

Does Gender Difference Matter in Job Satisfaction? A Case of Academicians in Karnataka

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ABSTRACT

Learning organizations are the hubs of knowledge generation and dissemination. Academicians need organizational support to accomplish these time-consuming tasks effectively. The academician, when satisfied with his or her own work, is committed to the organization and demonstrates higher work productivity and work quality. The present study, with a cross-sectional design, was aimed to assess the level of job satisfaction (gender-wise) and its determinants, among academicians, in the institutions of higher education in Karnataka. The study used a validated job satisfaction questionnaire developed by the researchers. The overall job satisfaction was satisfactory and did not differ between the male and female academicians. The job satisfaction in the aspects of promotion, supervision, co-workers, facilities, and working hours differed significantly between the male and female academicians. Among the socio-demographic factors; government or government-aided institutions, as well as the age of the academician, predicted job satisfaction. The findings imply the need for improved infrastructure facilities, clarity on the promotion process, fair distribution of workload, and an improved social atmosphere with gender equality and better

interpersonal relationships. This study of job satisfaction among the academicians of Arts, Science, Commerce, and Management colleges of Karnataka, is novel as there is no prior documented systematic inquiry among academicians of these streams.

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INTRODUCTION

'Job satisfaction' is an overall feeling of liking one's job or the facets of the post (Spector, 1997). The aspects of the position include the pay/salary, reward/recognition, training and development, job security, role clarity, leadership style, the policies and procedures, supervisor and co-worker support, career growth/promotion, organizational culture, and the physical work environment (Tomer & Rathee, 2018). Herzberg classifies these aspects of the job as motivational (intrinsic) and hygiene (extrinsic) factors (Khanna, 2016). Each facet of the position in itself and association with the other influences job satisfaction.

The study of job satisfaction has been a topic of interest to people in organizations and people who study them. An assessment of the 'job satisfaction' of employees in an institution is vital to understand: 1) what the employee(s) perceive(s); 2) the aspects within the organization that influence the perception and; 3) the impact of the perception on the organization as a whole (Spector, 1997). Job satisfaction enhances organizational commitment (Rehman et al., 2013), thus influencing the quality of work and productivity.

There is a paucity of research related to the impact of job satisfaction on the organization. However, most of the prior studies on job satisfaction within and outside India, in the learning organizations (education sector) explored: 1) the level of job satisfaction; 2) the interdependencies between the job satisfaction and the motivational or hygiene factors within

the organization (Ali & Akhter, 2009; Al-Mutairi et al., 2017; Amarasena et al., 2015; Eyupodlu & Saner, 2009; Jena, 2015; Masum et al., 2015; Moloantoa & Dorasamy, 2017; Razali et al., 2013; Saif et al., 2012) and; 3) the association between the socio-demographic variables and job satisfaction (Ahmad et al., 2015; Ch, 2013; Krishnakumar, 2013; Machado et al., 2011; Nas, 2016; Sakiru et al., 2017; Yilmaz et al., 2014; Yoleri & Bostanci, 2012). A review of the literature to identify the antecedents of job satisfaction among teachers reported working environment, pay, or salary, promotion or reward, training and development, career growth, role clarity, recognition, leadership style, and human resource practices as the significant antecedents (Tomer & Rathee, 2018). Age (Krishnakumar, 2013), work autonomy (Amarasena et al., 2015), and compensations (Ludviga & Kalvina, 2016) were predictors of job satisfaction among academicians. However, Rehman et al. (2013) argued that every organization and employee was unique, and the findings from the previous studies could not be compared or applied to organizations outside the setting of the study. Recommendations to improve job satisfaction must be based on the evidence gathered in the local context.

