

MEASURING JOB SATISFACTION OF ACADEMICIANS USING HERZBERG THEORY

Dr. Virender Khanna

Head of Department School of Business and Entrepreneurship, FDDI, Noida

ABSTRACT

The study aims to test the significance of Herzberg theory in the field of academicians. The study also aims to measure the differences in the satisfaction level of academicians towards their job on the basis of the location of their home town, i.e. from North India and other parts of the country. The study is primary in nature and data has been collected with the help of self-developed questionnaire. The sample size of the study was 478 teachers working in the central universities of North India. Researcher has used the multiple regression analysis, stepwise regression analysis and t-test in the study. It was found from the study that the Herzberg theory of Job satisfaction successfully applies to the academicians. Both the motivation and hygiene factors have been found to be positively and significantly related to the job satisfaction. It has been found from the study that there is a significant difference in the satisfaction level of academicians towards the motivation and hygiene factors of job satisfaction due to the difference in their home town. Academicians whose home town is in North India are found to be highly satisfied towards the motivation and hygiene factors than the academicians whose home town is in other parts of the country.

Keywords: Job Satisfaction, India, Academicians, Herzberg theory, Motivation, Hygiene and Working conditions.

I. INTRODUCTION

Radhakrishnan (2014) stated that “the place of academicians in the society is of great importance. Academicians transmit the intellectual traditions, knowledge and skills from one generation to another and helps in becoming the good civilians. The future of the nation depends on the students and the academicians are those who guide the students in becoming future leaders, managers, entrepreneurs, and civilian.” Thus, it can be said that academicians are one of important component of education system. However, the whole education system will become weak if the academicians are not effective or lack the adequate skills or knowledge. Effective academicians are one of important factor that contributes highly towards the improvement in education sector. Government has been spending several corers of rupees on education right after the independence, had set up various commissions and committees in order to evolve the methods for the qualitative improvement in the education sector. Policy makers are striving to develop text books, better curriculum, and teaching aids, to improve the quality of education. New and innovative methods have been evolved to make teaching more effective and interesting and new techniques for measuring the students’ achievements. However, all these

efforts will be waste if the quality and skilled teachers are not staffed in the education sector. Effective teachers make proper and maximum utilization of all the teaching resources to improve the quality of education. An academician helps in building and shaping the character of students and makes them competent enough to survive in the society after completion of their education. Desirable level of education can be achieved only through competent teacher. Incompetent academicians lead to wastage of the available resources such as; first class infrastructure, labs, books, teaching material and curriculum. If the academicians are indifferent or unfit to their responsibilities, then the whole system will become ineffective and largely wasted. New techniques, good infrastructure can assist the teachers in teaching but it cannot replace the effective teachers. The importance of effective and skilled academicians is indeed indisputable in the education system. Job satisfaction has always remains an important issue to be discussed by the researchers in all the areas such as; human resource management, organizational behavior or personnel management. Numerous studies have shown that all the material resources can be used to improve the quality of teaching only with the motivated and satisfied teaching staff members at University level or college level. Therefore, all the educational institutes have focused on providing healthy, peaceful, and conducive working environment along with economic benefits in order to make the academicians more satisfied and motivated, who can contribute in the quality teaching. Teaching is the profession which requires commitment and thoroughness, thus the teachers should be loyal and mentally committed towards the quality teaching instead of only being physically present (Austin & Trice 2007).

Due to the continuous changes in the higher education system, quality teaching has become an important issue to be resolved. The number of enrollment has increased and international students are becoming a substantial part of the education system. The trend of students' enrollment has diversified and expanded geographically and socially, during last two decades, which generated the need for new methods and techniques of teaching for these new students. Nature of interactions between teachers and students has changed due to modern technologies. All the concerned stakeholders such as; students, their parents, governments, management, and trustees all are demanding value for their money and effective and quality teaching (Schuster & Finkelstein, 2006).

