# An Investigation of Factors Influencing Faculty Job Satisfaction in the College of Engineering and Computer Technology at Wesleyan University- Philippines: Applying Herzberg's Two-factor Theory

PRINCE RHOMEL V. PILLAGARA[1], JAYSON PAUL V. VICENCIO[2], LEO M. RAMOS[3], JOEFIL C JOCSON[4], MARIA CATALINA C. TUGAFF[5], DOLORES S. BALDEDARA[6]

[1, 2, 3, 5, 6] College of Engineering and Computer Technology, Wesleyan University-Philippines, Cabanatuan City, Nueva Ecija

[4] Graduate School, Nueva Ecija University of Science and Technology, Cabanatuan City, Nueva Ecija

*Abstract- This study examines the levels of job satisfaction among faculty members in the College of Engineering and Computer Technology (CECT) at Wesleyan University-Philippines, using Herzberg's Motivation-Hygiene Theory as a guiding framework. The aim is to identify the primary determinants that affect teacher satisfaction and comprehend how these aspects influence job performance and dedication to the organization. The study utilizes a descriptive-evaluative design incorporating a quantitative approach to accomplish this. Comprehensive surveys were issued to all faculty members to collect data, which was then evaluated using statistical techniques such as SPSS. The findings emphasize the substantial influence of compensation, career advancement prospects, and administrative regulations on faculty satisfaction levels. One significant discovery is the robust positive association between employment duration and wage, suggesting that those with longer tenure generally receive more substantial compensation. This observation highlights the significance of motivators and hygienic elements in promoting job satisfaction and overall organizational well-being. The study suggests improving wage structures, career progression chances, and working circumstances to address the gaps in satisfaction. This will help retain faculty members and increase productivity.*

*Indexed Terms- Employees, job satisfaction, employee job satisfaction, employee satisfaction gap, and statement of the problem.*

## I. INTRODUCTION

Employees are often seen as the backbone of any organization, playing a crucial role in achieving organizational goals. As noted by Generalic in 2020, employees are key to an organization's success, and maintaining their motivation is essential for meeting these goals. She emphasizes that a well-designed reward system is critical for sustaining motivation and preventing job dissatisfaction. Additionally, effective leadership profoundly influences the success of an organization and the motivation of its employees. Leaders who adopt transformational and supportive behaviors can drive higher commitment and performance levels among staff. This concept is supported by research from Bass & Avolio in 1994, which found that transformational leadership—inspiring employees through a shared vision—leads to greater job satisfaction and organizational productivity. Research by Vishal Mahajan and Darshan Kumar underscores the importance of recognizing the needs of teaching faculty to help them achieve their professional goals, leading to increased commitment, competency, efficiency, and improved performance of educational institutes.

In the realm of organizational behavior, job satisfaction consistently serves as a pivotal metric, influencing not only the well-being of employees but also the overall productivity and success of an organization. This study embarks on exploring the intricacies of job satisfaction through the lens of Herzberg's Motivation-Hygiene Theory. Herzberg's

dual-factor theory proposes that certain factors in the workplace lead to job satisfaction (motivators), while others prevent dissatisfaction (hygiene factors). By dissecting the dimensions of employee job satisfaction and the employee satisfaction gap—the disparity between what employees expect and what they experience in their work environment—this research aims to uncover actionable insights that can bridge these gaps, thereby enhancing job satisfaction.

Furthermore, Greenhaus, Parasuraman, and Wormley (1990) explore the interplay between work-life balance and job satisfaction. They find that employees who manage to balance their personal and professional lives successfully are more likely to be satisfied and committed to their organization.

Adding to the discourse, Locke's (1976) range-of-affect theory suggests that job satisfaction is influenced by what one wants from one's job and what one perceives it as offering. Locke posits that discrepancies between these two facets can significantly affect one's satisfaction with their job.

Another pivotal study by Kahn (1990) examines the psychological conditions of personal engagement and disengagement at work. He argues that engagement is driven by the meaningfulness of work, safety, and availability of resources, each of which plays a critical role in overall job satisfaction.

Lastly, the research by Hackman & Oldham (1980) introduces the Job Characteristics Model, which argues that meaningful tasks, providing autonomy, and giving feedback contribute to higher job satisfaction, increased motivation, and improved performance.

