities or expertise, the entire educational system would become ineffective. Effective instructors use each and every instructional tool to its fullest potential in order to raise student achievement. After completing their education, pupils are given the skills necessary to live in society by an academician, who also helps to develop their character. The entire system will become ineffectual and mostly squandered if the academicians are uncaring or unsuited to their roles. Although modern methods and a robust infrastructure can help instructors, they cannot take the place of quality instruction. The scholars in various fields, including human resource management, organizational behaviour, or personnel management, continue to find work fulfilment to be a crucial topic. Multiple investigations have demonstrated that just with the assistance of motivated and content teaching instructors at the higher educational level can all available material resources be utilised to improve the quality of instruction.

To make academics more pleased and motivated so they can contribute to excellent teaching, all educational institutions have concentrated on offering a healthy, calm, and congenial working environment combined with financial rewards. Since teaching is a career that demands dedication and diligence, instructors should put more than just their physical presence into providing students with an excellent education. (Gappa, Austin & Trice, 2007).

Over the past two decades, the pattern of student enrolment has changed, expanding both geographically and socially, which has created a demand for fresh teaching strategies and approaches for these new students. The nature of teacher-student relationships has altered as a result of contemporary technology. All interested parties, including students, their family members, authorities, management, and trustees, are seeking effective and high-quality instruction for their money (Schuster & Finkelstein, 2006).

According to the literature, a good teacher is one who effectively manages and organizes lectures and communicates with pupils. Good instructors are knowledgeable and empathetic toward their charges. Excellent instructors are those that are interested in learning new techniques, replace conventional techniques with modern ones that are more successful and meet the needs of the students, and are passionate about learning in their profession. Excellent lecturers constantly make an effort to relate the theory to real-world situations or practical examples. Students' interests, levels of knowledge, and levels of learning should all be taken into consideration when providing instruction. In order to deliver high-quality instruction, it is necessary to enhance both the pedagogical abilities of the teachers and the learning environment inside the institutions. The goal of the learning environment should be effective learning while also addressing the individual requirements of the

pupils. Giving pupils, instructors, and minority students access to monetary, educational, community, and counselling assistance can enhance learning outcomes. Effective instruction should be outcome-based. By raising both students' and teachers' levels of satisfaction, learning outcomes can be enhanced. Through cooperative learning efforts, engaged pupils as well as educators will have stronger intellectual exchanges, which can aid in knowledge construction. (Jacobs & Winslow, 2004).

The most important element of the education industry is academicians who are happy, creative, and productive. Researchers have carried out several research and brought attention to the topic of faculty members' efficacy and responsibility in the current knowledge-based economy. Given the increased focus on academic achievement and wellbeing, it is now more important than ever to assess the link between work happiness and teacher productivity. Investigators have discovered a link among educator happiness and productivity. Educators that are happy in their jobs tend to be highly active and creative in their approaches to management, research, and instructing. Thus, through improving teachers' job happiness, the research culture may be advanced (Gappa et al., 2007). In order to foster effective teaching in a college context, instructors must have a solid knowledge of work satisfaction.

The purpose of this paper is to study the factors of work fulfilment among academicians of Birgunj city in Nepal.

Instead of administrative or policy issues, faculty members' stated sentiments regarding events in the classroom (such as relationships with students, the teaching process, and student behaviour in school) were largely connected to their level of work fulfilment and stress (Smilansky, 1984). An employee's emotional reaction to their working conditions is called fulfilment with work. In terms of various characteristics of one's position (work, compensation, advancement, colleagues, and the work in general), work fulfilment is described as one's overall opinion of their current position.

Work fulfilment is the extent to which an employee feels favourably or pleasantly regarding their job and its surroundings. (De Nobile, 2003).

Work fulfilment and the variables that contribute to this have been the subject of many studies, but they have not yet been thoroughly explored, while there still exists a lack of consensus when it comes to research conducted in the higher education sector, at various times, and in different work environments. One of the main problems facing campuses of universities and plus two colleges in Nepal today is how to handle personnel of college-level who are dissatisfied with their place of employment. As a result, some colleges' performance is being adversely affected.

As a result, it has become a crucial area of study for those looking to improve institute performance. Furthermore, it has often been observed that teachers who are happy with their employment do not perform effectively in the classroom. The current study will guide us to comprehend the many job-related aspects that may be highlighted to raise instructors' work fulfilment levels.

Research questions:

- What is the relationship of work fulfilment factors with work fulfilment of academicians?
- How does the factors of work fulfilment impact the level of work fulfilment among academicians?