The academicians's involvement to advance the knowledge economy and community development activities have been most recently emphasized in higher education institutions in India. As an effect, academicians at present seem quite engaged in work-related affairs, irrespective of whether it is the pressure to produce

evidence of participation in the continuing education programs or the motivation for professional/career growth. They diligently participate in research, acquisition of grants, collaborations, publication, social welfare, and community development activities. The majority of Indian academicians make time for such activities by adopting work-life integration strategies to cope with the demands. In this scenario, “are academicians satisfied in their current job?” was the question of interest to the investigators of the present study.

Further, observation of lower percentage of female faculty in higher-order designation such as Professor, Associate Professor, Reader in the state Public Universities and their affiliated colleges teaching Art, Science, Commerce and Management between the years 2015-18 (The website of the All India Survey on Higher Education (AISHE) (<http://aishe.nic.in/aishe/home>) includes Institution-wise, Post-Wise Number of Male & Female Teachers in University &

its Colleges) inspired us to examine the gender differences (Table 1). Thus, a study was planned with the aims to identify: 1) the level of job satisfaction (gender-wise), and 2) the socio-demographic determinants of job satisfaction. The purpose of this study was to document the evidence, to influence suitable policies or strategies to evolve an enabling work atmosphere in the regional context.

MATERIALS AND METHODS

This cross-sectional survey was carried out in the year 2016-18, after obtaining the approval from the Institutional Ethics Committee (IEC 61/2016). The population for this study was the faculty members employed on a tenure basis in universities/higher education institutions and affiliated colleges in Karnataka. A questionnaire developed by the researcher was used to collect the data. It included 1) Proforma on socio-demographic characteristics, and 2) Job satisfaction questionnaire.

Table 1

*Post-wise number of male and female teachers in state Public Universities and their affiliated colleges**

Designation	2015-2016		2016-17		2017-18		2018-19	
	M	F	M	F	M	F	M	F
Professor & Equivalent	860	335	718	271	709	252	787	330
Associate Professor	4554	2178	3585	1720	3221	1654	3305	1777
Reader	89	30	39	23	70	26	65	31
Lecturer (Selection Grade)	1314	863	743	628	702	564	734	531
Assistant Professor	6030	4399	6676	5534	7693	6395	8676	7711
Lecturer (Senior Scale)	151	168	117	111	134	112	109	89
Lecturer	7583	6557	5947	5833	6122	6145	6797	6750
Total	20589	14530	17825	14120	18651	15148	20473	17219

Note: *Universities teaching Arts, Science, Commerce, and Management

*There were 11 universities in 2015-16, it increased to 13 in 2018-19

Source: All India Survey of Higher Education, Teaching Staff Report 17, 2015-16 to 2018-19

Job Satisfaction Questionnaire: The items were compiled from the review of literature and suggestions by the experts in the field of education. The draft questionnaire contained 44 items. For each item, respondents were asked to indicate their perception on a 5-point scale - Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), and Strongly Disagree (1). While computing the total score on the main scale and the subscales, responses to the negative statements were reverse scored. Thus, a higher overall score indicated a higher satisfaction level. Towards the end of the questionnaire, space was provided for additional remarks, if any. The content validation was done by circulating the job satisfaction questionnaire to eight experts (four men and four women faculty) in higher education. The items retained were rated relevant by at least five experts. The questionnaire was pilot tested by administering it to 32 academicians, of which 18 were female, and 14 were male. This data was used to test the internal consistency of the job satisfaction scale. We computed Cronbach's alpha as a measure of the internal consistency coefficient. The 33 items with a discriminating ability of more than .3 ("Corrected item-total Correlation" in Statistical Package for Social Sciences (SPSS)) were retained in the scale. The internal consistency coefficient computed with these 33 items was .79. The alpha coefficient computed from the final survey was .88. Table 2 presents the alpha coefficients of the subscales. The reliability of the scale and subscales were satisfactory for the size of the scales.