Employee job satisfaction not only enhances individual performance but also plays a pivotal role in the success of the entire organization. This is further explored in the work 'Antecedents of Job Satisfaction among Engineering Faculty' by Somasekhar Donthu, Dr. Satish Babu Adipudi, and Sripathi Kalvakolanu, which examines the extent to which individuals feel fulfilled in their roles.

The significance of understanding and applying Herzberg's theory in modern organizational contexts cannot be overstated, as it directly correlates with not only productivity but also retention rates and overall organizational health. This case study delves into various facets of employee job satisfaction by reviewing empirical studies that have investigated how different motivators and hygiene factors influence job satisfaction levels across diverse industries.

The main objective of this study is to determine the level of job satisfaction among faculty members of the College of Engineering and Computer Technology of Wesleyan University-Philippines. Specifically, it sought to answer the following queries:

1. How will the respondents be described in terms of:
a. Sex,
b. Age,
c. Highest education attainment,
d. Years of service, and
e. Salary?

2. How may the respondent`s level of satisfaction be described in terms of career growth and opportunity?
3. Is there a correlation between years of service and the amount of salary?
4. How may the respondent`s level of job satisfaction be assessed in terms of Herzberg`s motivational theory?

## II. MATERIALS AND METHODS

*a. Research Design*
The researchers used a descriptive type of research that focused on the understanding of the factors that influence job satisfaction and overall happiness at work. The researchers began by exploring existing literature that underscores the significance of employee satisfaction. The focus of this research was to assess the level of job satisfaction among engineering instructors at the College of Engineering and Computer Technology at Wesleyan University in the Philippines.

*b. Sampling Technique*
The researchers used a total sampling technique to obtain the maximum accuracy of the data. All of the employees from the College of Engineering and Computer Technology were included in this research

with a total of fifteen respondents which comprises one administrator or the college dean, one college secretary, 3 program heads, and 11 engineering faculty members.

### c. Data Gathering Instrument and Statistical Tools
The researchers utilized a questionnaire composed of 2 sections. Section 1 of the instrument corresponds to the demographic information which includes sex, types of employment, length of employment, highest educational attainment, salary, and lastly career growth and opportunity. Section 2 of the research instrument validates a Herzberg theory on Job satisfaction among the criteria include, Company and administrative policies, Supervision, Salary, Interpersonal relations, working conditions, Work itself, Achievement, Recognition, Responsibility, and Advancement. The respondents marked the two options as either "yes or no" for the Herzberg statement sub-criteria.

This study was conducted at a private university in Cabanatuan City, Nueva Ecija, using a descriptive-evaluative design. This approach utilized descriptive statistics, such as weighted means and frequency distributions, alongside the Herzberg job satisfaction matrix. Statistical tools like one-way ANOVA and Spearman correlation were used to analyze the gathered data through the aid of the latest version of the SPSS software.

### III. RESULTS AND DISCUSSION

### a. Respondents' Demographic Profile
The respondents who were composed of all the instructors from the College of Engineering and Computer Technology, Wesleyan University-Philippines were composed of 11 men and 4 women which indicates that men are more predominantly represented in this particular sample.

Concerning the respondents' age group, three age clusters (20 – 29 years old, 30 – 39 years old, and 40 – 49 years old) were equally represented with each having 4 respondents (26.67%) while 2 respondents fall under the over 50 years old cluster. Sex and age classification data were summarized in Table I.

TABLE I. RESPONDENTS' SEX AND AGE GROUP PROFILE

| Sex | Age Group (years) | | | | |
|-----|---------|---------|---------|------------|--------------|
| | 20 – 29 | 30 – 39 | 40 – 49 | Over 50 | No answer |
| Male | 4 | 3 | 2 | 1 | 1 |
| Female | 0 | 1 | 2 | 1 | 0 |

The respondents' educational background as shown in Table II was impressively varied. Three individuals, representing 20% of the sample, have completed their bachelor's degrees. Similarly, another three have pursued some graduate coursework, though they haven't yet earned their master's degrees. Moving up the educational ladder, four of our colleagues hold master's degrees, comprising 26.7% of the group. The highest educational achievement within our group belongs to five individuals who have undertaken doctoral studies but haven't secured the doctoral title, making up 33.3% of the sample. Overall, a substantial 66.7% of the group has at least reached the master's level in their educational pursuits. This spread of educational levels speaks volumes about the diverse academic qualifications present, with a significant number holding or pursuing advanced degrees.

