

## STUDY ON THE FACTORS INFLUENCING THE PERFORMANCE OF ACADEMICIANS IN ANDHRA PRADESH PRIVATE TECHNICAL COLLEGES

M. PRAGNASHREE<sup>1</sup>, N. GIRIBABU<sup>2</sup> & G.RAKESH NAIDU<sup>3</sup>

<sup>1</sup>Assistant Professor, Department of Management Studies, SVCET, Chittoor, Andhra Pradesh, India

<sup>2</sup>Associate Professor, Department of Management Studies, SVCET, Chittoor, Andhra Pradesh, India

<sup>3</sup>Research Scholar, Department of Management Studies, JNTUA, Ananthapur, Andhra Pradesh, India

### ABSTRACT

This study intends to examine various factors that effects performance of academicians in Andhra Pradesh Technical colleges. As job performance of academicians is one of the main criteria in determining a Technical colleges Ranking in a country. Hence, this study aimed to determine the role of job satisfaction on job performance as few studies in the past has focused on academicians in private institutions. This paper will enable parties such as the Ministry of Higher Education and AICTE and management of private technical institutions to pinpoint the core areas that need improvement and take corrective actions to improve job performance of academicians in private technical institutions. Besides that, this study will also increase self-awareness of academicians towards their job performance.

Herzberg's two-factor theory was adopted for this study as it is deemed the most appropriate in the context of this study. Questionnaires will be distributed to 700 academicians in 127 Andhra Pradesh Technical colleges out of total 494 colleges via e-mail or walk-in. Hence, the sample will be selected by convenience sampling.

**KEYWORDS:** Job Satisfaction, Job Performance, Academicians in Andhra Pradesh Private Technical Institutions

### INTRODUCTION

India holds an important place in the global education industry. The country has more than 1.4 million schools with over 227 million students enrolled and more than 36,000 higher education institutes. India has one of the largest higher education systems in the world. India has become the second largest market for e-learning after the US. The sector is currently pegged at US\$ 2-3 billion, and is expected to touch US\$ 40 billion by 2017. The distance education market in India is expected to grow at a Compound Annual Growth Rate (CAGR) of around 34 per cent# during 2013-14 to 2017-18. Moreover, the aim of the government to raise its current gross enrolment ratio to 30 per cent by 2020 will also boost the growth of the distance education in India.

### MARKET SIZE

The education sector in India is poised to witness major growth in the years to come as India will have the world's largest tertiary-age population and second largest graduate talent pipeline globally by the end of 2020. In FY 2015-16, the education market was worth about US\$ 100 billion and is expected to reach US\$ 116.4 billion in FY 2016-17. Currently, higher education contributes 59.7 per cent of the market size, school, education 38.1 percent, pre-school segment 1.6 per cent, and technology and multi-media the remaining 0.6 per cent.

The higher education system in India has undergone rapid expansion. Currently, India's higher education system is the largest in the world, enrolling over 70 million students while in less than two decades, India has managed to create additional capacity for over 40 million students. At present, higher education sector witnesses spending of over Rs 46, 200 crore (US\$ 6.93 billion), and it is expected to grow at an average annual rate of over 18 per cent to reach Rs 232,500 crore (US\$ 34.87 billion) in the next 10 years, which leads students to spend a substantial amount of time, money and energy into their education for the promise of a better standard of living. At the same time, the prospect of greater opportunities for enhanced lifestyle lead parents to save in advance, sacrifice present consumption opportunities and go into debt in order to enable their child to pursue tertiary studies. (Baum & Payea, 2005)

Andhra Pradesh has a dualistic higher education system which consists of public and private institutions. Ironically, most parents prefer to send their children to Govt Institutions. One of the reasons for this trend is believed to be the fact that none of the private institutions in Andhra Pradesh are listed in the Top ranked Technical Institutions in the world 2011/2012. This indicates that the performance of academicians in private institutions in Andhra Pradesh is unfavorable which has caused it to be left out in the Top ranked Technical Institutions in the world, as the performance of academicians is one of the main criteria evaluated when determining the world rankings.

## **PROBLEM STATEMENT**

Despite having 490+ private technical institutions in Andhra Pradesh, none is close or have ever come close to being in the Top ranked Technical Institutions in the world. This has left many Andhra Pradeshians wondering the causes behind this situation. As job performance of academicians is one of the criteria used to determine a Technical college ranking, this study will probe into the factors affecting job performance of academicians.

Besides, past studies have often examined the factors affecting job satisfaction on an isolated basis and none have examined job satisfaction as a mediating variable. Hence, this study examines these factors affecting job satisfaction and also the influence of job satisfaction as a mediating variable on job performance.

## **OBJECTIVES**

- To determine the main factors affecting performance of academicians in Andhra Pradesh Private technical institutions.
- To examine the relationship between advancement opportunities and the job satisfaction of academicians Andhra Pradesh Private technical institutions.
- To determine the relationship between employee empowerment and the job satisfaction of academicians Andhra Pradesh Private technical institutions.
- To analyse the relationship between working environment and the job satisfaction of academicians Andhra Pradesh Private technical institutions.

