

## **JOB SATISFACTION LEVELS AND FACULTY MEMBERS OF ISLAMIC AZAD UNIVERSITY**

**Gholamreza Rahimi<sup>1</sup>, Qader Vazifeh Damirch<sup>2</sup>, Mir Hosein Seyyedi<sup>3</sup>**

*<sup>1</sup>Assistant Professor in Management Department of Islamic Azad Universities, Jolfa International Branch, East Azerbaijan, Iran*

*<sup>2</sup>Management Department of Islamic Azad Universities, Jolfa International Branch, East Azerbaijan, Iran, +989144514570*

*<sup>3</sup>Management Department of Islamic Azad Universities, Jolfa International Branch, East Azerbaijan, Iran*

### **ABSTRACT**

Job satisfaction is one's attitude towards his job (positive or negative). Satisfaction in work and the work environment is the basic constituent of employee job satisfaction. Employee attitudes and values influence their behavior. Positive outlook and backup from HR helps modify behavior resulting in higher performance levels. The main focus of this study is to reveal the level of job satisfaction of faculty members in Islamic Azad universities of Iran. To achieve the purpose of this study, the researchers investigated the present level of job satisfaction among the faculty members of Islamic Azad university branches in Iran. Based on a survey, it attempts to gain insights into the satisfaction levels from the perspective of the Islamic Azad university teachers. The study concluded with the facts that faculty members are overall satisfied with their present condition, except the factors like-training facilities, and some physical facilities and distribution of courses. Further it has been found that there is no significant difference between male and female faculty members regarding job satisfaction.

Keywords: Job satisfaction, Faculty members, Tertiary level, Job descriptive index.

### **1 INTRODUCTION**

Iran has a large network of private, public, and state affiliated universities offering degrees in higher education. State-run universities of Iran are under the direct supervision of Iran's Ministry of Science, Research and Technology (for non-medical universities) and Ministry of Health and Medical Education (for medical schools). In 2008, Iran had over 3.5 million students enrolled in universities. Some 1.7 million study in various programs in Islamic Azad University and the remainder in State universities. In addition the new enrollment numbers for the academic year 2010 were 345 thousand in Azad universities, and 320 thousand in State universities [1].

While overall employee satisfaction has declined to 45%, the percentage of employees satisfied with their jobs is lowest in the under 25 age group with only 35.7% satisfied. Among employees in the age group 25-34, 47.2% are satisfied; employees in the age group 35-44 scored 43.4% in job satisfaction. Employees in the 45-54 age range scored 46.8%; employees 55-64 scored 45.6% in employee satisfaction and, of those employees age 65 and over, 43.4% are satisfied. Employee satisfaction at work has decreased significantly in the past twenty years, as these figures indicate – and I predict employee satisfaction will get worse in the next few years. A combination of events is creating a perfect storm affecting employee satisfaction. A generation of employees who feel entitled to employee satisfaction has entered the workforce and several generations of employees for whom work never quite fulfilled their dreams, are leaving. And, they are leaving in the worst of economic times which will affect their satisfaction with the rest of the quality of life they experience [2].

Job satisfaction may be defined as a positive emotional response from the assessment of a job or specific aspects of a job [3]. It is influenced by many factors such as: the working conditions, work itself, supervision, policy and administration, advancement, compensation, interpersonal relationships, recognition, and empowerment [4]. According to Quick (1998), each person has a different set of goals and can be motivated if he/she believes that: there is a positive correlation between efforts and performance; effective performance will result in a pleasing reward; the reward will satisfy an important need; and the desire to satisfy the need is strong enough to make the effort meaningful [5].

Therefore, the focus of this study is to reveal the level of job satisfaction of faculty members in Islamic Azad universities of Iran.

## **2 REVIEW OF LITERATURE**

Around the globe it is an established fact that a person with a high level of job satisfaction has a positive attitude towards the job, while a person who is dissatisfied with the job has a negative attitude. When people speak of employee attitude, they usually are referring to job satisfaction [6]. Job satisfaction has been defined by Locke (1976), as “. . . a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences”. Edwin A. Locke's Range of Affect Theory (1976) is arguably the most famous job satisfaction model. The main premise of this theory is that satisfaction is determined by a discrepancy between what one wants in a job and what one has in a job. An early form of job satisfaction theory held that all elements of one's work environment contributed in additive fashion to the total job satisfaction which one realized. Job satisfaction has been considered as a component of organizational commitment [7]. Spector (1997) believes that job satisfaction “can be considered as a global feeling about the job or as a related constellation of attitudes about various aspects or facets of the job”. There is some evidence in the literature that state moods are related to overall job satisfaction [8]. Positive and negative emotions were also found to be significantly related to overall job satisfaction [9]. Numerous studies have shown that dissatisfied employees are more likely to quit their jobs or be absent than satisfied employees [10],[11].