Objectives of the Study:

- To find out the relationship between factors of work fulfilment and extent of work fulfilment of academicians in Birgunj city of Nepal
- To determine the impact of factors of work fulfilment on work fulfilment level of academicians in Birgunj City of Nepal.

REVIEW OF LITERATURE

Herzberg's Theory

Herzberg, (1966) Herzberg states there are two categories of elements that boost motivation. They serve as both hygiene and motivators. Motivators are linked to positive sentiments experienced by employees and are often connected to job content, whereas negative sensations connected to employment surroundings are linked to hygiene aspects. Responsibility, accomplishment, recognition, the possibility of personal growth and improvement, as well as the job itself, are intrinsic motivator aspects that are part of the task itself. Personal life,

interpersonal interactions, working environment, wages, management, job security, status, and corporate policy are all aspects of hygiene.

Herzberg et al., (1959) approach explains, that the categories of elements can be divided into motivators and hygienic factors. While hygiene factors like interpersonal relationships, pay/compensation, and working conditions must be met by the organization to prevent job dissatisfaction among employees, motivators like the chance for growth and development, recognition, and achievement are used to increase job satisfaction among employees. Motivators are regarded as intrinsic factors, whilst hygiene-related variables are seen as external. While elements related to cleanliness have an impact on work unhappiness, motivators have the opposite effect. When motivators are strong, contentment will rise, and when workplace cleanliness is sound, job discontent will decline. However, eliminating hygiene-related variables does not ensure job happiness. Similar to this, a decrease in motivators won't always result in work discontent. Essentially, in order to meet employees' demands for self-actualization, job happiness depends on both the intrinsic and extrinsic qualities of the employment. It is called Herzberg's Motivator-Hygiene Theory as a result. One of the most significant theories of motivation is the Herzberg motivation theory, which places a strong emphasis on the organizational hygiene aspects and motivators that influence employee motivation and work satisfaction.

According to the motivational-hygiene model, motivation of workers is achieved when they are given seemingly challenging but enjoyable work that offers them the chance to record some successes, grow, and demonstrate responsibility and advancement in the company (Dartey-Baah & Amoako, 2011). The common consensus is that variables like motivation and work environment contribute to employees' job happiness. When businesses succeed in achieving job fulfilment, employees gain an elevated degree of confidence that influences them to remain longer, become deeply involved in the company, suggest ways to improve the goods or services the company offers, and put forth extra effort to satisfy customers and stakeholders (Loiseau, 2011; Afsana Afrin, & Tarannum, 2015). In this situation, the connection between employee engagement and retention is explained by Herzberg's motivation-hygiene theory.

Srivastava's (2002) investigation on the connection between job happiness and workplace adjustment in the public sector, adjusted employees report higher levels of work fulfilment.

Studies by Hackman and Oldham (1976), Rathavoot & Stephen (2003), and Deci (2008) claim that some aspects of a work are referred to as satisfiers or motivators because they lead to job satisfaction. Motivational factors are those features of a job that inspire individuals to work hard and bring about happiness in others, whereas hygienic factors are those aspects of a workplace that, if poorly handled, may bring about discontent. In the research by Hackman & Oldham (1976), hygiene variables primarily relate to an organization's working environment, including things like working conditions, organizational regulations, interpersonal issues, and more.

The process of motivating employees in a company is intricate and multidimensional. Today, academics' motivation is a big problem because of their strategic position in creating the organizations' future human capital assets. As the ones who really transform raw human product into completed, marketable product to be further consumed by industry and hence by the economy, higher education faculty are considered by academics to have the primary responsibility for influencing the future of students. Poor performance or low morale can have an impact on the sharing of information, with students ultimately suffering as a result, hence keeping academicians motivated becomes essential (Devesh Kapur, 2007).

The term "motivation" is derived from the Latin term *movere*, which means "to move" (Baron, Henley, McGibbon & McCarthy, 2002). Over the years that this flexible idea has been studied, a number of definitions of the motivation construct have been proposed. Several diverse techniques, including reinforcement theories, process theories, and content- or a need-based theories, may be used to analyse employee motivation. These include the Theory X and Y, Two Factor Theory, Theory of Needs, ERG, Goal Setting, Job Design, Equity, and Expectancy Theories. With relation to the variables affecting motivation In order to address the issue of employee motivation, several researchers have conducted various employee surveys as well as developed various theories of motivation that explain the elements impacting motivation.