## **SIGNIFICANCE OF THE STUDY**

From a theoretical perspective, this Study examines the relationship between job satisfactions of lecturers as a mediating factor towards their job performance as there has been lack of studies in the past which uses a mediating factor. Furthermore, this study focuses primarily on the educational sector and most past studies relating to job performance have

focused on the service and retail sector.

## CONCEPTUAL FRAMEWORK

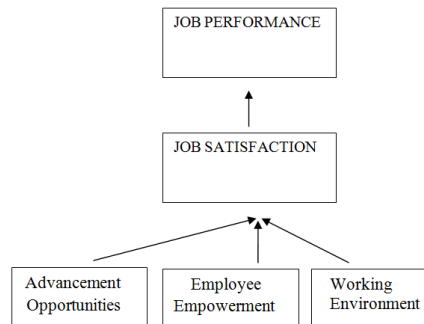


Figure 1

## HYPOTHESIS DEVELOPMENT

**H1:** There is a positive relationship between advancement opportunities and job satisfaction of academicians in Andhra Pradesh Private Institutions.

**H2:** There is a positive relationship between Employee Empowerment and job satisfaction of academicians in Andhra Pradesh Private Institutions.

**H3:** There is a positive relationship between working environment and job satisfaction of academicians in Andhra Pradesh Private Institutions.

## RESEARCH METHODOLOGY

### Study Design

A survey approach is used in this Study to study how job satisfaction affects job performance of academicians. The unit of analysis in this study is academicians in Andhra Pradesh Private Institutions.

Quantitative study was chosen for this Study as it highlights the relationship between advancement opportunities, employee empowerment, working environment towards job performance.

## SAMPLING DESIGN

### Target Population

The target respondents for this Study are academicians in Andhra Pradesh Technical colleges because none of the private Institutions in Andhra Pradesh are listed in the Top ranked technical Institutions in the world.

### Sampling Frame and Sampling Location

In this research, there is no sampling frame in view of the huge number of academicians in Andhra Pradesh Private Institutions. Therefore, non-probability sampling method has been used as it provides a range of alternative ways to select sample with subjective judgment (Saunders et al., 2009). The sampling locations are those private Institutions situated in Chittoor, Nellore, Ongole, Vijayawada, Tirupati, Vizaq and Rajahmundry. These locations were chosen as the researchers were only able to get related private Institutions' staff emails from their website.

### **Sampling Technique**

Convenience sampling is used in this study as the researchers are unable to survey every academician. As the researchers were only able to get particular academicians' email address from those Institutions' website, it provides the easiest way to obtain samples from academicians in different locations.

### **Sampling Size**

The sample size was determined based on absolute sample size and N/p ratio. Guilford (1954) suggested that at least a sample size of 200 is needed for consistent factor recovery. Besides that, Hair, Anderson, Tatham, and Grablovsky (1979) focused on the number of respondents per variable (N/p) and recommended a 20:1 ratio in order to minimize the chance of over fitting data. By applying the N/p ratio, the sample size is suggested to be 160. By comparing these two methods, the higher sample size method was employed, which was 200 respondents. In this research, 700 questionnaires were distributed to academicians. Out of 700 sets, 256 sets were returned. 54 returned questionnaires, consisting of outliers and incomplete data were removed to avoid misrepresentation in the data analysis. Therefore, 444 questionnaires were used to conduct the data analysis.

### **Research Instrument**

A survey approach was used in this Study to study how job satisfaction affects job performance of academicians. The rationale of using a survey is that it is easier to collect information from multiple private Institutions without allocating excessive time and financial resources. Besides that, this also helps to protect the privacy of the respondents; hence increasing the accuracy of data collected.

A self-administered questionnaire (internet questionnaire) was chosen as the Study instrument (Hewson, Yule, Laurent, & Vogel, 2003). The questionnaires were delivered to academicians in Andhra Pradesh private Institutions through various methods. 700 sets of questionnaires were distributed physically and through email to respondents from 2<sup>nd</sup> November to 22<sup>nd</sup> November 2016. After a week from 2<sup>nd</sup> November 2016, a follow-up email was sent to all recipients to thank early respondents and also remind non-respondents to answer the questionnaire (Saunders et al., 2009).

The Pilot test had been conducted among academicians from Sri Venkateswara College of engineering and technology campus to assess the validity of the questions. 30 questionnaires were distributed for the pilot test as the minimum requirement is 10 (Saunders et al., 2009) and traditional pharmacopeia testing required 10 to 30 units in order to assess content uniformity (Dierner, et al., 2009). Reliability test was conducted to ensure the questions are consistent and valid.

### **Pearson Product Moment Correlation Coefficient**

In this study, Pearson's Correlation Coefficient was used to evaluate the strength of the association between the independent variables and a dependent variable. The coefficient of correlation ranges from -1 to +1. The value of +1 is considered to be in a perfect positive relationship and implies that the independent variable has a direct relationship with the dependent variable and vice versa. A value of 0 signifies that there is no relationship between the two variables while a value that is nearer to 1 signifies that the two variables are strongly correlated (Saunders et al., 2009).