There is no clear definition of quality teaching in the education. Quality culture and quality teaching both terms have always remain controversial in higher education system. Some argues that quality is the outcome of teaching, while some consider quality as the property. Quality teaching has also been defined a continuous process of improvement in teaching skills and methods, thus quality teaching is something that can never be totally appraised or grasped. Researchers argued that the quality teaching should be defined by the stakeholders in education sector namely; parents, students, and evaluation agencies. As per the literature the definition of good teachers is the teachers who know well how to manage and organize the lectures and expressive. Good teachers are those who show empathy for the students and experienced as well. Excellent teachers are those who take interest in learning new methods, replaces the traditional methods with the new and effective ones as per the requirement of the students and have passions for learning related to their field. Excellent teachers always try to connect the theory with the live examples or real situational factors. Quality teaching should be based on students' interest and their level of knowledge and level of learning. Thus, there is a need to improve not only the teacher's pedagogical skills, but also the learning environment of the institutes in order to provide quality

teaching. Learning environment should address the personal needs of the students and should aim for effective learning. Quality teaching should be outcome based, and learning outcome can be improved by providing financial, academic, social support and counseling services, to the students, staff members, and minority students. Learning outcome can be improved by increasing the satisfaction level of both the students and teachers. The satisfied and motivated students and teachers will have better intellectual interactions through collaborative efforts of learning and that can help in building knowledge (Jacobs & Winslow, 2004).

Satisfied, creative and productive academicians are the most vital component of education sector. Researchers have conducted various studies and highlighted the issue of accountability and performance of faculty members in today's knowledge based era. Increased emphasis on the performance of faculty and their well-being, have raised the concern to measure the relationship between job satisfaction and job productivity of faculty. Researchers have found a positive relationship between job satisfaction and productivity of the teachers. The teachers who are satisfied with their job are found to be very active and innovative in the activities related to teaching, research, and administration. Thus, the research culture can be promoted by increasing the job satisfaction among teachers (Gappa et al., 2007). Therefore, understanding job satisfaction qualifies as the corner stone for teachers to promote quality education in a University setting. The present study therefore contemplates to explore the job satisfaction dimensions of the Central University academicians of the North India.

II. LITERATURE REVIEW

Frederick Herzberg gave Two-Factor theory in 1974. It was stated in his theory that work itself is the most important indicator of job satisfaction which highly influences the job satisfaction among employees of any organization. He has given an approach in this theory which shows that job satisfaction on one side and job dissatisfaction on the other side of two-continuum model of job satisfaction. Herzberg's theory acknowledged the characteristics of work are different for both the job satisfaction and job dissatisfaction. Herzberg (1959) theory emphasizes that these two types of factors can be categorized as motivators and hygiene factors. In order to increase the job satisfaction among employees, motivators are used such as; opportunity for growth and development, recognition and achievement while hygiene factors such as; interpersonal relationship, pay/compensation and working conditions, need to be met by the organization to prevent the job dissatisfaction among employees. The motivators are considered as intrinsic factors while hygiene factors are considered as extrinsic factors. Motivators influence job satisfaction while hygiene factors affect job dissatisfaction. When motivators will be good then satisfaction will get increase and when hygiene will be good then job dissatisfaction will be less. However, removal of hygiene factors do not guarantee about job satisfaction. Similarly, reduction in motivators will not necessarily contribute to job dissatisfaction. Essentially, job satisfaction depends on both the intrinsic and extrinsic characteristics of the work, to fulfill the needs of self-actualization of employees. Therefore, it is known as Herzberg's Motivator-Hygiene Theory. Herzberg motivation theory is one of the very important theories of motivation which emphasizes on the motivator and hygiene factors of an organization which affects the motivation and job satisfaction among employees. Kalleberg (1977) and Maddox (1981) revealed that the theory also elaborated the consequences of job

satisfaction and job dissatisfaction for an individual employee as well for organization. It was also stated in the Herzberg's two factor theory that satisfaction and dissatisfaction both are caused by different aspects of a job. Therefore, it stated in the theory that the opposite of job dissatisfaction does not mean to be satisfaction but it show that there is no dissatisfaction. Similarly, opposite of job satisfaction does not mean to be job dissatisfaction rather it shows that there is no satisfaction (Herzberg, 2003). Herzberg's theory defines the motivation as an inner force which drives an individual to achieve personal as well as organizational goals and objectives. According to the some studies as Hackman and Oldham (1976), Rathavoot, (2003) and Deci (2005) certain factor of a job which causes satisfaction is called satisfiers or motivators. Motivators are those factors of a job which motivates people to perform and causes satisfaction among people while hygiene factors can be defined as those aspects of a job which may cause dissatisfaction if these factors are not managed properly. As per the studies conducted by Hackman & Oldham (1976), hygiene factors include mainly the working environment of an organization such as; working conditions, organizational policies interpersonal matters and so on. Syptak, Marsland and Ulmer (1999) and Weir (1976) have highlighted the following factors in their research as the determinants of job satisfaction.