The scope of this study was limited to state Public Universities and the affiliated colleges teaching Arts, Science, Commerce, and Management. There were 11 state Public Universities in Karnataka during 2016 and the faculty distribution in these universities during 2015-16 to 2017-18 is shown in Table 1. Four of the 11 Universities were less than ten years old. We requested the seven Universities which were more than ten years old to participate in the study. Five Universities responded to the request. Four to five colleges affiliated with these five Universities were selected by convenience sampling. Institutions were visited with prior appointment, to administer the questionnaires. Participation was voluntary, and confidentiality of the data was assured. The participants signed a consent form. Of the 400 questionnaires (minimum of 75 questionnaires per University), a total of 306 faculties responded to the questionnaire (77% response rate). We excluded 43 questionnaires from analysis (34 filled by

Table 2
Reliability of subscales of the job satisfaction questionnaire

Sub Scales	Coefficient Alpha
Pay and Leave (2 items)	.5
Promotion (2 items)	.46
Supervision (3 items)	.64
Co-workers (2 items)	.65
Job Security (2 items)	.35
Growth (4 items)	.77
Working Hours (2 items)	.47
Teaching (5 items)	.7
Research (4 items)	.31
Administrative support (4 items)	.71
Facilities (3 items)	.57

the faculty on annual contracts, and nine were incomplete questionnaires). The data collected from the 263 participants employed on a tenure basis were analyzed using SPSS (v.15).

The socio-demographic data were presented as bivariate frequency tables. The items of the job satisfaction questionnaire were summarized, by clubbing the 'Strongly agree' and 'Agree' categories, to make the summary simple. Percentage distribution, *t*-test, and multiple regression analysis were carried out to identify the socio-demographic factors associated with the job satisfaction score.

RESULTS

Socio-demographic Characteristics of the Participants

A total of 127 male and 136 female faculty from various universities/colleges/higher education institutions participated in the survey. The mean age, in years, of men (43.24) and women (42.89) participants, as well as the mean duration of teaching experience in years of male (13.11) and female (14.2) participants, were almost the same. Of the 62.7% of the faculty involved in research, 56.36% were females. Table 3 summarizes the socio-demographic characteristics of the participants of this study.

Responses to Items of the Job Satisfaction Questionnaire

The responses to the items of the job satisfaction questionnaire are presented subscale-wise, in Table 4. A lesser percentage

of females were satisfied with the chances of promotion, immediate supervisor, career prospects, flexible working hours, teaching workload, the infrastructure provided, and the number of personnel in the department to run the classes. A lesser percentage of males were happy with co-workers. About 50% of the males joined the teaching profession because they had no other choice.

The thematic analysis of the responses to an open-ended item, "Is there anything else related to job satisfaction that you want to share?" implies that participants believed, 'job satisfaction lies in individuals being able to maintain a balance between various aspects of academic life'. Few male participants expressed that each individual must be allowed to decide which priority to focus on – be it collaborations, research, or teaching to ensure satisfaction and high-quality output (individual or the team) rather than having a blanket approach towards all. The participants suggested that better incentives, salary, adequate recognition for achievements, teamwork, and a relaxed environment at the workplace are imperative to maintain a stress-free and satisfying work life. The female participants suggested consideration of experience and achievements for promotion, supervisor and co-worker support, lesser teaching workload, more time for research work, flexible work timings, and facilities such as day-care for the dependents, grievance cell, mental health care, recreation center, and a separate room for women faculty.

Table 3
Socio-demographic characteristics of the participants

Socio-demographic factors	Frequency	Percentage
Gender		
Male	127	48.3
Female	136	51.7
Type of the College/University		
Government or Government Aided	225	85.6
Private	38	14.4
Discipline		
Science	97	36.9
Social Science/ Commerce/Management	166	63.1
Designation		
Professor	40	15.21
Associate Professor	84	31.94
Assistant Professor	139	52.85
Involved in research		
Yes	165	62.7
No	98	37.3
Distance from home to the workplace		
Less than 10 KM	162	61.6
10 -20 KM	50	19
More than 20 KM	51	19.4
Marital status		
Married	228	86.7
Single/Separated/ Divorced /Widow/Widower	35	13.3
Age distribution of children		
0-6 Years	85	32.32
7 or more years/no children	178	67.68
Type of family		
Nuclear	113	42.97
Joint	150	57.03
Caring responsibility at home		
No caring responsibility	123	46.77
Caring responsibility of the Ill/Elderly/Disabled	140	53.23
Spouse's profession		
Academic	67	25.48
Non-academic	161	61.22
Residential area		
Rural	101	38.4
Urban	162	61.6