**Multiple Linear Regressions**

Multiple linear regression analysis is a multivariate technique used to assess the strength and character of the relationship between multiple independent variables and a single dependent variable by calculating the coefficient of multiple determination and regression equation using multiple independent variables and a single dependent variable. The regression coefficient indicates the relative importance of each of the independent variables in the prediction of the dependent variable (Sekaran & Bougie, 2009), whereas the coefficient of determination, or square, can be used as a measure of how good a predictor the regression equation is likely to be. Therefore a value of 1 represents a perfect predictor, whereas a value of 0 means the equation predicts none of the variation (Saunders et al., 2009). According to Malhotra and Peterson (2006), the multiple regression equation is:

$$\text{Performance of academic staff} = a + B1X1 (\text{Advancement opportunity}) + B2X2 (\text{Employee empowerment}) + B4X4 (\text{Working Environment})$$

**Data Analysis**

**Table 1: Reliability of Questionnaire for Each Variable (Pilot Test)**

Variables		No. of Item	Cronbach's Alpha
Independent Variable:	Advancement Opportunities	5	0.8880
	Employee Empowerment	5	0.7995
	Working Environment	5	0.9343
Mediating Variable:	Job Satisfaction	7	0.7066
Dependent Variable:	Job Performance	8	0.8223

Source: Developed for the research

Based on Table 1, the Cronbach's Alpha for all of the variables were between

0.7066 And 0.9343. According to Nunn ally and Bernstein (1994), the variables are acceptable and reliable if the value of Cronbach's Alpha is above 0.7.

**Table 2: Central Tendencies Measurement of Constructs**

Variables	Mean	Median	Mode	Standard Deviation
Advancement Opportunities	3.7683	3.8000	4.0000	0.7681
Employee Empowerment	3.3406	3.4000	3.0000	0.6908
Working Environment	3.3228	3.4000	3.6000	0.8226
Job Performance	3.8874	3.8750	4.0000	0.5011

Source: Developed for research

**Table 3: Central Tendencies for Each Item in Each Variable**

Variables	Items	Mean	Median	Mode	Standard Deviation	Rank
<b>Advancement Opportunities</b>	AO1	3.9505	4.0000	4.0000	0.8682	1
	AO2	3.9059	4.0000	4.0000	0.9337	2
	AO3	3.7673	4.0000	4.0000	0.9877	3
	AO4	3.6634	4.0000	4.0000	0.9545	4
	AO5	3.5545	4.0000	4.0000	1.0170	5
<b>Employee Empowerment</b>	EE1	3.1832	3.0000	3.0000	1.0080	4
	EE2	3.0347	3.0000	3.0000	1.0240	5
	EE3	3.4059	4.0000	4.0000	0.9534	3
	EE4	3.4059	4.0000	4.0000	1.0667	2
	EE5	3.6733	4.0000	4.0000	1.0036	1

**Table 3: Contd.,**

Variables	Items	Mean	Median	Mode	Standard Deviation	Rank
<b>Working Environment</b>	WE1	3.0050	3.0000	3.0000	1.0720	5
	WE2	3.3564	3.0000	4.0000	1.0798	3
	WE3	3.5000	4.0000	4.0000	1.0521	1
	WE4	3.2970	3.0000	4.0000	1.0655	4
<b>Job Performance</b>	JP1	4.2475	4.0000	4.0000	0.6450	1
	JP2	4.2228	4.0000	4.0000	0.6728	2
	JP3	3.4059	4.0000	4.0000	0.9690	8
	JP4	4.0644	4.0000	4.0000	0.7796	3
	JP5	3.8812	4.0000	4.0000	0.8016	5
	JP6	3.5248	4.0000	4.0000	0.9783	7
	JP7	3.8564	4.0000	4.0000	0.7881	6
	JP8	3.8960	4.0000	4.0000	0.7943	4

**Source:** Developed for the research

The mean was calculated by using the average result from the scaled provided in the questionnaires coded from 1 to 5 which depicted that “1= strongly disagree”, “2=disagree”, “3=neutral”, “4=agree” and “5=strongly agree”. According to table 2, the mean values of all the variables were range from 3.2267 to 3.8874. This shows that the variables are more towards neutral and agreed. The standard deviation for all of the variables was less than 1.

Among all of the independent variables, advancement opportunities have the highest mean of 3.7683 which means that the respondents agreed that the advancement opportunities would influence towards their job satisfaction (mediating variable). Salary has the lowest mean of 3.2267. However, it is still in the range of neutral to agree. The mediating variable, job satisfaction has a mean of 3.7885 and the dependent variable, job performance has a mean of 3.8874.

