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# Degree of Job Satisfaction among Socially Advantaged and Disadvantaged University Employees

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**Abstract-** The job satisfaction among the employees in the contemporary scenario across the world has become a smoldering issue. In India, there exists diversity based on religiosity wherein the employees while functioning in the organization may differ in the extent of job satisfaction. Therefore, the present study intends to explore the degree of job satisfaction among socially advantaged and socially-disadvantaged University employees of Himachal Pradesh University wherein diversity exists in mammoth. For accomplishing the objectives, the data was collected N = 120 employees who were divided into two comparable halves based on their Profession that comprises of N= 60 Teachers and N= 60 Non-teaching staffs those later were subdivided into two comparable halves based on their Category (30 SA + 30 SD) and later on Gender ( 15 Men and 15 Women). In all there were eight groups with N = 15 in each that comprised of aforesaid sample. These subjects were given Job Satisfaction scales to perform. The results based on 2 x 2 x 2 ANOVA revealed that the main effect of Profession on the measure of job satisfaction was found $F=(1,112) =3.059$, $p <.05$ as statistically significant wherein the teaching staffs were found on higher side (142.64) as compared to their non-teaching (137.89) counterpart . But, main effect of category was found $F=(1,112) =1.041$, $p >.05$ as statistically non-significant . However, the main effect of Gender was found as $F=(1,112) =2.891$,$p <.05$ statistically significant wherein the men reported more (142.58) job satisfaction as compared to their women (137.95) counterpart. In nutshell the teaching staffs in general and the men in particular reported higher job satisfaction while working in the university milieu.

**Key Words:** Job Satisfaction, Organization, Socially Advantaged and Disadvantaged Groups.

## 1. INTRODUCTION

Since the inception of the planet earth, the human beings have felt the need of organization so as to pass their civilized life. Although their paces of organized life were somehow slower in Pleistonic or Lithic period yet it fueled and progressed in Neolithic period by learning sedentary mode of life. The human beings in the contemporary scenario now consider themselves as civilized with polished brain with astonished personality. For passing better life, they approach to the governmental and non-governmental organizations. It seems that the organization across the world have played a catalytic role in developing the human beings. Be they are governmental or non-governmental; organizations they always have boosted the elite human masses while working in any organization in general and the rudimentary rural masses in particular. Human resource is considered as the most valuable asset and strong pillar in any organization. It is the sum-total of inherent abilities, acquired knowledge and skills represented by the talents and aptitudes of the employed persons which comprise of executives, supervisors, and the rank and file employees. It may maximize the possible extent, in order to achieve individual and organizational goals. People join organizations with certain motives like security of income and job, better prospects in future, and satisfaction of social and psychological needs. Every person has different sets of needs at different times. Satisfying the need of each and every individual in the organization is not possible. It may results in stress among the employees. It is the responsibility of management to recognize this basic fact and provide appropriate opportunities and environments to people at work to satisfy their needs so as to attain designated types of performance with in the stipulated time period.

At the time of establishment Himachal Govt. has adopted two modes for employee recruitment, i.e. one on daily basis and other on regular basis. A daily basis employee has to complete a long period of nine years to become a regular employee. There is a huge difference exist between financial benefits for both the classes of employees those have different level of satisfaction towards this university. Conventional wisdom suggests that job satisfaction is an important barometer in work organizations. The job satisfaction may be related to other factors that affect performance, and it may be related to the overall sustained success of the organization (Rucci, Kirn & Quinn, 1998; Kim, 2005). Both job satisfaction and performance are multi-dimensional constructs, and

some of their sub-dimensions may be more strongly related than the parent constructs (Boyne, 2003; Rainey, 2003). It is one of the most investigated concepts in the social and behavioral sciences. Job satisfaction is defined as "the extent to which people like or dislike their jobs (Spector, 1997) . It depicts an affective reaction that individuals hold about their job. Most scholars recognize that job satisfaction is a global concept comprised of various facets such as employee satisfaction with pay, supervisor, and co-workers (Judge *et al.* 2001a; Rainey, 2003**).** Kinicki *et al.* (2002) in their meta-analytic showed that job characteristics, role states, group and organizational characteristics, and leader relations are generally considered to be the antecedents of job satisfaction and motivation, while citizenship behaviors, withdrawal cognitions, withdrawal behaviors, and job performance are generally considered to be consequences of job satisfaction.