Table 4
Gender-wise response to each item of the job satisfaction questionnaire

Items Representing Job satisfaction	Male (n=127)	Male (Percent agreed)	Female (n=136)	Female (Percent agreed)
Pay and Leave				
I am satisfied with the present salary structure	117	92.10	122	89.7
I am satisfied with the leave facility provided to me	109	85.9	115	84.5
Promotion				
I am satisfied with my chances of promotion	111	87.40	93	68.40
Job promotion is based purely on job performance and achievement	102	80.30	80	58.80
Supervision				
My immediate supervisor is quite competent in doing his/her job	90	70.90	81	59.60
My immediate supervisor shares faculty feedback in a positive way	89	70.10	82	60.30
My immediate supervisor encourages my development	103	81.10	101	74.30
Co-workers				
I share good relations with my co-workers	74	58.30	94	69.10
I feel that my co-workers are incompetent	70	55.10	40	29.40
Job Security				
My job is compatible with my qualification and experience	111	87.40	114	83.80
There is job security and stability at the institution	102	80.30	106	78.50
Growth				
Career prospects are given irrespective of the gender of the faculty	110	86.60	101	74.30
There are opportunities to utilize our skills and talents	112	88.20	113	83.10
The university helps me to pursue my professional growth	92	72.40	104	76.50
I have been recognized for my good performance	103	81.10	104	76.50
Working Hours				
We have flexible working hours	79	62.20	74	54.40
I am satisfied with the working hours	106	83.50	109	80.10
Teaching				
I am satisfied with the interaction with my students	107	84.30	106	77.90
I like teaching	101	79.50	119	87.50
I receive cooperation from my colleagues in teaching	101	79.50	100	73.50
I have a fair teaching load	115	90.60	104	76.50
I joined this profession because I had no other choice	67	52.80	42	30.90

Table 4 (continue)

Items Representing Job satisfaction	Male (n=127)	Male (Percent agreed)	Female (n=136)	Female (Percent agreed)
Research				
There is a lack of mentorship for research	46	36.20	54	39.70
I am satisfied with the library facilities	82	64.60	93	68.40
I do not get time for research activities	74	58.30	71	52.20
I am interested in research	112	88.20	115	84.60
Administrative support in the institutions				
Interpersonal relationships with administrators are good	85	66.90	98	72.10
Administration provides clarity about the faculty promotion process	59	46.50	57	41.90
Our institution gives men and women equal opportunity for administrative positions	54	42.50	62	45.60
Men and women are equally respected in our institution	91	71.70	104	76.50
Facilities				
The office/area of work is comfortable and safe	100	78.70	105	77.20
The infrastructure provided is satisfactory for academic purposes	79	62.20	60	44.10
The number of personnel is sufficient to run the work/classes	89	70.10	78	57.40

Comparison of Job Satisfaction among the Male and Female Participants

The scale and subscale scores of the job satisfaction questionnaire were compared gender-wise applying the independent sample *t*-test, which assumes interval scale data (Table 5). The mean of the overall level of job satisfaction scores of male and female participants was the same and towards the higher side. The male faculty scored significantly higher on four subscales (Promotion, Supervision, working hours, and Facility) of the job satisfaction questionnaire, while females scored significantly higher on the subscale "Co-workers". The difference in the level

of job satisfaction was significant in these five sub-scales.