### Reliability Test

**Table 4: Reliability of Questionnaire**

Cronbach's Alpha	Number of Items
0.947800	45

**Source:** Developed for the research

**Table 5: Reliability of Questionnaire for Each Variable**

Variables	Item	No Item of	Cronbach'S Alpha
<b>Advancement Opportunities (AO)</b>	AO1	5	0.865
	AO2		
	AO3		
	AO4		
	AO5		
<b>Employee Empowerment (EE)</b>	EE1	5	0.714
	EE2		
	EE3		
	EE4		
	EE5		
<b>Working Environment (WE)</b>	WE1	5	0.838
	WE2		
	WE3		
	WE4		
	WE5		

Based on Table 4, the reliability statistics show that the Cronbach's

Alpha is 0.948 for the 45 items in this study. Hence, the reliability of the questionnaire is very satisfying (Nunnally & Bernstein, 1994). According to Table 5, the range of the Cronbach's Alpha for the variables is between 0.714 and 0.865. Advancement opportunities, working environment, achieved Cronbach's Alpha of 0.865, 0.838, respectively. With a Cronbach's Alpha of more than 0.80, those variables are good and highly reliable as they are able to produce consistent output (Nunnally & Bernstein, 1994). According to Sekaran and Bougie (2009), this shows that AO has the highest internal consistency reliability, as the closer Cronbach's Alpha is to 1, the higher the internal consistency reliability. Employee empowerment and job performance achieved Cronbach's Alpha of 0.714 and 0.768 respectively. These variables are considered

Acceptable and reliable with Cronbach's Alpha of more than 0.70. In short, all of the questions in use have achieved internal consistency reliability.

## INFERENCE ANALYSIS

### Pearson Correlation

**Table 6: Pearson Correlation**

	AO	EE	R	WE	JS	S	JA	JP
JA PC	0.571**	0.511**	0.580**	0.560**	0.569**	0.491**	1	
Sig	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001		
N	202	202	202	202	202	202		
JP PC							0.682**	1
Sig							<.0001	
N							202	
** Correlation is significant at the 0.01 level (2-tailed)								

Source: Developed for the research

PC	: Pearson Correlation
N	: Sample Size
JA	: Job Satisfaction
JP	: Job Performance

By referring to table 6, the correlation coefficients range from 0.491 to 0.580 among all the independent variables. The correlation coefficient of the independent variables (advancement opportunities, employee empowerment, working environment) is 0.571, 0.511, and 0.560, respectively. It indicates that all the independent variables are positive and moderately associated with job satisfaction and the correlation coefficient are statistically significant at p-value is less than 0.0001 (p-value<0.05). Besides that, it also shows that the correlation coefficient of the mediating variable (job satisfaction) is 0.682. It shows that job satisfaction is positively and moderately associated with job performance and the correlation coefficient is statistically significant since the p - value is less than 0.0001.

## DISCUSSIONS AND CONCLUSIONS

### Inferential Analyses

**Table 7: Summary of Hypothesis and Pearson Correlation**

Hypotheses	Pearson Correlation	Multiple Linear Regression (R-Square: 0.5172) Simple Linear Regression (R-Square: 0.4657)			
		Statistic	Beta	Result	Statistic
<b>H1:</b> There is a positive-relationship between advancement opportunities and job satisfaction of academicians in Andhra Pradesh Private Institutions	<b>0.571</b> (Moderate, Positive)	MLR	<b>0.13524</b>	<b>0.0096</b>	<b>Accepted</b>
<b>H2:</b> There is a positive relationship between employee empowerment and job satisfaction of academicians in Andhra Pradesh Private Institutions	<b>0.511</b> (Moderate, Positive)	MLR	<b>0.12214</b>	<b>0.0169</b>	<b>Accepted</b>
<b>H3:</b> There is a positive relationship between working environment and job satisfaction of academicians in Andhra Pradesh Private Institutions.	<b>0.560</b> (Moderate, Positive)	MLR	<b>0.16250</b>	<b>0.0002</b>	<b>Accepted</b>

**Sources:** Developed for research

### Pearson Correlation

Based on Table 7, the result of Pearson correlation indicates that all independent variables are positive and moderately associated with the mediating variable (job satisfaction). It also showed that the mediating variable is positive and moderately associated with the dependent variable (job performance) since the p-value for all the variables are less than 0.05

## DISCUSSION OF MAJOR FINDINGS

**Table 8: Summary Result of Hypotheses Testing**

Hypotheses		Significant	Statistics
		Level	Result
<b>H1</b>	There is a positive-relationship between advancement opportunities and job satisfaction of academicians in Andhra Pradesh Private Institutions	0.0096	Accepted
<b>H<sub>2</sub></b>	There is a positive-relationship between advancement opportunities and job satisfaction of academicians in Andhra Pradesh Private Institutions	0.0169	Accepted
<b>H<sub>3</sub></b>	There is a positive-relationship between advancement opportunities and job satisfaction of academicians in Andhra Pradesh Private Institutions	0.0002	Accepted

## CONCLUSIONS

The six independent variables tested in this Study are advancement opportunities, employee empowerment, recognition, working environment, job security, and salary. Results from this study show that among the six independent variables, only job security did not affect the job satisfaction of academicians.