TABLE II. RESPONDENTS' EDUCATIONAL BACKGROUND

| Highest Educational Attainment | Frequency |
|--------------------------------|-----------|
| Bachelor`s Degree | 3 |
| Earned Masteral Units | 3 |
| Master`s Degree | 4 |
| Earned Doctorate Units | 5 |

Meanwhile, data on the respondents' employment shows a broad spectrum of how long employees have been with the company. As shown in Table III, four employees, or about 26.7% were recently hired or employed between one to three years. Notably, the most common tenure is seven years, claimed by 13.3% of the respondents. Interestingly, nearly half of the group, 46.7%, have been at the company for more than seven years. It's also important to note that there were missing data for two responses, which adds up to

13.3% of the total. This variety highlights the diverse tenure lengths among the faculty members.

TABLE III. RESPONDENTS' YEARS OF SERVICE

| Number of Years of Service | Frequency |
|---|---|
| 3 years and below | 4 |
| 4 to 7 years | 2 |
| 8 to 12 years | 2 |
| 13 to 17 years | 2 |
| 18 to 22 years | 1 |
| 23 to 27 years | 1 |
| 28 to 32 years | 1 |
| No answer | 2 |

In terms of salary, respondents' data show a wide range of compensation amounts. As shown in Table IV, four people, which is about a quarter of the group, earn between P 12,000 and P 14,000. Another three, making up 20% of those surveyed, have salaries ranging from P 20,001 to P 22,000. The largest chunk of the sample, another 20%, earned between P 28,001 and P 30,000. There are also one or two individuals in the higher salary ranges of P 30,001 to P 32,000 and P 32,001 to P 34,000, each category also accounting for 6.7% of the participants. By the end of the survey, it was clear that a significant majority, over 85%, have salaries within the P 28,001 to P 30,000 bracket, pointing to a generally upper-middle salary range among the group. This diversity highlights the different financial situations of the participants.

TABLE IV. RESPONDENTS' SALARY RANGE

| Salary Range | Frequency |
|---|---|
| P 12000- P 14000 | 4 |
| P 18001- P 20000 | 1 |
| P20001 - P 22000 | 3 |
| P 22001 - P 24000 | 1 |
| P 26001 - P 28000 | 1 |
| P 28001 - P 30000 | 3 |
| P 30001 - P 32000 | 1 |
| P 32001 - P 34000 | 1 |

### b. Respondents' Career Growth and Opportunity

The potential for career growth was assessed using three criteria as shown in Fig. 1. Firstly, regarding adequate opportunities for professional development and growth within the institution, 13 out of 15 participants felt it truly presented a career advancement opportunity. This indicates that the majority of the respondents have a positive outlook on the opportunities in the workplace. For the second criterion, which asked whether they received feedback on their performance, the responses were more mixed. Eleven people agreed that they received feedback that was beneficial for their careers, while 4 disagreed. This shows although present, performance feedback was differently perceived and viewed by the respondents. The third criterion, which asked if they had attended any training or development programs in the past year, had identical responses to the second criterion, with 73% agreeing and 27% disagreeing. This shows that not all the respondents were not given opportunities for career development programs.
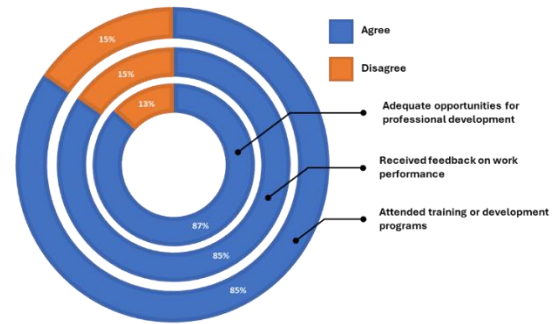


Fig. 1. Respondents' Job Career and Opportunity Perception

### c. Salary Amount and Length of Service

To determine the correlation between the length of service and the amount of salary of CECT Faculty, the Spearman Correlation was computed. Results show that the length of service and salary with values $R = 0.902$ at $p < 0.05$, a strong significant positive correlation. This translates to the longer the time of tenure tends to come with a higher pay.

### d. Respondents' Level of Job Satisfaction

Respondents' perceptions on their job satisfaction were assessed through Herzberg Theory on Job Satisfaction which include the following categories: Company and administrative policies, Supervision, Salary, Interpersonal relations, Working conditions,

Work itself, Achievement, Recognition, Responsibility, and Advancement. Table V summarizes their overall evaluations of each category.