Determinants of Job Satisfaction

Multiple linear regression analysis was used to explain the relationship between one continuous dependent variable and two or more independent variables. In the present study, for multiple regression analysis, the total job satisfaction score was treated as a dependent variable, and demographic factors were treated as independent variables. When the variables were highly associated, only one of the variables was included in the regression analysis. The number of categories was reduced, including them with

Table 5
Gender-wise comparison of mean scale and subscale scores of the job satisfaction questionnaire

Scale/subscale	Gender	n	Mean	Std. Deviation	t-value	P-value	95% CI																																																																																																																
Salary & leave	Male	127	8.42	1.35	.638	.524	-.21 to .41																																																																																																																
	Female	136	8.32	1.22				Promotion	Male	127	8.28	1.68	3.94	<.001	.43 to 1.29	Female	136	7.43	1.84	Supervision	Male	127	11.51	2.25	2.36	.019	.108 to 1.2	Female	136	10.86	2.23	Co-workers	Male	127	6.165	2.34	-3.17	.002	-1.44 to -.34	Female	136	7.052	2.19	Job security	Male	127	8.27	1.32	.276	.783	-.29 to .38	Female	136	8.22	1.44	Growth	Male	127	16.15	2.67	1.203	.230	-.26 to 1.07	Female	136	15.74	2.81	Working hours	Male	127	7.69	1.54	2.584	.01	.13 to .92	Female	136	7.17	1.73	Teaching	Male	127	19.36	3.48	-.33	.74	-1.016 to .73	Female	136	19.51	3.68	Research	Male	127	13.62	2.62	.513	.61	0.43 to .73	Female	136	13.47	2.15	Administrative support	Male	127	13.795	3.41	.15	.88	-.73 to .85	Female	136	13.735	3.09	Facility	Male	127	11.24
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appropriate categories. Age (continuous), Gender (Male=1, Female=0), Type of institution (Government or Government Aided=1, others=0), Discipline (Science=1, others=0), Research (involved in research=1, else=0), Children (below 6 years=1, else=0), Type of family (Nuclear=1, else=0), Family background (Rural=1, else=0), Caring responsibility at home (Yes=1, No=0), Distance from home to workplace (less than 10KM=1 else=0 and 10-20 KM=1, else=0) were treated as independent variables.

We tested the assumptions for multiple regression analysis. Normal Predicted Probability (P-P) plot was used to assess

the normality of residuals of the regression (Figure 1), and the homoscedasticity assumption was evaluated by plotting the predicted values and residuals on a scatterplot (Figure 2). Multiple linear regression informs how much the job satisfaction score is expected to increase (or decrease) for every one-point increase (or decrease) in independent variables adjusting for the influence of the other variables. Stepwise regression was carried out to identify the variables which are significantly associated with the job satisfaction score, and it eliminated all the independent variables from the model except "Type of

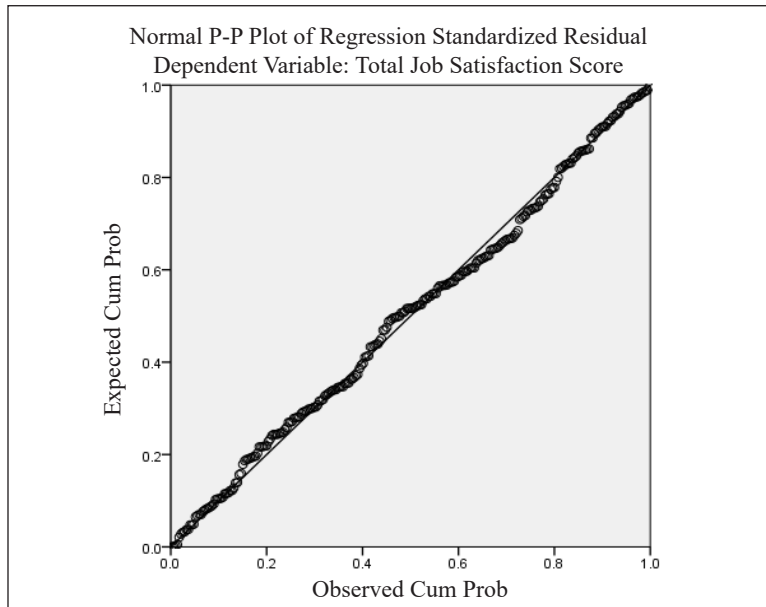


Figure 1. P-P Plot showing residuals of the regression following a normal distribution