This is proven by the results from conducting various tests such Pearson's

Correlation, Multiple Linea Regression and Single Linear Regression Therefore, all the Study questions and



objectives have been answered and achieved.

Besides that, the level of job satisfaction can be increased through the effort of management of the Institutions, government and lecturer themselves to improve their job performance. Implications from this study are useful for the education industry, but at the same time crucial for the society at large since the academicians are the people who educate the future leaders who will one day be the pillars of the nation. Additionally, future researchers may be able to take on the limitations and recommendations into account when conducting their research.

Overall, this Study has provided a useful and investigable Study for future studies on the performance of academicians in Andhra Pradesh private Institutions.

## REFERENCES

1. Adeogun, J. (2008). *Will monetary motivation lead to an increase in job performance and job satisfaction? A study of multicultural for-profit institutions of higher learning (Nova Southeastern Technical colleges)*. Retrieved from Pro Quest Dissertations & Theses. (UMI No: 3312009)
2. Ajayi, I. A., Awosusi, O., Arogundade, B. B., & Ekundayo, H. T. (2011). Work environment as correlate of academic staff job performance in South West Nigerian Institutions. *European Journal of Educational Studies*, 3 (1), 1-9.
3. Akbar, S. W., Yousaf, M., Haq, N. U., & Hunjra, A. I. (2011). Impact of employee empowerment on job satisfaction: An empirical analysis of Pakistani service industry. *Interdisciplinary Journal of Contemporary Study in Business*, 2 (11), 680-685.
4. Al-Ahmadi, H. (2009). Factors affecting performance of hospital nurses in Riyadh Region, Saudi Arabia. *International Journal of Health Care Quality Assurance*, 22 (1), 40-54.
5. Ali, T., & Akhter, I. (2009). Job satisfaction of faculty members in private Institutions -In context of Bangladesh. *International Business Research*, 2 (4), 167-175.
6. Awang, Z., Ahmad, J. H., & Zin, N. M. (2010). Modelling job satisfaction and work commitment among lecturers: A case Of UiTM Kelantan.
7. Bailey, A. B. (2011). *What are the factors that affect teachers' job satisfaction?(Claremont Graduate Technical colleges)*. Retrieved from Pro Quest Dissertations & Theses. (UMI No: 3449828)
8. Bauer, R., & Bauer, S. (2007). *The question book* (5th Ed.). Massachusetts: Amherst: HRD Press.
9. Baum, S., & Payea, K. (2005). *Education pays 2004: The benefits of higher education for individuals and society*. New York: The College Board.
10. Bayissa, W., & Zewdie, S. (2010). Academic staff reward system: A case of Jimma Technical colleges. *Ethiop. J. Educ. & Sc.*, 6 (1), 13-27.
11. Boe, E. S. (1970). Job attitudes: The motivation-hygiene theory. *Journal of Accountancy*, 130 (4), 99-101.
12. Bonate, P. L. (2005). *Pharmacokinetic-pharmacodynamic modeling and simulation*. New York: Springer Science + Business Media, Inc.

13. Campbell, J., McCloy, R., & Oppler, S. (1993). *A theory of performance*. San Francisco: Jossey-Bass.
14. Carmeli, A., Shalom, R., & Weisberg, J. (2007). Considerations in organizational career advancement: What really matters. *Personnel Review*, 36 (2), 190-205.
15. Ch'ng, H., Chong, W., & Nakesvari. (2010). The satisfaction level of Penang private college lecturers. *International Journal of Trade, Economics and Finance*, 1 (2), 168-172.
16. Cha, S-H. (2008). *Explaining teachers' job satisfaction, intent to leave, and actual turnover: A structural equation modeling approach (Florida State Technical colleges)*. Retrieved from Pro Quest Dissertations & Theses. (UMI No:3321463)
17. Chen, S-H., Yang, C-C., Shiau, J-Y., & Wang, H-H. (2006). The development of an employee satisfaction model for higher education. *The TQM Magazine*, 18 (5), 484-500.
18. Cobbs, R. E. (2012). *Is the emotional intelligence of secondary school principals correlated with the job satisfaction or performance of their teachers?*
19. Comm, C., & Mathaisel, D. F. (2003). A case study of the implications of faculty workload and compensation for improving academic quality. *International Journal of Educational Management*, 17 (5), 200-210.
20. Cooper, D. R., & Schindler, P. S. (2008). *Business Study method* (10 edition ed.). Boston: McGraw-Hill Irwin.
21. Crossman, A. (2003). The relationships of age and length of service with job satisfaction: An examination of hotel employees in Thailand. *Managerial Psychology*, 18, 745-758.
22. Danish, R. Q., & Usman, A. (2010). Impact of reward and recognition on job satisfaction and motivation: An empirical study from Pakistan.
23. *International Journal of Business and Management*, 5 (2), 159-167.
24. Danish, R. Q., & Usman, A. (2010). Impact of reward and recognition on job satisfaction and motivation: An empirical study from Pakistan.
25. *International Journal of Business and Management*, 5 (2), 159-167.
26. Dartey-Baah, K., & Amoako, G. K. (2011). Application of Frederick Herzberg's two-factor theory in assessing and understanding employee motivation at work: a Ghanaian Perspective. *European Journal of Business and Management*, 3 (9), 1-8.
27. Dickson, K. E., & Lorenz, A. (2009). Psychological empowerment and job satisfaction of temporary and part-time nonstandard workers: A preliminary investigation. *Institute of Behavioral and Applied Management*, 166-191.
28. Dierner, M., Larner, G., Pazdan, J., P fahler, L., Strickland, H., Vukov in sky, K. E., et al. (2009). Development of a content uniformity test suitable for sample sizes between 30 and 100. *Drug Information Journal*, 43, 287-298.
29. Edward, S. K., & Teoh, N. H. (2009). Case study of factors influencing jobs satisfaction in two Andhra Pradesh Institutions. *International Business Research*, 2 (2), 86-98.