The term job satisfaction figures prominently in any discussions on management of human resources. It refers to a person feeling of satisfaction on the job, which acts as a motivation to work. It is not the self- satisfaction, happiness or self- contentment but the satisfaction on the job. It depicts an individual's feeling regarding his or her work . It can be influenced by a multitude of factors. The term relates to the total relationship between an individual and the employer for which he is paid. Satisfaction does mean the simple feeling state accompanying the attainment of any goal, the end state is feeling accompanying the attainment by an impulse of its objective. Though the terms job-satisfaction and attitudes are used interchangeably, there are differences between the two. Attitude refers to predisposition to respond. Job-satisfaction, on the other hand, relates to performance factors. Attitudes reflect one's feelings towards individuals, organizations, and objects. But satisfaction refers to one's attitude to a job. Job satisfaction is, therefore, a specific subset of attitude Attitudes endure generally. The job satisfaction is dynamic; it can decline even more quickly than it developed. Managers, therefore, cannot establish the conditions leading to high satisfaction now and then neglect it, for employee needs may change suddenly. According to E.A. Locke, job satisfaction is as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience. As defined by Feldman and Arnold job satisfaction as the amount of overall positive affect (or feelings) that individuals have towards their jobs. Kreitner and Kinicki described, job satisfaction is an affective or emotional response toward various facets of one's job. This definition means job satisfaction is not a unitary concept. Davis and Newstrom explained job satisfaction is a set of favorable or unfavorable feelings with which employees view their work." Andrew stated that job satisfaction is the amount of pleasure or contentment associated with a job.

Job satisfaction is a complex variable and is influenced by situational factors of the job as well as the dispositional characteristics of the individual (Sharma, 1991). It is defined as the positive emotional response to the job situation resulting from attaining what the employee wants from the job. It is a pleasurable emotional state of the appraisal of one's job, an effective reaction and an attitude towards one's job. No doubt job satisfaction is an attitude but one should clearly distinguish the objects of cognitive evaluation which are affect (emotion), beliefs and behaviours (Weiss, 2002). According to Morgan (2002), Job Satisfaction is an attitude which results from a balance and summation of many specific likes and dislikes experienced in connection with job. It seems that men and women have little in common (Rosenberg, 2003). They do not think same, they enjoy different types of movies, and they do not even have the same amount of ribs. However, when it comes to job satisfaction, it is unclear as to whether or not men and women share similar attitudes. While many people say that women getting paid less that men is blatant sexism, the real reasons for the discrepancy are much more complex, some argue .

In the same tune Weiqi (2007) performed a quantitative study on 230 Chinese school teachers to determine what effect job satisfaction has on attrition and work enthusiasm. Participants were measured using a researcher developed a seven-point Likert scale questionnaire. Results indicate that the major contributors to teacher dissatisfaction are student quality, leadership problems, work achievements, working conditions, and pay. These factors,when perceived negatively, had a direct negative effect on teacher satisfaction. When teacher satisfaction was lowered, a direct relationship was seen in intent to leave. Of the sample, 26.5% of teachers would leave their current position if pay were not satisfactory. Ten percent responded saying that increasing workload requirements were the reason for leaving. Twenty-one percent intended to leave due to low social status in the community. Weiqi's study links job satisfaction and teachers intent to leave directly, which is a key factor in the importance of studying teacher job satisfaction. Furthermore, the results of Weiqi's study indicated that monetary compensation and social status is a factor in teachers who remain in the vocation.