Extensive study has shown that job satisfaction has a direct impact on the performance of employees in different levels of profession. It is related to employee motivation and performance [12]. For any company or enterprise this job satisfaction of total workforce plays a vital role and with a group of satisfied worker institutions can successfully implement their plan. Job satisfaction is one of the most widely discussed issues in organizational behavior, personnel and human resource management and organizational management. In simple terms, it is the extent to which one feels good about the job. Job satisfaction is in regard to one's feelings or state of mind regarding to the nature of their work [13].

According to the human behavior, people are more interested to work in those companies and service organizations from where they get mental satisfaction. Study found that politics-free work environment is significantly correlated to job satisfaction of employees [14]. The work situation also matters in terms of job satisfaction and organization impact. Research studies across many years, organizations, and types of jobs show that when employees are asked to evaluate different facets of their job such as supervision, pay, promotion opportunities, coworkers, and so forth, the nature of the work itself generally emerges as the most important job facet [15].

The source of this job satisfaction not only arises from the job but also from the other factors like-work environment (both physical and social), relationship with supervisors & peers, corporate culture, managerial style. These factors have different impact on different people and in practical world it is an established fact that gender differences also influence the job satisfaction level. Herzberg, Mausner, Peterson, and Capwell (1957) observe that “the comparison of job attitudes between men and women is of less interest than a study of the effects of the societal roles of men and women on their attitudes toward jobs.” They suggested that the job attitudes of the sexes depend essentially on the same determinants, but that the determinants vary in the intensity of their effects. Hulin and Smith (1964) maintain that if sources of correlated bias, such as pay, job level, promotional opportunities, and societal norms, are held constant or partially out, sex differences in job satisfaction will disappear, and they [16], caution investigators “to draw distinctions between male and female.”

Herzberg et al (1957) reported that the job adjustment of female workers is often made more difficult because they must divide their interests and attention between the working world and their traditional role and that the social and psychological pressures toward marriage complicate the job attitudes of the unmarried female. They take up their jobs primarily for their livelihood, which is conditioned by job satisfaction [3]. On the other hand, Campbell (1976) reported that single men are less job satisfied than married men, but that no such difference exists for females.

Lacy, Bokemeier and Shepard (1983) find no differences in the consequences of gender-specific childhood socialization for job satisfaction. Nor do they find that a wide range of job characteristics differentially affect the work attitudes of men and women. Where gender differences in work attitudes have been found in the analysis of Murray and Atkinson (1981) that women weight relations with

coworkers more heavily and that men weight advancement more heavily, and these differences have been relatively small.

A variety of job characteristics are evaluated to see to what extent men and women differentially value various aspects of their jobs. These characteristics include occupational prestige, earnings, education, job complexity, level of authority exercised, how closely the worker is supervised, job pressure, being held responsible for things outside one's control, how frequently one has to get dirty on the job, being underemployed, workplace size, and level of optimism about one's future at the current job. Relationship with the supervisor is also an important factor influencing the employees.

According to Herzberg et al. (1952), it is a hygiene factor that may lead to job dissatisfaction. Employees in organizations are often attracted to their supervisors for different reasons. These relationships are called functional and entity relationships [3]. Functional relationships between supervisor and subordinate are based on which services can be provided for each other. An employee may be attracted to his or her supervisor to a degree that he or she views the supervisor or helping to attain salient job values [17]. These values are normally related, or are related to the rewards the employee can accrue for task performance. Again, welfare (wellness) programs including benefits, bonus, overtime, transport allowance, medical allowance, etc., have positive relationships with job satisfaction of employees [18].

While the dimensions of job satisfaction appear fairly clear, the causal agents of satisfaction are far less so. Certainly, variables such as opportunity to participate in decision making [19], job enlargement [20], job enrichment [21], working conditions and the individual's perceptions of his or her success and the internal-external feedback one receives from his or her performance [22], all have some effect.