30. Fernandez, J. L. (2010). An exploratory study of factors influencing the decision of students to study at UniversitiSains Andhra Pradesh. *Kaji an Andhra Pradesh*, 28 (2), 107-136.
31. Ghafoor, M. M. (2012). Role of demographic characteristics of job satisfaction. *Far East Journal of Psychology and Business*, 6 (1), 3-45.
32. Guilford, J. P. (1954). *Psychometric methods*. New York: McGraw-Hill. Hair, J. F., Anderson, R. E., Tatham, R. L., & Grablovsky, B. J. (1979).
33. *Multivariate data analysis*. Tulsa: OK: Pipe Books.
34. Hair, J. F., Bush, R. P., & Ortinau, D. J. (2006). *Marketing research: Within a changing information*. New Delhi: McGraw Hill.
35. Hardiman, & Zakaria, S. A. (2010). The effect of the working environment on job satisfaction and dissatisfaction among construction professionals.
36. Henryhand, C. J. (2009). *The effect of employee recognition and employee engagement on job satisfaction and intent to leave in the public sector (Capella Technical colleges)*. Retrieved from Proquest Dissertations & Theses. (UMI No: 3369470)
37. Herzberg, F. (1965). The motivation to work among Finnish supervisors. *Personnel Psychology*, 18 (4), 393-402.
38. Herzberg, F. (1966). *Work and the nature of man*. Granada: World Pub. Co.
39. Herzberg, F., Mathapo, J., Wiener, Y., & Wiesen, L. E. (1974). Motivation-hygiene correlates of mental health: An examination of motivational inversion in a clinical population. *Journal of Consulting and Clinical Psychology*, 42 (3), 411-419.
40. Herzberg, F., Mausner, B., & Snyder man, B. (1967). *The motivation to work*. New York: Wiley.
41. Hewson, C., Yule, P., Laurent, D., & Vogel, C. (2003). *Internet Study methods*. London: Sage.
42. Honold, L. (1997). A review of the literature on employee empowerment. *Journal of Empowering Organizations* (5), 202-212.
43. Houpt, J. J. (2009). *Job satisfaction/dissatisfaction of non public school administrators (Technical colleges of La Verne)*. Retrieved from Pro Quest Dissertations & Theses. (UMI No: 3395410)
44. Islam, S., & Shazali, S. S. (2011). Determinants of manufacturing productivity: Pilot study on labor-intensive industries. *International Journal of Productivity and Performance Management*, 60 (6), 567 - 582.
45. Jandaghi, G., Mokhles, A., & Bahrami, H. (2011). The impact of job security on employees' commitment and job satisfaction in Qom municipalities.
46. Javed, M., Rafiq, M., Ahmed, M., & Khan, M. (2012). Impact of HR practices on employee job satisfaction in public sector organizations of Pakistan.