TABLE V. SUMMARY OF RESPONDENTS' RESPONSES ON DIFFERENT CATEGORIES OF HERZBERG THEORY ON JOB SATISFACTION

| Category | Mean Response (Percentage) | |
|---|---|---|
| | Agree | Disagree |
| Company and administrative policies | 67.5 | 32.5 |
| Supervision | 54.7 | 45.3 |
| Salary | 25.3 | 74.7 |
| Interpersonal relations | 82.2 | 17.8 |
| Working conditions | 21.7 | 78.3 |
| Work itself | 91.1 | 8.9 |
| Achievement | 60.0 | 40.0 |
| Recognition | 73.3 | 26.7 |
| Responsibility | 82.2 | 17.8 |
| Advancement | 66.7 | 33.3 |

Among the categories, Working conditions and Salary received the least agreement among the respondents with mean agreement percentages of 78.3% and 74.7% respectively. This indicates that these two categories were negatively perceived by the respondents affecting their overall job satisfaction. Meanwhile, all other categories received more favorable responses from the respondents with the category Work itself receiving the highest mean approval rate of 91.1%. Detailed discussions on each category were presented in the following texts.

i.   *Company and Administrative Policies*: Assessing the respondents' perception of company and administrative policies, results showed that the respondents generally had favorable approval. The first criterion, "Does the practice have a policy manual?" A strong majority—13 people—supported it, while only 2 did not, resulting in an 87% approval rate. For the second criterion, "Are the policies easy to understand?" the approval was also high, with 12 agreeing and 3 disagreeing,

translating to 80% in favor. However, the third policy, "Do employees perceive the policies as fair?" had a more divided response: 8 agreed and 7 disagreed, giving an approval rate of just over half at 53%. This pattern was somewhat consistent across other policies as well. The fourth policy, "Are all persons in the practice required to follow the policies?" matched the second in terms of approval, with 12 in favor and 3 against. The fifth policy, "Do employees have easy access to the policies?" showed a near-even split similar to the third policy. For the sixth policy, "Do employees have input into the policies?" the agreement slightly improved, with 9 in favor and 6 against, making the approval rate 60%. This ratio was the same for the seventh policy. Finally, the eighth policy, "Is there a higher consensus on the policies?" saw a bit more agreement, with 10 supporting it and 5 opposing, resulting in an approval rate of about 67%. These results indicate that although administrative policies exist, the respondents could not generally agree on their fairness due to a lack of employee participation in its creation.

ii.  *Supervision:* Respondents' perception of supervision has a generally divided response. For the first criterion, "Do the practice's supervisors possess leadership skills?", a majority of 10 people supported this, while 5 did not, translating to about 67% in favor and 33% against. The second criterion, "Do the supervisors treat individuals fairly?", saw a reverse trend. Only 5 people supported this, while 10 opposed it, resulting in 33% agreeing and 67% disagreeing. The third aspect, "Do employees feel that they can trust their supervisors?", showed a more even split in opinion, with 8 agreeing and 7 disagreeing, bringing the approval rate to just over half at about 53%. The fourth criterion, "Do the practice's supervisors use positive feedback with employees?", and the fifth criterion, "Does the practice have a consistent, timely, and fair method for evaluating individual performance?" both saw similar responses. In both cases, 9 respondents were in favor and 6 were against, resulting in a 60% approval rate for each. These results show that the leadership skills of supervisors could not

automatically translate to fairness and trust among their employees.

iii. *Salary:* The results of respondents' assessment of the salary received an unfavorable response with all its criteria having general disagreement. For the first criterion, "Are the practice's salaries comparable to what other offices in your area are paying?", only 4 out of 15 people agreed, while 11 disagreed. This shows that about 27% felt the salaries were comparable, while a significant 73% did not. When it comes to the second criterion, "Are the practice's benefits comparable to what other offices in your area are offering?", the responses were a bit closer. Six people agreed, while 9 disagreed, meaning 40% were satisfied with the benefits, but 60% were not. The third criterion, "Do employees feel they are being paid fairly?", had a very clear outcome. Only 1 person agreed, while 14 disagreed, indicating a strong consensus against the fairness of pay, with just 7% agreeing and 93% disagreeing. For the fourth criterion, "Does the practice have a balanced approach to compensation?", there was a bit more balance. Five people agreed, while 10 disagreed, resulting in 33% in favor and 67% against. Lastly, the fifth criterion, "Does the practice have clear policies related to salaries, raises, and bonuses?", showed significant disagreement. Only 3 people agreed, while 12 did not, meaning 20% felt the policies were clear, while 80% did not. These results signify that the respondents perceived that they are not fairly compensated with one reason being the lack of policy on the company's compensation scheme.