These and related measures of job and organizational characteristics have a long history of use in the literature on job satisfaction and have been consistently identified as major determinants of job satisfaction [23]. Actually, Job satisfaction results from the balancing and summation of many specific likes and dislikes of employees experienced over a period of time through gaining more and more information about the workplace [24].

A popular measure of job satisfaction- the Job Descriptive Index (JDI) – measure satisfaction in terms of five aspects of a person's job: pay, promotion, supervision, the work itself, and co-workers [25]. There is even some evidence that job satisfaction positively influence organizational citizenship behavior (Organ and Ryan, 1995). In academic institution, Clarke and Keating (1995) discovered that interaction with students was the most satisfying aspect for teachers, while lack of administrative support was the least satisfying aspect. Perkins (1991) also found that teachers are most satisfied with their co-workers and least satisfied with monetary aspects of teaching.

Universities that have overall salary levels that are externally competitive are more likely to have faculty members that are more satisfied with their jobs and with their pay [26]. This was also confirmed by Faruqui and Shoma, (2005) that the most dissatisfactory issues for faculty are salary structure and untimely payment, students' quality, and the prolonged working hours.

Recently in Iran Islamic Azad universities are greatly contributing to the higher level education because it was felt by all that the existing public universities are not enough to meet the growing demand of our students. They are providing international standard course curriculum, which helps the domestic students to study at their own home relatively at a lower cost. But they can avail the international standard degrees. In this university a large number of male/female faculty members are rendering their services that have national as well as international higher degrees and also having high experiences. A career in education is challenging and its impact is important. As teaching does require a great deal of thoroughness and commitment, so in teaching it is more important to have mental commitment and loyalty than physical presence. But if these faculty members are not satisfied with their profession they will not be able to increase their performance and thus will not contribute to education sector of Iran.

### **3 RESEARCH OBJECTIVES**

The purpose of this study is to find out the perceived job satisfaction of faculty members in Islamic Azad universities of 13<sup>th</sup> region. The study has identified:

- The general profile of the faculty members.
- The present level of job satisfaction of faculty members of tertiary level.
- The comparison of the satisfaction level between male and female faculty members in Islamic Azad universities of 13<sup>th</sup> region.
- Whether the masculine cultures causes any dissatisfaction among female faculty members.

## **4 METHODOLOGY**

### **4.1. Sources of Data**

Comprehensive research work has been conducted to achieve the aforesaid objectives of the study. Both primary and secondary data have been used for the purpose of this study. To collect primary data a structured questionnaire was designed in the light of the objectives of the study. Faculty members from different levels of Islamic Azad universities were requested to fill the questionnaire. Secondary data were collected from available books, publications, research studies, journals, websites and articles on job satisfaction of employees of different professions, including academic institutions.

### **4.2 Sample Size and Location:**

A list of Islamic Azad universities in Iran has been taken from the 13<sup>th</sup> region web site. According to that list total 36 Islamic Azad universities are currently operating in 13<sup>th</sup> region. The sample of the study covers the faculty members from different branch of Islamic Azad University. A sample of 180 [n=180] faculty members where 90 male and 90 female (50% male and 50% female) selected purposively from different levels from 10 Islamic Azad universities (From 36 Islamic Azad universities) of 13<sup>th</sup> region. The researchers have chosen these areas for survey, as most of the Islamic Azad universities are situated mainly in those areas of 13<sup>th</sup> region.

However, most of the Islamic Azad universities in other districts are branches located in East Azerbaijan Province. Here the researchers would like to mention the reasons behind selecting Islamic Azad universities instead of public universities as public universities salary structure, HR policies are same but it varies with Islamic Azad University. Other reasons Islamic Azad universities are operating in Iran for almost last 30 years. So now it is in the growth stage and we can analyze its condition. At the same time researchers did not go for departmental analysis in respective universities because all the Islamic Azad University does not have similar departments.

### **4.3 Questionnaire Design:**

A structured, closed- ended questionnaire was given to respondents for collecting their opinion regarding job satisfaction. The respondents were also asked about their sex, total years of education, academic rank, and total years of work experience.

### **4.4 Techniques Used:**

In terms of scaling method, a five point likert scale (5 for highly satisfied, 4 for satisfied, 3 for neither satisfied nor dissatisfied, 2 for dissatisfied and 1 for highly dissatisfied) has been used. For analysis of data, SPSS has been used. To entry data, coding option has been used at the initial stage. Both parametric and non-parametric statistical tools were used to derive a meaningful conclusion from the empirical data. In addition, basic statistical techniques of different measures of central tendency have been used in analyzing the data.