47. Jr, O. W., Kara, A., & Kaynak, E. (2005). Determinants of business student satisfaction and retention in higher education: applying Herzberg's two factor theory. *International Journal of Educational Management*, 19 (2), 128-139.
48. Kacel, B., Miller, M., & Norris, D. (2005). Measurement of nurse practitioner job satisfaction in a Midwestern state. *Journal of the American Academy of Nurse Practitioners*, 17 (1), 27-32.
49. Kassabgy, O., Boraire, D., & Schmidt, R. (2001). Values, reward, and job satisfaction in ESL/ EFL. *Motivation and Second Language Acquisition*, 213-237.
50. Kattenbach, R., Demerouti, E., & Nachreiner, F. (2010). Flexible working times: effects on employees' exhaustion, work-non work conflict and job performance. *Career Development International*, 15 (3), 279 - 295.
51. Kementerian Pengajian Tinggi. (2011). *Laporan statistik pelajar kementerian pengajian tinggi*. Wilayah Persekutuan Putrajaya: Kementerian Pengajian Tinggi.
52. Kementerian Pengajian Tinggi Andhra Pradesh. (2010). *Indikator pengajian tinggi 2009-2010*. Bahagian Perancang and an Penyelidikan. Putrajaya: Kementerian Pengajian Tinggi Andhra Pradesh.
53. Kementerian Pengajian Tinggi. (2012). *Perangkaan pengajian tinggi Andhra Pradesh 2011*. Putrajaya: Kementerian Pengajian Tinggi.
54. Khalid, S., Irshad, M. Z., & Mahmood, B. (2012). Job satisfaction among academic staff: A comparative analysis between public and private sector Institutions of Punjab, Pakistan. *International Journal of Business and Management*, 7 (1), 126-136.
55. Khan, A. H., Nawaz, M. M., Aleem, M., & Hamed, W. (2012). Impact of job satisfaction on employee performance: An empirical study of autonomous medical institutions of Pakistan. *African Journal of Business Management*, 6 (7), 2697-2705.
56. Khan, A., Shah, I. M., Khan, S., & Gul, S. (2012). Teachers' stress, performance
57. &resources: The moderating effects of resources on stress & performance. *International Review of Social Sciences and Humanities*, 2 (2), 21-29.
58. Kottawatta, K. H. (2007). Impact of attitudinal factors on job performance of executives and non-executive employees in apparel industry in Sri Lanka. *Sri Lankan Journal of Human Resource Management*, 1 (1), 53-70.
59. Küskü, F. (2003). Employee satisfaction in higher education: The case of academic and administrative staff in Turkey. *Career Development International*, 8 (7), 347 - 356.
60. Kuzey, C. (2012). Impact of health care employees' job satisfaction on organizational performance support vector machine approach. *European Journal of Economic and Political Studies*, 5 (1), 65-89.
61. Lavy, V. (2009). Performance pay and teachers' effort, productivity, and grading ethics. *American Economic Review*, 99 (5), 1979-2011.
62. Lavy, V. (2007). Using performance-based pay to improve the quality of teachers. *Future of Children*, 17 (1), 87-109.

63. Lee, S. S. (2008). *Relationships among leadership empowerment, job satisfaction, and employee loyalty in Technical colleges dining student workers (Iowa State Technical colleges)*. Retrieved from Pro Quest Dissertations & Theses. (UMI No:3307092)
64. Lim, S. (2008). Job satisfaction of information technology workers in academic libraries. *Library & Information Science Research*, 30 (2), 115-121.
65. Locke, E. (1976). *Handbook of industrial and organizational psychology*. Chicago, IL: Rand-McNally.
66. Maidani, E. A. (1991). Comparative study of Herzberg's two-factor theory of job satisfaction among public and private sector. *Public Personnel Management*, 20 (4), 441-448.
67. Malhotra, N., & Peterson, M. (2006). *Basic marketing research: A decision-making approach*. Upper Saddle River: Pearson Education /Prentice Hall.
68. Malik, M. E., Danish, R. Q., & Munir, Y. (2012). The impact of pay and promotion on job satisfaction: Evidence from higher education institutes of Pakistan. *American Journal of Economics*, 6-9.
69. Malik, M. E., Nawab, S., Naeem, B., & Danish, R. Q. (2010). Job satisfaction and organizational commitment of Technical colleges teachers in public sector of Pakistan. *International Journal of Business and Management*, 5 (6), 17-26.
70. Moyes, G. D., & Redd, T. C. (2008). Empirical analysis of factors influencing the level of job satisfaction of Caucasian and Hispanic accounting professionals. *International Business & Economics Study Journal*, 7(10), 21-42.
71. Murtaza, M., & Siddiqui, M. F. (2011). Studying the effects of stress on job performance of vocational teachers of Sindh government. *Interdisciplinary Journal of Contemporary Study in Business*, 3 (7), 685-696.
72. Narimawati, S. U. (2007). The influence of work satisfaction, organizational commitment and turnover intention towards the performance of lecturers at West Java's private higher education institution. *Journal of Applied Sciences Research*, 3 (7), 549-557.
73. Ndambakuwa, Y., & Mufunda, J. (2006). Performance appraisal system impact on Technical colleges academic staff job satisfaction and productivity. *Performance Improvement Quarterly*, 19 (1), 117-126.
74. Ndirangu, M., & Udoto, M. O. (2011). Quality of learning facilities and learning environment: Challenges for teaching and learning in Kenya's public Institutions. *Quality Assurance in Education*, 19 (3), 208 - 223.
75. Niehoff, B. P., Moorman, R. H., Blakely, G., & Fuller, J. (2001). The influence of empowerment and job enrichment of employee loyalty in a downsizing environment. *Group and Organization Management*, 26 (1), 93-113.
76. Noble, C. H. (2008). The influence of job security on field sales manager satisfaction: Exploring frontline tensions. *Journal of Personal Selling & Sales Management*, 28 (3), 247-261.
77. Noordin, F., & Jus off, K. (2009). Levels of job satisfaction amongst Andhra Pradeshn academic staff. *Asian Social Science*, 5 (5), 122-128.