According to Balkar (2009), administrations activities and attitudes can cause a significant change in the job satisfaction of classroom teachers . Any behavior or attitude from administration staff perceived as negative by the teacher can manifest in negative job satisfaction reporting. The purpose of Griffin's (2010) study was to determine if gender had a significant role in job satisfaction. Participants completed the Teacher Motivation and Job Satisfaction Survey used by Jamaican Public Schools. Results indicated that 81 or 46.4% of the teachers responded as satisfied with their current employment. Male teacher surveys showed a 3.2% higher job satisfaction level than female teachers. Further analysis of the surveys discovered that teachers who had positive working relationships with administration showed higher job satisfaction levels.The study of Akhtar,Hashmi and Naqvi (2010) compared job

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satisfaction in public and private school teachers on150 public and private school teachers. Results revealed non-significant between teacher's job satisfaction in public and private schools.

The study of Piyali Ghosh (2010) focused on the employees of private banks in India and aim to identify the factors variables instrumental for job satisfaction and to empirically test such identified variables with the help of a survey. Several factors variables have been clubbed as work aspects, compensation, training, career development, supervision and work life balance. Sample comprised managerial and non managerial staff of selected private sector Banks in India total sample size was 102. Reliability analysis was carried out using Cronbach alpha and, there after, factor analysis was conducted to understand factor loadings on the identified variables. Administrative gender differences can also affect teacher job satisfaction according Saeed et al. (2011) developed quantitative correlational descriptive research methodology, which was used to determine the effect of female principals' management style on teacher job satisfaction. A sample of 150 Iranian teachers was chosen from public schools and surveyed using two researcher created surveys. One survey examined management styles and the other examined job satisfaction. Both surveys used a five-point Likert scale. Results indicated that 96 teachers responded positively toward execuitve management styles while 92 teachers also believed that developer management increased job satisfaction . only 33 teachers responded positively to autocratic leadership(Gay, Mills, & Airasian, 2012; Salkind, 2011) The purpose of this research was to examine the differences between teaching and non-teaching staff. Teacher and non-teaching staff represent two levels of the independent variable job position, while overall job satisfaction, intrinsic job satisfaction, and extrinsic job satisfaction represent the three dependent variables. Dependent variable data was collected using a purchased and validated survey from the University of Minnesota called the Minnesota Satisfaction Questionnaire Short Form (MSQ-SF). The MSQ-SF, when used to measure job satisfaction exhibits a reliability factor of $\alpha$ = .88 with a construct validity.

Similarly, the study of Nagar (2012) examined burnout among 153 university teacher. Structural equation modeling results indicate that all three factors of burnout namely, depersonalization, reduced personal accomplishment, and emotional exhaustion lead to decreased job satisfaction . In terms of job satisfaction, females show higher levels of job satisfaction as compared to men, perhaps due to low expectations about job status among female teachers as compared to male teachers. Further,Iwu ,Ezeuduji , Iwu, Ikebuaku, and Tengeh (2018) conducted a study on 547 teachers in 23 schools pre-nursery to senior high schools in the Ibadan South-West Local Government Area in Oyo state,Nigeria participated in the study. The Kaiser's criterion technique was also applied to determine the factors components to be retained for the factor analysis. Only factors with an Eigen value of 1.0 or more were retained for analysis. Kolmogorov-Smirnov's and Shapiro-Wilk's tests of normality were also used to test if the generated components factors are normally distributed, and the p-values of less than 0.001 for all the components indicated no normal distribution. Overall, the results suggest that teachers' pay or salary, growth opportunities and responsibilities attached to work are the top three job characteristics variables that contribute to teacher job satisfaction.