## **5 ANALYSIS**

The population of the study was all faculty members of Islamic Azad universities of 13<sup>th</sup> region. And the sample was consisted of faculty members of different levels (Associate Professor 5%, Assistant Professor 20.55%, Senior Lecturer 30.55%, and Lecturer 43.33%). Majority of the faculty members are young (between 31yrs to 40 yrs.) and only 21.66 % are more than 40 years of age.

From this study it was found that only 25.55 percent of the faculty members have higher degrees like PhD and among them male are dominant.

Table 1: Profile of the Respondents

|                  |                     |     |       |       |
|------------------|---------------------|-----|-------|-------|
| Academic levels  |                     | n   | %     | %     |
|                  | Associate Professor | 9   | 5     | 5     |
|                  | Assistant Professor | 37  | 20.55 | 25.55 |
|                  | Senior Lecturer     | 55  | 30.55 | 56.1  |
|                  | Lecturer            | 78  | 43.33 | 99.43 |
|                  | Missing             | 1   | 0.55  | 100.0 |
| Age Groups       | 20 – 30 years       | 24  | 13.33 | 13.33 |
|                  | 31 – 40 years       | 113 | 62.77 | 76.1  |
|                  | > 40 years          | 39  | 21.66 | 97.76 |
|                  | Missing             | 4   | 2.22  | 100.0 |
| Academic degrees | PHD                 | 46  | 25.55 | 31.11 |
|                  | MA                  | 131 | 72.77 | 98.32 |
|                  | Missing             | 3   | 1.66  | 100.0 |

Table-2 lists the statements and average scores received for each statement for both male and female faculty members.

Table 2, Job Satisfaction Level of Faculty Members

|      | Job Satisfaction Level of Faculty Members                                                 | M Score Mean | F Score Mean | Mean Difference | Average Score Mean |
|------|-------------------------------------------------------------------------------------------|--------------|--------------|-----------------|--------------------|
| S-1  | Faculty members are satisfied with the present salary structure                           | 3.17         | 3.12         | 0.05            | 3.15               |
| S-2  | Faculty members are satisfied with present academic qualification                         | 3.37         | 3.90         | -0.23           | 3.48               |
| S-3  | Faculty members are satisfied with present social status as a teachers                    | 3.30         | 3.47         | -0.17           | 3.38               |
| S-4  | Faculty members are satisfied with classroom                                              | 3.37         | 2.95         | 0.42            | 3.16               |
| S-5  | Faculty members are satisfied with office room                                            | 3.23         | 2.65         | 0.58            | 2.94               |
| S-6  | Faculty members are satisfied with personal room                                          | 3.10         | 2.37         | 0.73            | 2.73               |
| S-7  | Faculty members are satisfied computer facilities                                         | 3.00         | 2.87         | 0.13            | 2.93               |
| S-8  | Faculty members are satisfied with washroom facilities                                    | 3.27         | 2.57         | 0.70            | 2.92               |
| S-9  | Faculty members are satisfied with well communication and location of the university      | 3.90         | 3.82         | 0.08            | 3.86               |
| S-10 | Faculty members are satisfied with teacher and student relationship                       | 4.10         | 3.88         | 0.22            | 3.99               |
| S-11 | Faculty members are satisfied with university managing committee                          | 3.50         | 3.40         | 0.10            | 3.45               |
| S-12 | Faculty members are satisfied with family support                                         | 4.17         | 3.93         | 0.23            | 4.05               |
| S-13 | Faculty members are satisfied with interpersonal relationship with colleagues             | 4.30         | 4.42         | -0.12           | 4.36               |
| S-14 | Faculty members are satisfied with career prospect of this job                            | 3.27         | 3.28         | -0.02           | 3.28               |
| S-15 | Faculty members are satisfied with present training system as well as training facilities | 2.97         | 2.97         | 0.00            | 2.97               |
| S-16 | Faculty members are satisfied with present placement and course distribution              | 2.67         | 2.07         | 0.90            | 2.37               |
| S-17 | Faculty members are satisfied with current supervision style ( by dept. chairman )        | 3.77         | 3.32         | 0.45            | 3.54               |
| S-   | Faculty members are satisfied with                                                        | 2.73         | 3.28         | 0.55            | 3.01               |

|      |                                                                                                      |      |      |      |      |
|------|------------------------------------------------------------------------------------------------------|------|------|------|------|
| 18   | permanency of the job                                                                                |      |      |      |      |
| S-19 | Faculty members are satisfied with power distance between faculty members and central administration | 3.03 | 3.00 | 0.03 | 3.02 |
| S-20 | Faculty members are satisfied with power distance between chairman and central administration        | 3.30 | 3.05 | 0.25 | 3.18 |
|      | AVERAGE                                                                                              | 3.38 | 3.2  | 0.18 | 3.29 |