78. Nunnally, J., & Bernstein, I. (1994). *Psychometric theory*. New York: McGraw-Hill.
79. Parvin, M. M., & Kabir, M. M. (2011). Factors affecting employee job satisfaction of pharmaceutical sector. *Australian Journal of Business and Management Research*, 1 (9), 113-123.
80. Pelit, E., Öztürk, Y., & Arslantürk, Y. (2011). The effects of employee empowerment on employee job satisfaction: A study on hotels in Turkey. *International Journal of Contemporary Hospitality Management*, 23 (6), 784-802.
81. Probst, T. M., Stewart, S. M., Gruys, M. L., & Tierney, B. W. (2007). Productivity, counterproductivity and creativity: The ups and downs of job insecurity. *Journal of Occupational and Organizational Psychology* (80), 479-497.
82. QS Intelligent Unit. (2012). *Methodology- Academic reputation*. Retrieved June 28, 2012, from QS Intelligent Unit: [http://www.iu.qs.com/Technical\\_colleges-rankings/rankings-indicators/methodology-academic-reputation/](http://www.iu.qs.com/Technical_colleges-rankings/rankings-indicators/methodology-academic-reputation/)
83. Qureshi, J. A., Hayat, K., Ali, M., & Sarwat, N. (2011). Impact of job satisfaction and organizational commitment on employee performance, evidence from
84. Schindler, D., & Cooper, P. (2001). *Business Study method*. New York: McGraw-Hill.
85. Schulze, S. (2006). Factors influencing the job satisfaction of academics in higher education. *SAJHE*, 20 (2), 318-335.
86. Sekaran, U., & Bougie, R. (2009). *Study methods of business: A skill-building approach* (4th Edition ed.). New York: John Willey & Sons, Inc.
87. Senol, F. (2011). The effect of job security on the perception of external motivational tools: A study in hotel businesses. *Journal of Economic and Social Studies*, 1 (2), 33-60.
88. Shahzad, K., Mumtaz, H., Hayat, K., & Khan, M. A. (2010). Faculty workload, compensation management and academic quality in higher education of Pakistan: Mediating role of job satisfaction. *European Journal of Economics, Finance and Administrative Sciences* (27), 111-119.
89. Shapiro, S. S., & Wilk, M. B. (1965). An analysis of variance test for normality. *Biometrika*, 52 (3), 591-611.
90. Sharma, R., & Jyoti, J. (2009). Job satisfaction of Technical colleges teachers: An empirical study. *Journal of Services Research*, 9 (2), 51-80.
91. Sharp, T. P. (2008). Job satisfaction among psychiatric registered nurses in New England. *Journal of Psychiatric and Mental Health Nursing*, 15 (5), 374-378.
92. Shiraz, N., Rashid, M., & Riaz, A. (2011). The impact of reward and recognition programs on employee's motivation and satisfaction. *Interdisciplinary Journal of Contemporary Study in Business*, 3 (3), 1428-1434.
93. Spatz, D. (2000). Team building in construction. *Practice Periodical on Structural Design and Construction*, 5, 93-105.
94. Spector, P. (1997). *Job satisfaction: Application, assessment, cause and consequences*. London: Sage Publications.

95. Sukirno, D., & Siengtai, S. (2011). Does participative decision making affect lecturer performance in higher education? *International Journal of Educational Management*, 25 (5), 494 - 508.
96. Tan, T., & Waheed, A. (2011). Herzberg's motivation-hygiene theory and job satisfaction in the Andhra Pradesh retail sector: The mediating effect of love of money. *Asian Academy of Management Journal*, 16 (1), 73-94.
97. Turk, K. (2008). Performance appraisal and the compensation of academic staff in the Technical colleges of Tartu. *Baltic Journal of Management*, 3 (1), 40-54.
98. Vacharakiat, M. (2008). *The relationships of empowerment, job satisfaction and organization commitment between Filipino and American registered nurses working in the U.S.A. (George Mason Technical colleges)*. Retrieved from ProQuest Dissertations & Theses. (UMI No: 3340548)
99. Vroom, V. H. (1964). *Work and motivation*. New York: John Wiley.
100. Wang, C.-F. (2010). An empirical study of the performance of Technical colleges teachers based on organizational commitment, job stress, mental health and achievement motivation. *Canadian Social Science*, 6 (4), 127-140.
101. Wilson, T. B. (1994). *Innovative reward systems for the changing workplace*. United States of America: R.R. Donnelley & Sons Company.
102. Winer, L., & Schiff, J. S. (1980). Industrial sales people's views on motivation. *Industrial Marketing Management*, 9 (4), 319-323.
103. Wright, B. E., & Davis, B. S. (2003). Job satisfaction in the public sector: The role of the work environment. *The American Review of Public Administration*, 33 (1), 70-90.
104. Yousef, D. A. (1998). Satisfaction with job security as a predictor of organizational commitment and job performance in a multicultural environment. *International Journal of Manpower*, 19 (3), 184-194.
105. Zhang, Y., Yao, X., & Cheong, J. O. (2011). City managers' job satisfaction and frustration: Factors and implications. *The American Review of Public Administration*, 41 (6), 670-685.