In one of the earliest studies, "appreciation of work done" was placed first by industrial workers, while "discipline" was ranked last (Hersey and Blanchard, 1969). Kovach (1987), comparable research was carried out on 1,000 industrial workers. It began with "interesting work" and finished with "sympathetic help with personal problems." In addition to surveys, several studies have examined the motivational variables. Wiley (1997) study was designed to explore the factors that motivate employees in job; it used similar subcategories as those used by Kovach. The assumption in Kovach study was that the motivational potency of the factors might vary

according to gender, age, income level, job type and organizational level. Wiley used occupational category (clerical, Plant/service, Sales, Professional, Technical, Managerial) as one of the subgroups and studied that the occupational category has an influence on motivation.

Choy et al. (1993), added the work fulfilment variables are like pay, the work environment, supervisor behaviour, peer relationships, job security. Previous studies have shown that bad working conditions, low pay, poor relationships with peers or supervisors, and a lack of resources all have a detrimental influence on teachers' fulfilment with their jobs. Additionally, these factors contribute to teachers' inclination for lower organizational commitment and increased turnover. When academics believe their working conditions are poor, they quit their profession. Schneider (2003), dim illumination, broken windows, and dark rooms contribute to instructors' dissatisfaction with their professions.

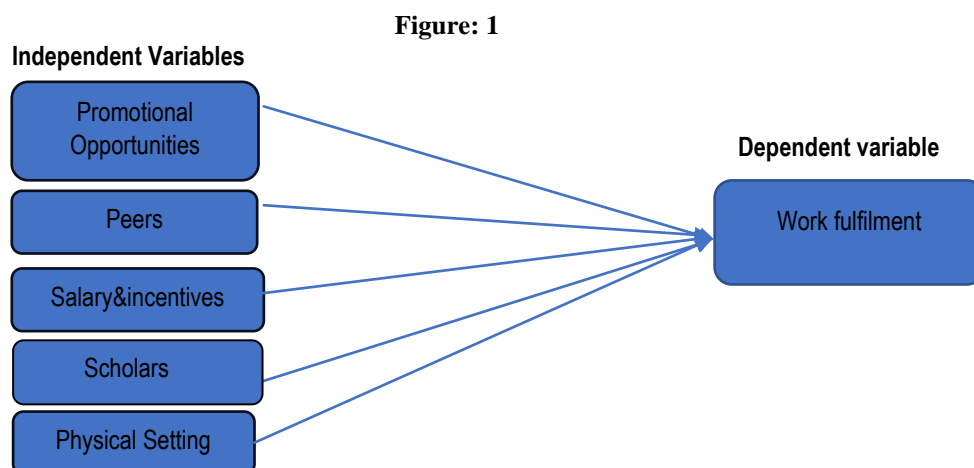
Hill (1986) describes associated with drive and job satisfaction between academicians, academics are extrinsically driven by organizations through things like pay, administrative work, and perks, but intrinsic work like research and teaching is what gives them the most professional pleasure. He made this suggestion using Herzberg's two-factor theory. Lacy and Sheehan (1997), studied academics from eight different countries' work environments, university cultures, morale, feeling of community, and relationships with coworkers were found to be significant determinants of job satisfaction. The Chicago School of Professional Psychology (2012), provides motivating employees to be more productive leads to a greater willingness on their part to put in more effort in order to achieve success. A solid compensation strategy with potential for incentives and salary increases is thought to increase employee job satisfaction and organizational retention rates. Additionally, research by Leung, Leung T., Siu, and Spector (2000) reveals that academicians' work happiness is predicted by recognition, organizational practices, and financial inadequacies. In a study by Pearson & Seiler (1983), academics in the USA receive satisfaction from teaching and research-related activities, but support and compensation-related activities result in discontent.

Flora F. Tien and Robert T. Blackburn (1996) investigated the connection between faculty research productivity, research motivation, and rank system. The results shed light on the connections between production and promotion. The study came to the conclusion that motivation for productive research is neither entirely intrinsic nor entirely external.

The impact of administrative policies and incentives/rewards on teachers' motivation was examined by Kumar, Ravi (2013) in his research study on teachers at engineering colleges in Krishna District, Andhra Pradesh. He found that while administrative policies lower teachers' motivation levels, incentives increase it. Researchers Mushtaq A. Sajid and Imrab, Shaheen (2013) did a study to identify the elements that increase the faculty members' enthusiasm levels among university academics. The findings of the analysis of the two factors—classroom atmosphere and workload stress—showed that the former stimulates students more than the latter.

A conceptual framework

The conceptual framework for WF is presented here consists of four independent variables, 1=Promotional opportunities, 2= Peers, 3= Salary & Incentives, 4= Scholars, 5=Physical Settings. Dependent variable is academician's work fulfilment. Based upon the literature review for these factors this study formulates following hypothesis and analysis of these factors.