Achievement: This factor is related to the assignment of jobs to the employees as per their capabilities and where the employees can use maximum utilization of their talents and personal skills. There should be clarity in their individual targets and organizational targets. The objectives should be clear and achievable. The target standards should be set up for each position and the proper feedback about the performance of employees should be communicated to the employees. The performance feedback should be provided on regular basis and timely. Employees should also be aware about the challenges of their job.

Recognition: It refers to the honor, attention or a favorable note given to an employee for the outstanding behavior or 'a job well-done'. Employees at any level whether at higher level or at lower level, in an organization want to be recognized by their colleagues, supervisors and management for their achievements? The achievements of the employees should be recognized immediately when they perform any good job or achieve something. Recognition of achievements can be done in the way of writing a public note of praise, providing appreciation certificate in some functions or gatherings, following a formal recognition program in the organization like 'star employee or employee of the month or year and by availing all the periodic reports to the employees directly, instead of management.

Work Itself: Work itself helps in developing a feeling of belief that the work they perform is important and meaningful for the organization. Organizations helps in creating a belief towards the work among its employees by setting objectives and reminding the employees about the objectives and emphasizing on the fact that their efforts contribute towards goal accomplishment of an organization. In order to make the employees realize about the importance of their work, management can make use of success stories and case studies which shows that how the efforts of employees made a real differences in the accomplishment of the overall organizational goals. It also shows that the work of every employee is essential in the success of an organization. In order to increase the efficiency of the employees and organization, the unnecessary or repetitive nature task should be streamlined or eliminated.

Responsibility: Responsibility arises when we give authority to someone for doing some task or job. Responsibility to an employee can arise by giving additional authority to employees to perform their day to day activities along with giving freedom and power to perform their job in their own way, so that the employees can feel that they 'own' the results of their job. As per the rate of growth and development of employees, their responsibility can be added by assigning the more meaningful and challenging jobs to them.

Opportunity for promotion and advancement: Promotion means promoting the existing employees from the present post or designation to a higher post or designation in the organization. Advancement refers to the opportunities provided by the organizations for acquiring higher education by the employees for becoming experts in their field or job and helping in adding value to the employees to make them feel as more fulfilled.

Following are the hygiene factors explained in the Herzberg's Two-Factor theory which causes job dissatisfaction among employees:

Pay/salary/compensation: Salary is the reward that an employee gets for the work done for the organization. Salary is not considered as the motivators, but work as hygiene factor. Employees expect to be paid fairly and in competent manner by the organization for their work. If the employees perceive that the salary or pay they are getting is not fair enough and their salary is less than the standard salary or pay given by other organizations from same industry for same job, then it cause dissatisfaction among employees. The employee may get unhappy if not paid fairly and on timely, which may reduce the performance of the employee. In order to avoid the dissatisfaction among employees, organizations should clearly indicate the salaries/pay, fringe benefits, policies related to the salary, promotion, increment, bonus and other benefits in written form.

Supervision: Supervision is one of the important hygiene factors, as the deficiency or the problems faced by the employees related to their supervisor or the quality of the supervision may cause dissatisfaction among employees. Supervision comprises both the general and technical supervision in the organization. Therefore, the organizations should take utmost care while taking decisions for appointing the supervisors. The role of supervisor is very crucial and plays an important role in the organization. Poor supervision can cause dissatisfaction thus organizations need to appoint supervisors with good leadership skills and the ability to fair behavior with all its employees. Supervisor should make use of positive means to evaluate or appraising the employees.

Working Conditions: The working environment of an organization play an important role in making them feel proud about the organization they work in and the work they perform. The physical environment or the tangible aspect of the job, cleanliness, availability of tools or equipment at the right place, modern facilities, spacious office area, parking place, lighting, drinking water facility, canteen facility and rest room facilities are some of the working conditions that can prevent job dissatisfaction among employees.