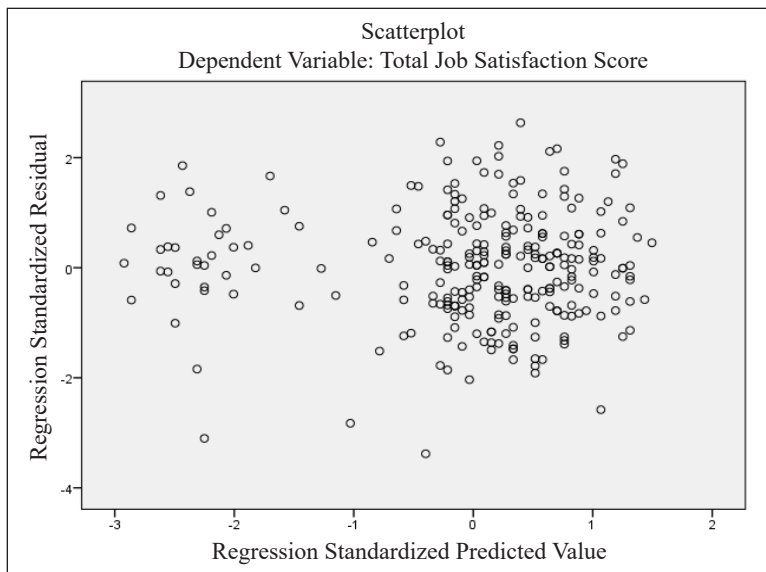


Figure 2. Residual plot showing homoscedasticity (Dependent variable: Total Job Satisfaction Score)

institution” and “age”. These two variables were found to be associated significantly with job satisfaction (Table 6). The two-predictor model was able to account for only 6.2% of the variance in total job satisfaction

score, $F(2, 260) = 8.66, p < .001, R^2 = .062$, $\text{Adj-}R^2 = .055$. Table 6 indicates that, for every ten years increase in age, the average job satisfaction score increases by 2.4 units. The average job satisfaction score of

Table 6
Job satisfaction and associated socio-demographic factors

Model	Unstandardized Coefficients		t	Sig.	95% Confidence Interval for b		Collinearity Statistics
	b	Std. Error			Lower Bound	Upper Bound	VIF
(Constant)	105.02	5.33	19.71	<.001	94.53	115.51	
Type of institution (Government or Government Aided)	9.19	2.69	3.43	<.001	3.91	14.48	1.005
Age	.24	.113	2.12	.035	.017	.46	1.005

faculties, from government or government-aided institutions, was 9.19 units more than the average score of others, adjusting for the influence of other independent variables. Multicollinearity was checked by computing the Variance Inflation Factor (VIF) and was found to be in the accepted range (VIF<5) supporting the absence of multicollinearity.

DISCUSSION

Job satisfaction is a dynamic and complex phenomenon (Nas, 2016). It is a product of situational factors and situational occurrences (Al-Mutairi et al., 2017). The administrator, supervisor, and co-worker support have a significant influence on job satisfaction (Masum et al., 2015; Saif et al., 2012). During the tenure as a full-time faculty, academicians are assigned additional academic advising and/or administrative responsibilities from the institution. These responsibilities are time-bound, and most of them are not spread throughout the year. However, at times, the primary and the additional responsibilities coincide with unexpected life events (personal/family). These are the compelling circumstances in which the academician seeks support

from the supervisor and the co-worker. In the present study, more than 50% of respondents had caring responsibility for the elderly, ill, or disabled and a lesser number of academicians were satisfied with the relationship with the co-workers compared to the relationship with the administrators.