Notations: M=Male faculty members, F= Female faculty members

The range of the average scores for the male respondents for twenty statements were between 2.67 to 4.3 and the average scores for the female respondents for twenty statements were between 2.07 to 4.42. Only in one cases

(statement- S-15, "Faculty members are satisfied with present training system as well as training facilities") the mean scores (2.97) of male were equal to female faculty members. In case of four statements (S-2, S-3, S-14, S-18) the mean scores of male were less than female faculty members. Similarly in case of the rest 15 statements, the mean scores of male were higher than female faculty members. The range of the average scores for both male and female respondents for twenty statements was between 2.37 to 4.36. It is very interesting that both respondents are highly satisfied with interpersonal relationship with colleagues (mean score for male is 4.3, mean score for female is 4.42, and average mean score for both is 4.36) and highly dissatisfied with present placement and course distribution (mean score for male is 2.67, mean score for female is 2.07, and average mean score for both is 2.37). But the average mean score for both male and female is 3.29, which is somehow alarming for this sector.

Table-3 lists the comparative ranking based on the average score of the each group.

Table 3. Comparative Ranking of Statements (strongest to weakest)

|      | Job Satisfaction Level of Faculty Members                                                             | Average Male (50%) | Average Female (50%) |
|------|-------------------------------------------------------------------------------------------------------|--------------------|----------------------|
| S-13 | Faculty members are satisfied with interpersonal relationship with colleagues                         | 1 <sup>st</sup>    | 1st                  |
| S-12 | Faculty members are satisfied with family support                                                     | 2nd                | 2nd                  |
| S-10 | Faculty members are satisfied with teacher and student relationship                                   | 3rd                | 3rd                  |
| S-9  | Faculty members are satisfied with well communication and location of the university                  | 4th                | 4th                  |
| S-17 | Faculty members are satisfied with current supervision style ( by dept. chairman )                    | 5th                | 8th                  |
| S-11 | Faculty members are satisfied with university managing committee                                      | 6th                | 7th                  |
| S-2  | Faculty members are satisfied with present academic qualification                                     | 7th                | 5th                  |
| S-4  | Faculty members are satisfied with classroom                                                          | 8th                | 15th                 |
| S-20 | Faculty members are satisfied with power distance between chairman and central administration         | 9th                | 12th                 |
| S-3  | Faculty members are satisfied with present social status as a teacher                                 | 10th               | 6th                  |
| S-8  | Faculty members are satisfied with washroom facilities                                                | 11th               | 18th                 |
| S-14 | Faculty members are satisfied with career prospect of this job                                        | 12th               | 10th                 |
| S-5  | Faculty members are satisfied with office room                                                        | 13th               | 17th                 |
| S-1  | Faculty members are satisfied with the present salary structure                                       | 14th               | 11th                 |
| S-6  | Faculty members are satisfied with personal room                                                      | 15th               | 19th                 |
| S-19 | Faculty members are satisfied with power distance between faculty members and central administration. | 16th               | 13th                 |
| S-7  | Faculty members are satisfied computer facilities                                                     | 17th               | 16th                 |
| S-15 | Faculty members are satisfied with present training system as well as training facilities             | 18th               | 14th                 |

|      |                                                                              |      |      |
|------|------------------------------------------------------------------------------|------|------|
| S-18 | Faculty members are satisfied with permanency of the job.                    | 19th | 9th  |
| S-16 | Faculty members are satisfied with present placement and course distribution | 20th | 20th |

Only five cases, (SA-13, SA-12, SA-10, SA-9 and SA-16) both groups placed (1st, 2nd, 3rd, 4th and 20th respectively) same ranking. Both groups are satisfied in same way with interpersonal relationship with their colleagues (ranked 1st), with family support (ranked 2nd), teachers and students relationship (ranked 3rd) and location of the universities (ranked 4th). Again both groups are most dissatisfied in same way with present placement and course distribution (ranked 20th). For rest of the 15 statements ranking varied for both male and female. These disparities suggest that male and female faculty members have different level of job satisfaction towards various factors.