iv. *Interpersonal Relations:* Respondents' perception of interpersonal relations in the workplace received a generally favorable response. For the first aspect, a majority of 13 respondents supported the idea that individuals have opportunities to socialize during the workday, while only 2 had reservations. This means about 87% agreed, and 13% disagreed. The second aspect, regarding a sense of camaraderie and teamwork, received a nearly identical response, with 13 in agreement and 2 in disagreement, reflecting the same percentages as the first aspect. However, the third aspect showed a slight shift. Here, 11 people

agreed that the practice effectively deals with disruptive individuals, but 4 did not, leading to about 73% in agreement and 27% in disagreement. This indicates a somewhat lower level of consensus compared to the first two aspects. These results signify good interpersonal relationships between the respondents in the workplace.

v. *Working Conditions:* The result of respondents' assessment of working conditions was a general disagreement. For the first criterion, "Does your practice's equipment (everything from computers to scales) work properly?", only 2 people agreed, while 13 expressed disagreements. This means about 13% were in favor, and a substantial 87% were not. The second criterion, "Is the facility clean and up to date?", saw slightly higher, but still low, agreement with 3 people in favor and 12 against, resulting in 20% agreeing and 80% disagreeing. The third criterion, "Are office conditions comfortable?" and the fourth, "Do individuals have adequate personal space?", received similar responses. Both had 4 respondents agreeing and 11 disagreeing, leading to 27% in agreement and 73% in disagreement for each. These results indicate that the respondents see the workplace as undesirable due to a lack of working equipment, cleanliness, comfort, and personal space.

vi. *Work Itself:* This assessment received favorable responses from the respondents. For the first aspect, "Do employees perceive that their work is meaningful?", a strong majority of 13 out of 15 felt positively about it, while only 2 did not. This shows a high approval rate of about 87%, with only 13% dissenting. The responses were even more favorable for the second and third aspects. When asked, "Do they communicate to individuals that their work is important?" and "Do they look for ways to streamline processes and make them more efficient?", 14 respondents acknowledged the positive nature of these aspects, with just one person disagreeing with each. This translates to a remarkable 93% agreement rate, against a negligible 7% disagreement. Overall, the feedback highlights a very positive perception of the meaningfulness and importance of work, as well as efforts to improve efficiency.

vii. *Achievement:* Respondents' feedback on workplace achievement received mixed responses. For the first criterion, "Do individuals have clear, achievable goals and standards for their positions?", a solid majority—73.3%—felt positive about it, with 11 respondents in support and only 4 not in agreement. This indicates a strong level of approval among the group. The second criterion, "Do individuals receive regular, timely feedback on how they are doing?", saw considerably less agreement. Only 33.3% were in favor, with 5 out of 15 supporting this criterion, while 10 did not. This indicates significant dissatisfaction and perhaps a need for re-evaluation or clearer communication regarding this aspect. The third criterion, "Are individuals' talents being utilized?", had a more balanced response. About 53.3% agreed (8 respondents) and 47% disagreed (7 respondents), showing a split opinion. The fourth criterion, "Are individuals adequately challenged in their jobs?", received the most support, with 80% approval. Twelve people agreed with this criterion, while 3 did not, suggesting that this aspect was particularly well-received among the group. These results signify that the respondents were challenged by their jobs and they set their goals in their respective positions however, they seldom received feedback on their work.

viii. *Recognition:* Overall, this assessment received a general agreement among respondents. The criterion "Do you recognize individuals for their major accomplishment on the job?" stood out prominently, with a significant majority of 86.7% of participants agreeing on the importance of recognizing individuals for their major accomplishments on the job, while only 13.3% disagreed. This strong consensus underscores the relevance of this criterion. Similarly, the criterion, "Do you recognize individuals' small victories?", pertains to recognizing individuals' small victories, and the criterion, "Do you give employees recognition in a timely meaningful way?", which involves giving timely and meaningful recognition to employees, also received positive responses, with 80% of participants approving both. This indicates that participants value these practices highly. However, Criteria 4 did not garner as much agreement. Only 46.7% agreed that having a formal program, such as "Employee of the Month," for recognizing staff achievements was relevant, while 53.3% disagreed. This shows a more divided opinion on the effectiveness of formal recognition programs. These results show that the respondents have a positive perception of workplace recognition.