The lower mean score of female faculty members in the level of job satisfaction is in the aspect of promotion. It is interesting to note that a higher percentage (56.36%) of female participants, were involved in research compared to the male participants. However, only 58.8% of the female participants felt that the promotion was purely on the achievement and job performance as against 80.3% of the male participants. The majority (>46%) of the male and female faculties were not satisfied with the support from the administration on 'clarity in promotional process' and 'equal opportunities for administrative positions' in the present study. Further, the difference in response to the item, "Career prospects are given irrespective of the gender of the faculty" was more than ten percentage points, between the male and the female faculties. A significant difference

in the aspect of promotion between the male and female participants implies that the female faculty members perceived gender bias and unfair treatment within the institution. It is also evident from the responses of the female participants that in the areas of infrastructure facilities for academic purposes, the flexibility of work hours, fair distribution of workload, and the number of personnel to run classes; were primarily experiencing limitations of resources to fulfill the assigned tasks. Fears over promotions need to be examined critically since they indicate wide-spread discriminating practices against women in Indian higher academia (University Grants Commission, 2013). An organizational culture which nurtures equality, fair treatment, trust, transparent policies and procedures (Ludviga & Kalvina, 2016), continuous learning, team learning, collaborations (Razali et al., 2013) as well as enabling institutional management (Khanna, 2016; Sakiru et al., 2017), with strategic leadership (Razali et al., 2013), good governance (Nawi et al., 2017) and interpersonal relationship (Ali & Akhter, 2009); might improve the job satisfaction of academicians in Karnataka.

The type of institution was one of the predictors of job satisfaction. The level of job satisfaction of academicians in the government or government-aided institutions was higher compared to the private institutions. A similar observation was reported in another study in Karnataka which attributes larger teaching workload, less time for research, and more time spent

in educational and promotional activities; as the factors responsible for the lower level of job satisfaction and scientific productivity in the private institutions offering Pharmacy programs (Ahmad et al., 2015). Further, compared to the government institutions, the physical facilities in private institutions are inadequate in India (Borah, 2016). There are uniform rules and regulations across government institutions in India, leaving lesser space for arbitrary appointments, which is not an observation across the private sector. Though the work values of academicians in public and private sectors are not explored in the present study, they are expected to be similar in both sectors (Ali & Panatik, 2015). Thus, to improve the job satisfaction level of academicians in the Indian private sector, adherence to the standards of infrastructure and human resource management should be maintained.

The age of the academician was a predictor of job satisfaction in the present study, and a similar observation was also made by Krishnakumar (2013) in Karnataka. The relationship was also similar to the findings of a meta-analysis on age and job satisfaction, which showed a weak positive linear relationship (Bernal et al., 1998). In contrast, job satisfaction surveys have shown no association with age (Sakiru et al., 2017; Saner & Eyupoglu, 2012) or decreasing trend of satisfaction with increasing age and higher designation (Ch, 2013). Aging is a multifactorial process and involves changes brought about by the physiological, social, and psychological factors (Bernal et al., 1998). As these

factors are not explored in the previous studies, there is a need to examine the relationship of job satisfaction with age, outside the chronologic perspective to label it as a predictor of job satisfaction, as recommended by Bernal et al. (1998).

In the present study, the job satisfaction of the academicians was better in the aspects of pay and leave, job security, and growth. A study reported that the level of job satisfaction among academicians across India was the same in these aspects (Khanna, 2016), which infers that the focus lies in improving the other motivational and hygiene factors in learning organizations. Motivational factors such as the work itself, recognition and achievement as well as hygiene factors such as the status and rank, working conditions, administrative policies, and procedures are not explored in the present study. However, the review of literature informs that these factors are the antecedents of job satisfaction (Tomer & Rathee, 2018), and have a significant relationship with job satisfaction (Al-Mutairi et al., 2017; Masum et al., 2015; Razali et al., 2013; Saif et al., 2012). To substantiate the magnitude of the evidence, there is a need to study the relationship between these factors with job satisfaction in the regional context.