Participation of women in different jobs in Iran is increasing. Open market policy of the government and increasing educational trend among women has bought them to come forward to take this challenge of socioeconomic development [27]. The researcher designed five extra questions only for female respondents to find out the correlation (r) between male and female to show whether any masculine culture works while doing job in the same profession and almost from same background.

In table-4, it is shown that for all statements (statements 21 to statements 25) the relationship between gender and other factors are strong. Though the female faculty members have less opportunity to work as of male faculty members does (mean 3.05) but at the same time female members are getting recognition of performance by their male counterparts (mean 3.33). Female faculty members do think that tough jobs are always given to male faculty members (mean 2.62) and as woman they are being kept aside in decision making (mean 2.22). Also, female faculty members do not think that male teachers show rigidity in opinion while female teacher's opinion is much better (mean 1.97). So the researcher can easily end up in to a decision that there is not great difference between male and female faculty members in their satisfaction level in the environmental and social context.

Table 4, Job Satisfaction Level of Female Faculty Members

|      | Job Satisfaction Level of Female Faculty Members                                             | F Score Mean | Mean Difference | r-value |
|------|----------------------------------------------------------------------------------------------|--------------|-----------------|---------|
| S-21 | Female faculty has same opportunity to work as of male teacher does                          | 3.05         | 0.41            | .807    |
| S-22 | Female faculty members get recognition from their male counterpart for their performance     | 3.33         | 0.70            | .854    |
| S-23 | The rigorous or the tough jobs are always assigned to the male teacher                       | 2.62         | -0.02           | .835    |
| S-24 | Female faculty members are kept aside in important decision making because of being an woman | 2.22         | -0.42           | .829    |
| S-25 | Male teachers show rigidity in opinion while female teacher's opinion is much better         | 1.97         | -0.67           | .754    |

Note: Average Score Mean (All) is 2.637

## 6 CONCLUSION & SUGGESTIONS

This study mainly focused on satisfaction level of faculty members of Islamic Azad University Branches. From this study it has been found that faculty members are satisfied in some areas like interpersonal skills, but at the same time dissatisfied in other areas like salaries, personal room, computer facilities, office room, wash room facilities, etc.

The old adage "you get what you pay for" tends to be true when it comes to staff members. If individuals believe they are not compensated well, they will be unhappy. Normally universities in our country provide less compensation compare to other sectors. Universities may offer comparable salaries and benefits to retain compatible faculty members.

The environment in which people work has a tremendous effect on their level of pride for themselves and for the work they are doing. Even a nice chair can make a world of difference to an individual's psyche. Universities should look more to provide facilities like personal room with modern computer

facilities to avoid overcrowding and allow them to use their own personal space so that they can give more time for their research work besides their regular class.

Faculties are also dissatisfied with training facilities. Universities must also work to develop their faculty members.

Training and development enable employees to perform their present jobs effectively and to prepare for future jobs.

Faculty members are most dissatisfied with course allocation as they claim that sometimes it creates extra burden for them. Universities are not utilizing their expertise; rather courses are distributed depending on demand. In this case, it may not be possible to ignore the demand of any course, but faculty members may be informed earlier to take necessary preparation before starting the semester.

In this it was also studied whether gender plays any discrimination between male and female faculty members. As the nature of the job itself is not that much discriminatory, gender does not play any critical role here. Female faculty members thought that they have same opportunity to work as of male teacher does and they are also get recognition from their male counterpart for their performance. But the mean scores are not that much satisfactory. So universities may give more room for female faculty members. As this is the place to sell knowledge and expertise, female faculty members can make more contribution if they are utilized properly.