ix. *Responsibility:* This aspect also received a good perception among respondents. The criterion "Do individuals receive that they have ownership of their work?' was well-received, with 80% of respondents agreeing that individuals perceive they have ownership of their work, while 20% did not find it applicable. This demonstrates a strong level of consensus among participants. Meanwhile, the criterion that addresses giving employees sufficient freedom and authority the criterion that focuses on providing opportunities for added responsibility (beyond just adding more tasks), were even more favorably viewed. Both criteria received 86.7% approval, with only 13.3% disagreeing. The identical response rates for these two criteria suggest that participants viewed them similarly. Overall, workplace responsibility is properly observed and practiced among the respondents.

x. *Advancement:* Respondents' perceptions of job advancement were generally on the approval side. The criterion "Do you reward individuals for their loyalty," and criterion, "Do you support continuing education and personal growth," both saw strong agreement among participants, with 86.7% voting 'YES' and only 13.3% saying 'NO'. This suggests a solid consensus on their importance. However, the responses were more mixed for the other 2 criteria. Only 46.7% of respondents agreed with these criteria, while 53.3% disagreed. This indicates differing views among participants regarding these points. Overall, it appears that most respondents tended to agree across all four criteria, showing a general trend toward acceptance. Yet, the lower recognition rates for criteria, "Do you reward individuals for their performance," and "Do you promote from within, when appropriate," compared to the previously mentioned criteria, highlight areas that might need more clarification or better communication to enhance understanding.

## IV. CONCLUSION AND RECOMMENDATIONS

From the data gathered and statistical treatment, the following conclusions were drawn:

1. The results show a clear connection between job satisfaction and motivational factors, such as achievement and recognition, and hygiene factors, like salary and administrative policies.

2. Most faculty members expressed satisfaction with the recognition and sense of achievement in their roles but raised concerns about certain hygiene factors, particularly salaries and administrative policies. Additionally, the study found a strong positive correlation between years of service and salary, indicating that longer tenure is rewarded with higher pay, which aligns with the university's values of loyalty and long-term commitment.

3. There is a significant correlation between the length of service and the salary of the CECT faculty of Wesleyan University-Philippines

Based on the results of the findings of this study, the following are the recommendations:

1. Review Salary Structures: Given the dissatisfaction with salaries, the college needs to revisit its compensation policies to ensure they are competitive and fairly reflect the faculty's experience and length of service.

2. Enhance Administrative Support: Improving administrative policies and support services can significantly boost job satisfaction. Simplifying procedures and providing better support to faculty can address some of the dissatisfaction noted.

3. Focus on Career Development. To further enhance satisfaction, the college should continue to create clear pathways for career growth and development. Implementing mentorship programs and providing ongoing professional development opportunities can be very beneficial.

## ACKNOWLEDGMENT

## REFERENCES

[1] Bass, B. M., & Avolio, B. J. (1994). *Improving Organizational Effectiveness through Transformational Leadership*. Thousand Oaks, CA: Sage Publications.

[2] Greenhaus, J. H., Parasuraman, S., & Wormley, W. M. (1990). Effects of race on organizational experiences, job performance evaluations, and career outcomes.

[3] Hackman, J. R., & Oldham, G. R. (1980). *Work Redesign*. Reading, MA: Addison-Wesley.

[4] Kahn, W. A. (1990). Psychological conditions of personal engagement and disengagement at work. *Academy of Management Journal, 33*(4), 692-724. DOI: 10.5465/256287

[5] Locke, E. A. (1976). The Nature and Causes of Job Satisfaction. In M. D. Dunnette (Ed.), *Handbook of Industrial and Organizational Psychology*. Chicago: Rand McNally.

[6] Mahajan, V., & Kumar, D. Diagnostic exploration about job satisfaction pertaining to the contractual faculty of engineering colleges and private university in developing country like India.

[7] Noe, R. A., Hollenbeck, J. R., Gerhart, B., & Wright, P. M. (2017). *Human Resource Management: Gaining a Competitive Advantage* (10th ed.). New York, NY: McGraw-Hill Education.

[8] Schein, E. H. (2010). *Organizational Culture and Leadership* (4th ed.). San Francisco, CA: Jossey-Bass.

[9] Somasekhar, D., Babu, A. S., & Kalvakolanu, S. Antecedents of Job Satisfaction among Engineering Faculty.