**1.1 Objectives of the present study :** In the present study a pioneer attempt has been made to explore the job satisfaction among the socially advantaged and disadvantaged University employees . Reason being to select the study is to know their level of job satisfaction. Since the Himachal Pradesh is a rural state wherein diversity exists based on the religiosity. The socially advantaged and socially disadvantaged section also differs significantly because the people belonging to socially disadvantaged categories have experienced prolonged deprivation. It has affected them multifariously especially while working in any organization. Therefore the present intends to explore Teaching and non-Teaching staffs from socially advantaged and disadvantaged category from Himachal Pradesh University. The methodology is as follows:-

## 2 . METHODOLOGY

### 2.1 Study area

The study has been conducted at Summer Hill on the teaching and non-teaching staffs of Himachal Pradesh University. Therefore the total teaching staff H.P.U = 197 whereas non-teaching staff H.P.U = 994. It is a small town on the outskirts of Shimla, the state capital of Himachal Pradesh at a height of 2,123 meters. It is on a hill,5 km west to the Shimla Ridge, and is part of the seven hill cluster. The Himachal Pradesh University (H.P.U) is a public, non-profit university established in year 1970 . It is situated at Summer hill about 5 KM from world's famous hill station Shimla .

### 2.2 Sample

The study was conducted on a sample of N = 120 Subjects . These subjects were initially subdivided on the basis of their profession that comprises of 60 Teacher and 60 Non teaching employees those were later subdivided into two comparable halves based on their Gender those include N = 30 Men and N = 30 Women and later on the basis of Category that included N = 15 in socially advantaged and N = 15 in socially disadvantaged categories. In socially advantaged categories the staffs belonging to SC and ST were selected whereas in socially advantaged category the general castes people such as Brahmin, Thakur and Rajpoot serving in the institution were selected. Therefore, the purposive sampling was used in the present study.

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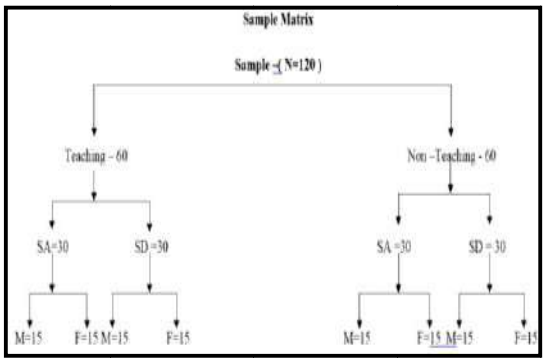


***Notation:*** *P = Profession (Teaching and non teaching) ; C = Category (Socially advantaged and socially disadvantaged) ; G = gender (Men and women) .*

**Measures used:** In the present study Job Satisfaction Scale duly developed by Dr.S.K.Srivastava Department of Psychology the Gurukul Kangri University Hardwar (U.P.-India) 1996 was used . It has 38 items. It Involves 5 Point scale that ranges from Strongly agree to strongly disagree . The scores ranges from minimum of 38 to a maximum of 190 . Higher the score more satisfied the person will be. Being in Hindi language , the scale is very reliable and valid to record the degree of satisfaction of the employees from the job .Therefore , the scale is being used to assess the job satisfaction among the socially advantaged and disadvantaged employees of H.P. University . The test-retest reliability of this scale was found r = .82 whereas the split half as r = 0.91 respectively.

## 3 . PROCEDURE

Objective of the present study was to explore the job satisfaction among socially advantaged and disadvantaged university employees. For attaining the goal the study was conducted on the socially advantaged and disadvantaged teaching and non-teaching university employees. As a result N = 120 subjects (60 Teaching and 60 non-Teaching) were selected who initially were sub – divided into two comparable halves based on their Category that compares N=30 Subjects in each Four groups and later on the basis of gender that comprises of N = 15 men and n = 15 in each group. In all there were eight groups namely Teaching Socially Advantaged Male; Teaching Socially Advantaged Female, Teaching Socially Disadvantaged Male, Teaching Socially Disadvantaged Female Non-Teaching Socially Advantaged Male; Non-Teaching Socially Advantaged Female, Non- Teaching Socially Disadvantaged Male, and Non- Teaching Socially Disadvantaged Female respectively with n = 15 in each . Before entering the area necessary permission was sought from the Registrar University wherein Dy. Registrar Sh Kali Ram establishment Branch of that administration Block H.P.U. The local people including Teaching and non- Teaching staff H.P.U Summerhill shimla -5 . During study it was observed that in the people of Socially advantaged and disadvantaged areas either expect that the elite scholar has been giving them job satisfaction. The researcher very tactfully approached the areas and provided record of their plight. First hand interaction of the researcher came to know that the socially advantaged and disadvantaged University employees were facing the basic need problem like job satisfaction .These subjects were assessed with the help of job satisfaction scales so as to generate quantitative results . Thus A 2 x 2 x 2 factorial design was followed . The data was gathered and tabulated and subsequently analyzed with the help of ANOVA, correlation and regression.