Administration, policies and procedures: Unclear and unnecessary administration, policies and procedures of an organization can create frustration among employees which can cause job dissatisfaction. The policies of an organization permit the employees to use their discretion and initiatives while performing their jobs. Policies do not work as motivators but work as hygiene factors. Clear, fair and employee friendly policies can reduce the level of job dissatisfaction among employees. Policies and procedures should be in written form and

communicated to all the employees for getting their feedback on the same. Organizations should also consider the inputs of their employees while framing any policy or procedure in the organization or while taking any administrative decision. Company should also compare the policies with other similar policies. Procedures and policies should be reviewed on regular basis. The policies of company about taking the initiatives by the employees for performing their tasks can prevent the job dissatisfaction among employees.

Inter-personal relationships: Healthy and positive interpersonal relationship in an organization can reduce the job dissatisfaction among employees. Interpersonal relationships include the relationship with peer groups, relationship with supervisor, relationship with subordinates and managers. Employment contract is social contract in nature, as an employee has to work with all the other employees of the organization and it develops various interpersonal relationships between employees. Employees should be given reasonable time for this socialization process. Interpersonal relationship also helps in developing a feeling of team spirit among employees and also reduces the difficult behavior, rudeness and offensive comments. Employees from different cultural should be encouraged to live in harmony in order to avoid job dissatisfaction.

Status: Status has been defined as the rank of an employee in the social groups on the basis of employee's characteristics and the formal position of the employee in the organization. The communication problem arises when it involves the employees with different status. It is advisable to use both the verbal and non-verbal form of communication while communicating any message to the employees with different status in order to reduce the job dissatisfaction among employees. In order to reduce the influence of higher level employees on lower level employees due to their status, the status issue should be diluted. The status of an employee should not be a yard stick for the motivation.

Security: Security refers safety and security related to job, harassment, bullying, threats of layoffs, discrimination and frequent queries. Lack of job security creates a feeling of negativity among the employees which can cause job dissatisfaction. Even after working hard for the organization and performing well the employees do not get job security then the employees will seek other job opportunities where they can find job security. Job insecurity will also create the occupational stress among employees which will lead to job dissatisfaction and inefficient performance. Job security is related to the job context and is treated as hygiene factor which can prevent job dissatisfaction among employees.

Objectives: The study aims to achieve the following objectives:

1. To measure the significance of motivation and hygiene factors in job satisfaction using Herzberg theory.
2. To measure the significance of sub-factors under motivation and hygiene factors in the job satisfaction.
3. To measure the difference in the opinions of the academicians towards the motivation and hygiene factors and the sub-factors, due to the difference in their home town.

Research Methodology: The study is based on the primary data collected with the help of self-developed questionnaire. The respondents of the study were academicians working in the universities of North India and the sample size of the study was 478. Researcher has also used the secondary data in order to have better understanding of the construct used in study through literature review. The secondary data about the list of universities, number of faculty members etc., was collected from the various websites, newspapers, magazines and annual publications of MHRD, UGC and other universities. Data was analyzed using SPSS software.

Researcher has used the ANOVA test in order to measure the differences in the various factors of job satisfaction among academicians from North India and other part of the country. Multiple regression test has been used to measure the significance of motivation and hygiene factors in the job satisfaction. Following hypotheses have been formulated and tested during the current study:

Null Hypothesis 1 (H_{01}): There is no significant relationship between motivation and hygiene factors with the job satisfaction.

Null Hypothesis 2 (H_{02}): There is no significant difference in the satisfaction level of academicians towards the sub-factors of job satisfaction under motivation and hygiene factors.

Null Hypothesis 3 (H_{03}): There is no significant difference in the satisfaction level of academicians towards the various factors and sub-factors of job satisfaction, who belong to North India and other part of the country.