Teaching and research are time-consuming endeavors that demand time and focused attention. It is interesting to note that the participants in the present study were interested in both teaching and research. In both of these aspects, the level of job satisfaction of the male and female

academicians was alike, a finding similar to the observations in Malaysia (Dhanapal et al., 2013). Though 52.8% of the male and 30.9% of female faculty opted for the teaching profession because of 'no other choice', the academicians in the present study were more satisfied with the teaching aspect of the job rather than research. A study in Portugal reports similar results (Machado et al., 2011). The busy schedule of classes, administrative obligations, and writing tasks predominantly affects the scientific productivity of academicians (Yilmaz et al., 2014). In the present study, the majority of the male and the female faculties expressed that there were opportunities to use their talents/abilities (>80%) or to pursue professional growth (70%), however, 'time' was the major constraint (as expressed by 58.3% of male and 52.2% of female participants) in pursuing their research interests. The factors such as dissatisfaction with the library facilities, lack of mentors for research, incompetent co-worker or the supervisor, and the unsatisfactory relationship with co-workers and the administrator, could also have had a cumulative influence on the lower level of satisfaction in the aspect of research. Due attention to these areas and fair distribution of workload, keeping in mind the importance of nurturing research interest of academicians, is essential.

The association between job satisfaction and other factors such as the department, experience, income, marital status, spouses education background, the number of children (Yilmaz et al., 2014), type of

employment (permanent versus contract) and the designation (Eyupodlu & Saner, 2009) have been studied in prior researches. In the present study, these variables (except the type of employment) were not the predictors of job satisfaction. The findings on the influence of socio-demographic factors on job satisfaction across the globe were inconsistent (Tomer & Rathee, 2018) and thus inconclusive. However, the findings of the present study need to be interpreted, considering the limitations of the survey approach and in relation to the context (Rehman et al., 2013).

The findings of the present study have implications for the regulatory body and the higher education institutions in India. At the institutional level, infrastructure facilities (including ladies' room, day-care center) and maintenance of cordial, trustworthy, transparent (Ali & Akhter, 2009; Ch, 2013; Masum et al., 2015), and humane work environment including flexible work hours (wherever applicable) and equal opportunity for promotions should gain momentum. An observation of the work environment of private institutions and their adherence to the expectations (in terms of resources) laid down by the regulatory body or professional council is essential (Borah, 2016).

This study of job satisfaction among the academicians of Arts, Science, Commerce, and Management colleges of Karnataka is novel, as there is no prior documented systematic inquiry among academicians of these streams. However, the colleges under various universities in the present study were selected through convenience

sampling. A study with larger sample size, the random selection of colleges, and the inclusion of qualitative component (In-depth Interview or/and Focus group discussion) would strengthen the findings. Further, a component of work autonomy (Amarasena et al., 2015) and compensation (Ludviga & Kalvina, 2016) may also be added and their association with job satisfaction may be assessed in the Indian context in future studies.

CONCLUSION

'Teaching' is a responsible job. Academicians have the potentials to generate and disseminate knowledge, the characteristics essential to advance the knowledge economy, and community development. A satisfied academician stays in the learning organization and contributes to its growth. Thus, it is necessary to know the level and the determinants of job satisfaction of academicians. In the present study, there was no gender difference in the overall level of job satisfaction. However, the difference in the aspects of promotion, supervision, co-worker support, working hours, and the facilities was statistically significant. The academicians of advancing age in the government or government-aided institutions are likely to be more satisfied in the job than those of the private sector. The management of higher education institutions in Karnataka should invest in the development of the infrastructure facilities and congenial psychosocial work environment within the campus.

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