## REFERENCES

- [1] Qader V. D., Gholamreza R., Mir Hosein S., 2011, Non-Governmental Universities Role in Scientific Development of Iran, Kuwait Chapter of Arabian Journal of Business and Management Review, November 2011, Vol. 1, No.3, p 1-9.
- [2] Susan M. Heathfield,( 2011), Keys to Employee Satisfaction: What You Can Do to Increase Employee Satisfaction, About.com Guide
- [3] Locke, E. A. (1976). The Nature and Causes of Job Satisfaction, Handbook of Industrial and Organizational Psychology, Rand-McNally.
- [4] Castillo, J. X., & Cano, J. (2004). Factors explaining job satisfaction among faculty. Journal of Agricultural Education, Vol.45, No.3, pp.65-74.
- [5] Quick, T.L. (1998), Expectancy theory in five simple steps, Training and Development Journal, Vol.52, No.9, pp.30-32.
- [6] Stephen P. Robbins, Mary Coulter, (January 14, 2004). *Management*, Eight edition, Pearson Prentice Hall.
- [7] Kovach, K.A. (1977). *Organizational size, job satisfaction, absenteeism, and turnover*. Washington, D.C. University Press of America
- [8] Roberson L.(1989). *Job attitude organization: an exploratory study*. Journal of Applied Social Psychology 19: 717±727.
- [9] Fisher D. (2000). *Mood and Emotions while Working: missing pieces of job satisfaction?* Journal of Organizational Behavior 21, 185±202
- [10] Hackett, R. D., & Guion, R. M. (1985). *A re-evaluation of the absenteeism-job satisfaction relationship*. Organizational Behavior and Human Decision Processes, 35, 340–381.
- [11] Kohler, S. S. & Mathieu, J. E. (1993). *An examination of the relationship between affective reactions, work perceptions, individual resource characteristics, and multiple absence criteria*. Journal of Organizational Behavior, 14, 515–530.
- [12] Ostroff, C. (1992). *The relationship between satisfaction, attitudes, and performance: An organizational level analysis*. Journal of Applied Psychology, 77: 963-974.
- [13] Shamima Tasnim, (Spring 2006). Job Satisfaction among Female Teachers: A study on primary schools in Iran.
- [14] Pathik, R.D. and Pestonjee, D. D. (1997). *Organizational Politics Orientation as Related to Job Satisfaction, Job Involvement and Job Anxiety among Research and Development Personnel*. South Asian Journal of Management, pp. 39-44.

- [15] Judge, T. A., & Church, A. H. (2000). *Job satisfaction: Research and practice*. In C. L. Cooper & E. A. Locke (Eds.), *Industrial and organizational psychology: Linking theory with practice* (pp. 166–198). Oxford, UK: Blackwell.
- [16] Hulin, C. L., and P. C. Smith, (1965) "A Linear Model of Job Satisfaction," *Journal of Applied Psychology*, Vol. 49, 209-216.
- [17] Locke, E.A. (1970). *Job satisfaction and job performance: A theoretical analysis*. *Organizational Behavior and Human Performance*, 5, 484-500 (b).
- [18] Bonner, m. (1997). *Stages of Change, Job Satisfaction, Weight, and Activity at Two Work-Site Wellness Programs*, Doctoral Dissertation, The University of Southern Mississippi, USA.
- [19] Vroom. V.H. (1964). *Work and Motivation*. New York: Wiley.
- [20] Argyris, C. (1964) *Integrating the Individual and the Organization*. New York: Wiley. Barnowe, J.T. (1972) *The relative importance of job facets as indicated by an empirically derived model of job satisfaction*. Survey Research Center, University of Michigan, Ann Arbor.
- [21] Herzberg, F. (1966.) *Work and the Nature of Man*. Cleveland: World.
- [22] Hackman, J.R., & Lawler, E.E. (1971) *Employee reactions to job characteristics*. (Monograph) *Journal of Applied Psychology*, 55, 259-286.
- [23] Quinn, Robert, G. Staines, and B.C. McCullough. (1974). *Job Satisfaction: Is There a Trend?* Washington, D.C.: U.S. Government Printing Office.
- [24] Huang, H.J. (1999). "Job Rotation from the Employees' Point of View", *Research and Practice in Human Resource Management*, 7(1):76.
- [25] Hellriegel, D., Slocum, Jr. W. J., and Woodman, W.R (1995) *Organizational Behavior*. St. Paul: West Publishing Company.
- [26] Terpstra, David E, Honoree, Andre L (2004) Job satisfaction and pay satisfaction levels of university faculty by discipline type and by geographic region, *Education*, Accessed on 15.01.2008.
- [27] Nazrul Islam, Gour Chandra Saha, Feroz (2000) Ahmed, *An evaluation of job satisfaction of women employees in commercial banks in Iran*, *Journal of Business Administration*, Vol. 26, No. 3 & 4, July & October, 2000),