Data Analysis: This section deals with the detailed analysis of data collected with the help of self-developed questionnaire. The results of the multiple regression have been given below: Following regression equation has been used to measure the relationship between dependent variable and independent variables:

Table 1: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.456 ^a	.208	.205	.87007

Table 2: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	94.491	2	47.245	62.409	.000 ^b
	Residual	359.587	475	.757		
	Total	454.077	477			

a. Dependent Variable: Job Satisfaction

b. Predictors: (Constant), Hygiene Factor, Motivation Factor

Table 3: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-1.003	.392		-2.556	.011
	Motivation Factor	.581	.127	.273	4.571	.000
	Hygiene Factor	.604	.167	.217	3.620	.000

a. Dependent Variable: Job Satisfaction

Interpretation: The value of $F = 62.409$ is found to be significant at 1 per cent level of significance, which shows that a significant model has emerged from the regression analysis. The value of R square shows the percent of variance explained by the independent variable in the value of dependent variable. The value of R square is found to be 0.208 which shows that the 21 per cent of total variance in the value of job satisfaction is due to the motivation and hygiene factors and the remaining 79 percent of the total variance is due to other factors. The positive value of beta shows that the relationship between job satisfaction and motivation and hygiene factors is positive. High level of satisfaction towards the motivation and hygiene factors will lead to high level of job satisfaction among academicians and vice-versa. Thus, it can be said that the both the motivation and hygiene factors have a positive and significant contribution in the job satisfaction among academicians. Therefore, the null hypothesis which states that there is no relationship between job satisfaction of academicians and motivation and hygiene factors is found to be rejected in the current study.

The relationship of sub-factors under motivation and hygiene factors with the job satisfaction has been measured in the following section using step wise regression analysis.

Table 4: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.519 ^a	.270	.268	.83471	.270	175.710	1	476	.000
2	.553 ^b	.305	.303	.81482	.036	24.524	1	475	.000
3	.577 ^c	.333	.329	.79921	.028	19.745	1	474	.000
4	.596 ^d	.355	.350	.78667	.022	16.233	1	473	.000
5	.605 ^e	.366	.360	.78081	.011	8.116	1	472	.005

a. Predictors: (Constant), Working Conditions

b. Predictors: (Constant), Working Conditions, Responsibility

c. Predictors: (Constant), Working Conditions, Responsibility, Growth Opportunities

d. Predictors: (Constant), Working Conditions, Responsibility, Growth Opportunities, Status

e. Predictors: (Constant), Working Conditions, Responsibility, Growth Opportunities, Status, Salary & job security

f. Dependent Variable: Job Satisfaction

Table 5: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	122.425	1	122.425	175.710	.000 ^b
	Residual	331.652	476	.697		

	Total	454.077	477			
	Regression	138.707	2	69.354	104.458	.000 ^c
2	Residual	315.370	475	.664		
	Total	454.077	477			
	Regression	151.319	3	50.440	78.969	.000 ^d
3	Residual	302.758	474	.639		
	Total	454.077	477			
	Regression	161.364	4	40.341	65.188	.000 ^e
4	Residual	292.713	473	.619		
	Total	454.077	477			
	Regression	166.312	5	33.262	54.558	.000 ^f
5	Residual	287.765	472	.610		
	Total	454.077	477			

Table 4 shows that from the stepwise regression model, four significant models have been emerged which shows the relationship between dependent and independent variables in the current study. First regression model, shows the relationship between working conditions and job satisfaction. The value of R and R-square is 0.519 and 0.0.270 respectively. The value of r-square changes increases with the addition of some more independent variables in the regression model. Second regression model includes the two independent variables namely; working conditions and responsibility. The value of r-square changes from 0.270 to 0.305 after adding the variable responsibility factor, which shows that the relationship of working conditions with job satisfaction get more stronger if we add the responsibility factor in the regression model. Similarly, in regression model 3, 4 and 5 the value of r-square get increases by adding the independent variables. Thus, the last model seems to be most significant model for measuring the relationship between factors of job satisfaction and job satisfaction among academicians because the value of R-square was found to be 0.366. It can be indicated from the value of R-square that the 37 percent of the total variation in the value dependent variable is due to the independent variables and rest 63 percent is due to chance/unknown other factors. Therefore, the five independent variables which are found to be significant in the regression model namely; working conditions, responsibility growth opportunities, status, salary & job security factors.