- H1: Promotional opportunities influence work fulfilment among academicians of Birgunj City in Nepal
 H2: Nature of peers positively influence work fulfilment among academicians of Birgunj City in Nepal.
 H3: Characteristics of students influence work fulfilment among academicians of Birgunj City in Nepal.
 H4: There is a positive influence of good physical settings on work fulfilment of academicians working in Birgunj city in Nepal.
 H5: Salary and incentive system positively affects academician's work fulfilment in Birgunj city of Nepal

RESEARCH METHODOLOGY

Research design

This study is descriptive and analytical research design. This study is based on primary data obtained through self-administered questionnaire to teachers working in public and private campus/colleges in Madhesh Pradesh of Nepal.

Sampling and Data Collection

Data was collected through simple random sampling with a sample size of 150 teachers from the population of teachers working in public and private colleges of Madhesh Pradesh in Nepal. The study is based upon the primary data collected through structured questionnaires.

All scales used in this study have been validated in previous studies. However, while all items (Peers, Salary & Incentives, Promotional Opportunities, Scholars, Physical settings and Work fulfilment) were adopted from previous measures, they were modified to suit the context of this study. All measures have been measured on a five-point Likert-type scale from 1 = strongly disagree to 5 = strongly agree (Likert, 1932).

Data Analysis

The study uses descriptive statistics, correlation analysis, multiple regression analysis and independent samples t-test to examine the relationship between work fulfilment factors and the motivation of the academicians.

Results and Analysis

This section deals with the detailed analysis of data collected with the help of self-developed questionnaire; the data were analysed using SPSS. The results are presented and discussed in the following sections.

Level of Work Motivation

Table no.1: Mean scores, Standard deviations and Correlations of the sample along all motivation variables

	Mean	S.D.	Correlations					
			WF	SI	PR	PO	SCH	PS
WF	3.595	0.5884	1					
SI	2.91	0.8333	.493**	1				
PR	3.802	0.721	.558**	.511**	1			
PO	3.569	0.7823	.569**	.241*	.461**	1		
SCH	3.648	0.6601	.814**	.462**	.505**	.385**	1	
PS	3.632	0.8149	.467**	.446**	.433**	.005	.508**	1

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

The above table shows the extent of work fulfilment among academicians working in Birgunj city of Nepal. As per the mean scores, it is found that academicians in Birgunj are moderately satisfied with their work in respect of all the independent factors of work fulfilment studied. In particular, the findings depict that educators of Birgunj city in Nepal are relatively less satisfied with salary and incentive packages which they receive from their organization.

It is found that there is significant and positive linear relationship between salary & incentives and work fulfilment ($r=0.493$), hence we can infer that salary & incentives are positively associated with work motivation.

The relationship between peers and work fulfilment as been found to be positive linear and significant ($r=0.558$), hence nature of peers and work fulfilment are also having positive relation. The scholars' characteristics and work fulfilment are having strong positive linear and significant correlation ($r=0.814$). So, we conclude that the relationship between both these variables is positive. The physical settings and work fulfilment are associated positively and significantly ($r=0.467$). Therefore, the relationship between these variables is positive. Hence, all the work fulfilment factors inferred from motivation theories are significant and positively correlated with the work fulfilment of academicians in Birgunj city of Nepal.

Influence of Work fulfilment factors on motivation level of academicians

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.873 ^a	.763	.751	.29367

a. Predictors: (Constant), PS, PO, SI, SCH, PR

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.297	.195		1.526	.130
	SI	.057	.042	.081	1.352	.179
	PR	.020	.054	.025	.376	.708
	PO	.236	.045	.314	5.298	.000
	SCH	.517	.058	.580	8.990	.000
	PS	.090	.045	.124	1.974	.051

a. Dependent Variable: WF

The value of $F=65.499$ which is significant at 1 percent level of significance, hence a significant model has emerged from the regression analysis. The study reveals that the independent variables, promotional opportunities, scholars, have significant influence on work fulfilment of academicians but, salary & incentives, physical setting have insignificant influence on job satisfaction of teachers. (table 4). The value for R-squared is high in the case of extrinsic variables ($R^2=0.76.3$). It means 76.3% of total variation in the dependent variable is due to independent variables and 23.7% is due to other factors. It signifies that the above factors influence work fulfilment among academicians in Birgunj city.

The beta value of PO is positive and significantly influence WF. It signifies promotional opportunities increases work fulfilment among academicians. Therefore, we accept H1: Promotional opportunities influence work fulfilment among academicians of Birgunj City in Nepal. Higher chances for growth to academicians will bring more work fulfilment among them.