## 4 . RESULTS AND DISCUSSION

Hence the objective of the present study was identify the job satisfaction among socially advantaged and disadvantaged university employees. In this study ANOVA repeated measure has been used and the results are as follows :-

**Table -1.1: ANOVA Performed on the Measure of (Job Satisfaction) among Socially Advantaged and Socially Disadvantaged Teaching and Non-Teaching Staff H.P.U Shimla (India)**

| Source of variation | *Ss* | *df* | *ms* | *F* | *P* |
|---|---|---|---|---|---|
| Total | 2388760.000 | 120 | | | |
| P | 691.200 | 1 | 691.200 | 3.059 | <.05 |
| C | 235.200 | 1 | 235.200 | 1.041 | n.s |
| G | 653.333 | 1 | 653.333 | 2.891 | <.05 |
| P x C | 17.633 | 1 | 17.633 | .078 | n.s |
| C x G | 218.700 | 1 | 218.700 | .968 | n.s |
| P x G | 50.700 | 1 | 50.700 | .224 | n.s |
| P x C x G | 53.333 | 1 | 53.333 | .236 | n.s |
| Error | 25310.267 | 112 | 225.985 | | |

*Notation: P = Profession (Teaching and non teaching) ; C = Category (Socially advantaged and socially disadvantaged) ; G = gender (Men and women).*

From The above Table It is quite clear that the main effect of profession was found F=(1,112) =3.059,p<.05 as statistically significant. It shows that there was a significant difference between Teaching and non-Teaching staff in The Measure Job satisfaction . More appropriately, the average score of Teaching staff 142.64 whereas non-Teaching staff 137.89 on the measure job satisfaction . It shows that the teaching staff reported more job satisfaction to their job as compared to the non-teaching staffs . Similarly main effect of category was found F=(1,112)=1.041,p>.05 as statistically non-significant. It shows that there was no difference Between socially advantaged and disadvantaged . More appropriately ,the average score socially disadvantaged of Teaching employees was 143.68 and non –Teaching employees 139.7 and socially advantaged of Teaching 141.6 whereas non-Teaching staff socially advantaged average score of 136.09. In nut shell the average score of socially advantaged employees was 138.845 and socially disadvantaged employees as 141.69. From the average score it is quite clear that the socially disadvantaged staffs are slightly more job satisfaction to the job as compared to their counterpart. Finally the main

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effect of Gender was found F=(1,112)=2.891,p<.05 as statistically significant .The average score of Teaching Men was found 144.33 whereas Women 140.95 .Similarly non-Teaching average score Men Was found 140.83 whereas Women 134.96 . More appropriately, the average score of men on the measure of job satisfaction was found 142.58 and women as 137.95. The men were found more in job satisfaction than to women however the difference was not statistically significant. The two way interaction between P x C was found F= (1,112) =.078,p >.05 as statistically non-significant . The two way interaction between C x G was found F= (1,112)=.968,p>.05 as statistically non-significant . The two way interaction between P x G was found F= (1,112)=.224,p>.05 as statistically non-significant . Three way interaction between P x C x G was found F=(1,112)=.236,p>.05 as statistically non-significant.