Table 6: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.354	.259		-1.365	.173
	Working Conditions	.870	.066	.519	13.256	.000
2	(Constant)	-.799	.269		-2.978	.003
	Working Conditions	.506	.097	.302	5.190	.000
	Responsibility	.545	.110	.288	4.952	.000

3	(Constant)	.438	.276		-1.589	.113
	Working Conditions	.590	.097	.352	6.054	.000
	Responsibility	.588	.108	.311	5.421	.000
4	Growth Opportunities	.243	.055	.180	4.444	.000
	(Constant)	-.674	.278		-2.428	.016
	Working Conditions	.484	.100	.289	4.863	.000
	Responsibility	.557	.107	.294	5.204	.000
5	Growth Opportunities	.300	.056	.223	5.393	.000
	Status	.293	.073	.180	4.029	.000
	(Constant)	-1.305	.354		-3.691	.000
	Working Conditions	.450	.099	.269	4.527	.000
	Responsibility	.632	.109	.334	5.773	.000
	Growth Opportunities	.441	.074	.327	5.951	.000
Status	.278	.072	.170	3.836	.000	
	Salary & job security	.297	.104	.149	2.849	.005

a. Dependent Variable: Job Satisfaction

Table 5 depicts the value of results of ANOVA for each of the five models derived by the stepwise regression model. In all the five regression model the value of F is found to be significant at 1 per cent level of significance. Thus the null hypotheses which states that there is no relationship between job satisfaction and sub-factors under motivation and hygiene factors tends to be rejected. Thus it can be said that job satisfaction among academicians get affected by the working conditions, responsibility growth opportunities, status, salary & job security factors.

Table 6 depicts the results of regression coefficients along with the t-value and p-value for all the five regression models. It was found from the study all the five factors namely; working conditions, responsibility growth opportunities, status, salary & job security factors are positively and significantly related to the job satisfaction. Study also highlights the fact that the highest contributing factor in job satisfaction among academicians is responsibility factor followed by the working conditions while the least contributing factor in job satisfaction among academicism is status factor.

Table 7 shows the difference in the satisfaction level of academicians towards the various factors and sub-factors of job satisfaction, who belong to North India and other part of the country using t-test.

Table 7: T-test

Factors of Job Satisfaction	Levene's Test for Equality of Variances		t-test for Equality of Means		
	F	Sig.	t	df	Sig. (2-tailed)
Motivation Factor	2.961	.086	3.167	476	.002

3rd International Conference on Recent Innovations in Science, Technology, Management and Environment

Indian Federation of United Nations Associations, New Delhi, India

18th December 2016 , www.conferenceworld.in

(ICRISTME-16)

ISBN: 978-93-86171-13-9

Responsibility	7.665	.006	2.942	476	.003
Achievement	2.714	.100	2.801	476	.005
Recognition	1.212	.271	3.151	476	.002
Growth Opportunities	.819	.366	1.561	476	.119
Work Itself	7.919	.005	2.922	476	.004
Hygiene Factor	1.062	.303	2.739	476	.006
Company Policies, administration & policies	4.026	.045	.734	476	.463
Interpersonal Relationship	1.579	.209	.962	476	.337
Salary & job security	.008	.928	.410	476	.682
Working Conditions	4.774	.029	3.589	476	.000
Status	.125	.724	2.705	476	.007
Personal/Family	2.256	.134	1.900	476	.058

Interpretation: It can be interpreted from the table 7 that there is a significant difference in the opinions of the academicians towards the motivation factors whose home town is in North India and who belongs to the other parts of the country. Further it was found from the t-test that, under motivation factors, there is a significant difference in the opinions of the academicians towards the responsibility, work itself, achievement and recognition factors, who belong to in North India and who belong to the other parts of the country. While there is no significant difference has been found in the opinions of the academicians towards the growth and opportunity factor, who belongs to in North India and who belongs to the other parts of the country.

It can be interpreted from the table 7 that there is a significant difference in the opinions of the academicians towards the hygiene factors, whose home town is in North India and who belongs to the other parts of the country. Further it was found from the t-test that, under hygiene factors, there is a significant difference in the opinions of the academicians towards the working conditions, status and personal/family factors, who belong to in North India and who belong to the other parts of the country. While there is no significant difference has been found in the opinions of the academicians towards the Company Policies, administration & policies, interpersonal relationship and salary/job security factors; who belongs to in North India and who belongs to the other parts of the country.

Findings and Conclusion: The findings of the study have been summarized as follows:

1. The Herzberg theory has been successfully tested in the current study. Both the motivation and hygiene factors have been found positively and significantly related to the job satisfaction among academicians.
2. Total five factors out of eleven sub factors under both the motivation and hygiene factors, have been found significantly contributing to the job satisfaction. These sub factors are namely; working conditions, responsibility, growth & opportunities, status and salary/job security.