The t-test statistic shows that, characteristics of peers do not have significant influence on work fulfilment level of academicians. Therefore, we fail to accept H2: The nature peers increase work fulfilment of academicians in Birgunj city of Nepal. Thus, the findings say that relations of academicians with peers do not determine higher level of work fulfilment among academicians.

The results of t-test reveal that, nature of students significantly influence work fulfilment level of teachers. Hence, we accept H3: Characteristics of students influence work fulfilment of academicians working in Birgunj city of Nepal. Hence, we infer that if students are interactive, self-motivated, potential and have respect for faculties it will increase work fulfilment level of academicians.

It is revealed from the findings that the influence of physical settings on work fulfilment is insignificant. Thus, we reject H4: There is a positive influence of good physical environment on work fulfilment of academicians in Birgunj city of Nepal. Results derived from sample population are not having the same effect on larger population sizes of Birgunj city in Nepal. Hence it is inferred that the good physical settings are not the determining factor to increase work fulfilment among academicians.

The results of t-tests also reveal that there is insignificant influence of Salary & incentives on work fulfilment of teachers. Hence, we reject H5: Fair salary & incentive system positively influence work fulfilment of academicians in Birgunj city of Nepal. Therefore, the salary & incentive system is not determining work fulfilment among academicians.

DISCUSSION

The primary objectives of this study were to investigate the relationship between work fulfilment and factors that affect it, namely work fulfilment factors (Herzberg, 1966). The findings of the study signify all factors taken to study work fulfilment determines amount of work fulfilment of academicians in Birgunj. The work fulfilment variables are like pay, the work environment, supervisor behaviour, peer relationships, job security (Choy et al.,1993).

In the current research work the variables presented by Herzberg and several other work motivation theorists are presented and investigated to understand their impact on work fulfilment level of academicians in Birgunj city. It was found few variables like salary and incentives, relationship with peers and physical settings are not increasing work fulfilment among academicians. Academics in the USA receive satisfaction from teaching and research-related activities, but support and compensation-related activities result in discontent (Pearson & Seiler,1983).

Academicians operating in Birgunj are motivated mostly through the growth and promotional opportunities and quality of scholars they are teaching. It concludes that intrinsic factors for work fulfilment becomes more important to motivate academicians to perform better. Motivation of workers is achieved when they are given seemingly challenging but enjoyable work that offers them the chance to record some successes, grow, and demonstrate responsibility and advancement in the company (Dartey-Baah& Amoako, 2011).

Extrinsic factors also termed as hygiene factors are responsible for preventing job discontent. Hence, their presence is also required for intrinsic factors i.e., motivators to work and perform better in the organisation. The hygiene factors studied in the current study responsible for increasing work fulfilment are scholar characteristics and their learning intention together with class room environment are important indicators to increase the level of work fulfilment among academicians. Shaheen (2013) did a study to identify the elements that increase the faculty members' enthusiasm levels among university academics. The findings of the analysis of the two factors—classroom atmosphere and workload stress—showed that the former stimulates students more than the latter.

Therefore, in order to increase the performance level of academicians it becomes crucial to increase work fulfilment among them by providing effective career progress opportunities also non-discriminatory and performance-based rewards together with status recognition in the organisation and autonomy and authority to take job related decisions for improved classroom learning environment etc. If the academicians are satisfied it gives more chances to organisation to achieve long-term success. Poor performance or low morale can have an impact on the sharing of information, with students ultimately suffering as a result, hence keeping academicians motivated becomes essential (Devesh Kapur, 2007).

This study was limited itself to teachers who are working in Birgunj City of Nepal. Thus, there is a need to conduct a study on work fulfilment among academicians in other regions of Nepal as well. The sample for the study should be increased to involve more educators in order to get rich data from different contexts and cultures.

CONCLUSION

The current research studies the work fulfilment of academicians of Birgunj City in Nepal. Primary aim of this study is to explore the relationship between work fulfilment and factors of work fulfilment among academicians working in Birgunj City of Nepal. The results of the study showed all the studied variables of work fulfilment influence the work fulfilment among academicians of Birgunj in Nepal. It was further revealed that factors like salary and incentives, peers, and physical working settings may not affect the work fulfilment level of academicians, in contrary the factors of relationship with students and promotional opportunities are found to be important for work fulfilment of academicians. Hence, we conclude that all factors taken from Herzberg's two factor theory can be understood as determinants for increasing work fulfilment among academicians working in Birgunj city of Nepal.

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