**Table 1.2: Average score Teaching and non-Teaching socially Advantaged and Disadvantaged People on the Measure of Job satisfaction.**

| People | | Men | Women | Average |
|---|---|---|---|---|
| Teaching | SA | 142.6 | 140.6 | 141.6 |
| | SD | 146.06 | 141.3 | 143.68 |
| Average | | 144.33 | 140.95 | 142.64 |
| Non-Teaching | SA | 137.06 | 135.13 | 136.09 |
| | SD | 144.6 | 134.8 | 139.7 |
| Average | | 140.83 | 134.96 | 137.89 |

From the table we can see that the average score of socially advantaged Teaching staffs people on the measure of Job satisfaction was found 141.6 whereas socially disadvantaged Teaching average score of 143.68 . More appropriately average score of Teaching Men was found 144.33 whereas Teaching average score of Women was found 140.95 . It shows that Teaching average score of socially advantaged and disadvantaged Men have more Job satisfaction as compare to the Women counterpart . It is quite clear that the mean score of socially advantaged Teaching Men was found 142.6 whereas Women 140.6 . It shows that mean score of socially advantaged Teaching Men have more Job satisfaction as compare to the Women counterpart . Similarly mean score of socially disadvantaged Teaching Men was found 146.06 whereas Women 141.3 . It shows that mean score of socially disadvantaged Teaching Men have more Job satisfaction as compare to the Women counterpart .

Further cross difference mean score of socially advantaged Teaching Men was found 142.6 whereas socially disadvantaged Teaching Women as 141.3 respectively. It shows that mean score of socially advantaged Teaching Men have more Job satisfaction as compare to the socially disadvantaged Women counterpart . Similarly mean score of socially disadvantaged Teaching Men was found 146.06 whereas socially advantaged Teaching Women as 140.6 respectively . It shows that Teaching socially disadvantaged Men have more Job satisfaction as compare to the socially advantaged Women counterpart .

Further, it is quite clear that the average score of socially advantaged non-Teaching people on the measure of Job satisfaction was found 136.09 whereas socially disadvantaged non- Teaching average score of 139.7 . More appropriately average score of non-Teaching Men was found 140.83 whereas non- Teaching average score of Women as 134.96 . It shows that average score of non-Teaching socially advantaged and disadvantaged Men have more job satisfaction as compare to the Women counterpart . It is quite clear that the mean score of socially advantaged non-Teaching Men was found 137.06 whereas Women as 135.13 respectively. It shows that mean score of non-Teaching socially advantaged Men have more Job satisfaction as compare to the Women counterpart . Similarly mean score of socially disadvantaged non-Teaching Men was found 144.6 whereas Women as 134.8 respectively . It shows that non-Teaching socially disadvantaged mean score of Men have more job satisfaction as compare to the Women counterpart .

Further Cross difference mean score of socially advantaged non-Teaching Men was found 137.06 whereas socially disadvantaged non- Teaching Women as 134.8 respectively . It shows that mean score of socially advantaged non-Teaching Men have more Job satisfaction as compare to The socially disadvantaged Women counterpart . Similarly mean score of socially disadvantaged non- Teaching Men was found 144.6 whereas Women as 135.13 respectively . It shows that mean score of socially disadvantaged non- Teaching Men have more Job satisfaction as compare to the socially advantaged Women counterpart .

Finally overall Teaching socially advantaged and disadvantaged Men and Women average score of 142.64 whereas non-Teaching socially advantaged and disadvantaged Men and Women average score of 137.89. In nut shell the average score of socially advantaged employees was 138.845 and socially disadvantaged employees as 141.69 respectively. From the average score it is quite clear that the socially disadvantaged staffs are slightly more job satisfaction to the job as compared to their counterpart . More appropriately, the average score of men on the measure of job satisfaction was found 142.58 and women as 137.95.

Further, within groups socially advantaged average score of Men and Women was found 141.6 whereas non-Teaching socially advantaged average score of Men and Women was found 136.09 . It shows that Teaching have more job satisfaction as compare to the non- Teaching . Similarly Teaching socially disadvantaged average score of Men and Women was found 143.68 whereas non-

Teaching socially disadvantaged average score of Men and Women was found 139.7 . It shows that Teaching have more Job satisfaction as compare to the non-Teaching. Further socially advantaged and disadvantaged Teaching average score of Men was found 144.33 whereas non-Teaching socially advantaged and disadvantaged average score of Men was found 140.83. It shows that Teaching have more job satisfaction as compare to the non-Teaching . Similarly Teaching socially advantaged and disadvantaged average score of Women was found 140.95 whereas non- Teaching socially advantaged and disadvantaged average score of Women was found 134.9 . It shows that Teaching have more job satisfaction as compare to the non-Teaching counterpart .