3. It has been found from the study that there is a significant difference in the satisfaction level of academicians towards the motivation and hygiene factors of job satisfaction due to the difference in their home town.
4. Academicians whose home town is in North India are found to be highly satisfied towards the motivation and hygiene factors than the academicians whose home town is in other parts of the country.
5. It has been found that there is no significant difference in the satisfaction level of academicians towards the growth & opportunity, salary & job security, company Policies, administration & policies and interpersonal relationship factors of job satisfaction due to the difference in their home town.

Limitations: The sample size of the study is 478 only which is of course very small in comparison to the population. The study is limited to the North India; it can be extended to other areas of the country also. The study is based on the primary data thus, it suffers from all the limitations of the primary data.

REFERENCES

- [1.] Chen, S. H., Yang, C. C., Shiau, J.Y. and Wang, H. H. (2006). The Development of an Employee satisfaction model for higher education. *The TQM Magazine*, 18 (5), pp. 484-500.
- [2.] Deci, E. L. and Ryan, R. M. (2005). Self-determination theory: A macro theory of human motivation, development, and health. *Canadian Psychology*, 49(3), pp. 182-185.
- [3.] Gappa, J.M., Austin, A.E., & Trice, A.G. (2007). *Rethinking faculty work: Higher education's strategic imperative*. San Francisco, CA: Jossey-Bass.
- [4.] Hackman, J. R. & Oldham, G. R. (1976). Motivation through the design of work: Test of a theory. *Organizational Behavior and Human Performance*, 16, 250-279.
- [5.] Herzberg, F. (2003). 'One more time: how do you motivate employee?', *Harvard Business Review*, 81, 56-96.
- [6.] Herzberg, Frederick; Mausner, Bernard; Snyderman, Barbara B. (1959). *The Motivation to Work* (2nd ed.). New York: John Wiley. ISBN 0471373893.
- [7.] Jacobs, J.A., & Winslow, S.E. (2004). Overworked faculty: Job stresses and family demands. *The ANNALS of the American Academy of Political and Social Science*, 596, pp. 104-129.
- [8.] Johnes, J., & Taylor, J. (1990). The development of an employee satisfaction model for higher education. *TQM Magazine*, 18 (5), pp. 484-500.
- [9.] Kusku F (2003). Employee satisfaction in higher education: the case of academic and administrative staff in Turkey. *Career Development International*, 8 (7), pp. 347-356.
- [10.] Locke, E.A., & Latham, G.P. (2000). *A theory of goal setting and task performance*. New Jersey: Prentice Hall
- [11.] Maddox R. Neil (1981). Two-factor Theory and Consumer Satisfaction: Replication and Extension. *Journal of Consumer Research*, 8 (1), <http://dx.doi.org/10.1086/208845>.
- [12.] Okpara JO, Squillace M, Erondu EA (2005). Gender differences and job satisfaction: a study of university teachers in the United States. *Women Management Review*, 20 (3), pp. 177-190.
- [13.] Pearson DA, Seiler RE (1983). Environmental satisfiers in academe. *Higher Education*, 12 (1), pp. 35-

- 47.
- [14.] Rathavoot Ruthankoon, Stephen Olu Ogunlana, (2003). Testing Herzberg's two-factor theory in the Thai construction industry. *Engineering, Construction and Architectural Management*, 10 (5), pp. 333-341.
- [15.] Saif-ud-Din, Khair-uz-Zaman and Nawaz, A. (2010). Impacts of Demographic Variables on Job Satisfaction of the Academicians in Universities of NWFP, Pakistan. *Bulletin of Education and Research*, 32 (1), pp. 53-68.
- [16.] Schuster, J.H. & Finkelstein, M.J. (2006). *The American faculty: The restructuring of academic work and careers*. Baltimore, MD: The John Hopkins University Press.
- [17.] Sharma, R.D., & Jyoti, J. (2006). Job satisfaction among school teachers. *IIMB Management Review*, 18 (4), pp. 413-427.
- [18.] Syptak, J.M., Marsland, D.W., & Ulmer D. (1999). Job satisfaction: Putting theory into practice. *Family Practice Management*, 6(9), pp. 26-30.