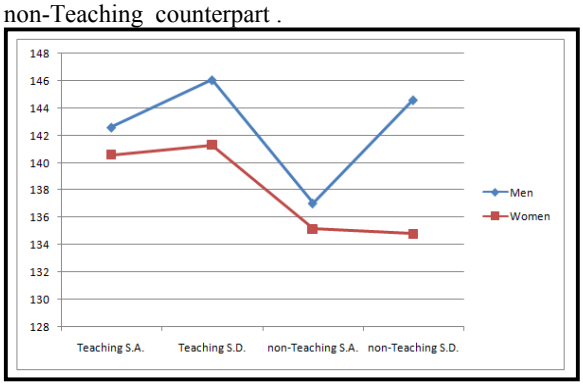


**Fig : Mean score of Teaching and non-Teaching socially advantaged and disadvantaged people on the measure of job satisfaction .**

The mean score of socially advantaged Teaching Men 142.6 whereas socially disadvantaged Men as 146.06 respectively. It shows that socially disadvantaged Men have more as compare to the socially advantaged Men counterpart . Similarly mean score of socially advantaged non-Teaching Men 137.06 whereas socially disadvantaged Men as 144.6 respectively. It shows that socially disadvantaged Men have more as compare to the socially advantaged Men counterpart . More appropriately Teaching socially advantaged mean score of Women 140.6 whereas socially disadvantaged Women as 141.3 respectively. It shows that Teaching socially disadvantaged Women have more as compare to the socially advantaged Women counterpart . Similarly mean score of non-Teaching socially advantaged Women as 135.13 whereas socially disadvantaged mean score of Women as 134.8 . It shows that non-Teaching socially advantaged Women have more as compare to the socially disadvantaged Women counterpart .

## 5 . CONCLUSION

The objective of the study was to assess job satisfaction among socially advantaged and disadvantaged university employees of Himachal Pradesh University. For accomplishing the objectives, the data was collected N = 120 employees who were divided into two comparable halves based on their Profession that comprises of N= 60 Teachers and N= 60 Non-teaching staffs those later were subdivided into two comparable halves based on their Category (30 SA + 30 SD) and later on Gender (15 Men and 15 Women). In all there were eight groups with N = 15 in each that comprised of aforesaid sample. These subjects were given Job Satisfaction scales to perform. The results based on 2 x 2 x 2 ANOVA revealed that the main effect of Profession on the measure of job satisfaction was found $F=(1,112) =3.059$, $p <.05$ as statistically significant wherein the teaching staffs were found on higher side (142.64) as compared to their non-teaching (137.89) counterpart . But, main effect of category was found $F=(1,112) =1.041$, $p >.05$ as statistically non-significant . However, the main effect of Gender was found as $F=(1,112) =2.891$,$p <.05$ statistically significant wherein the men reported more (142.58) job satisfaction as compared to their women (137.95) counterpart. In nutshell the teaching staffs in general and the men in particular reported higher job satisfaction while working in the university milieu. No significant difference was found on the basis of category.

## 6. Suggestion

(a). The researchers recommend to the future researchers that they should conduct a research on job satisfaction and find out the reasons of dissatisfaction of the high qualified teachers.

(b). The research motivates the future researchers to discover the reasons of male teachers being not satisfied with their jobs as compared to female teachers.

(c). The research also suggests to the researcher to conduct a research on teacher's job satisfaction to find out the reasons of low satisfaction among the University.

(d). Teachers should be provided with proper guidance and counseling in the organization so that they will be aware of their duties, working conditions in the University.

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