INTERNATIONAL JOURNAL OF ARTS, COMMERCE & EDUCATION
A Multidisciplinary Peer-Reviewed, Refereed, Open Access Journal,
https://avjournals.com/ e-ISSN: 2347-7687, Vol 13, Issue 2, July-December 2025

WORKPLACE ENVIRONMENT AND EMPLOYEE SATISFACTION IN HIGHER EDUCATION: A CONCEPTUAL STUDY OF COLLEGES IN JAMMU AND KASHMIR

[1]Anwar Ul Haq Chowdhary, [2]Dr. Kafeel Ahmed, [3]Dr. Parvez Abdulla
[1]Research Scholar, [2]Supervisor, [3]Co-Supervisor
[1-3]Department of Management Studies, Baba Ghulam Shah Badshah University, Rajouri, J&K

Abstract
The quality of higher education depends to a large extent on the people who deliver it, and the satisfaction of teachers and other employees is shaped by the environment in which they work. In the colleges of Jammu and Kashmir, this environment is influenced not only by infrastructure, leadership, workload, pay and opportunities for growth, but also by the region's difficult terrain and harsh winters, postings in remote areas, a large share of teachers working on temporary arrangements, periodic disruptions to academic life, and the administrative and policy changes that followed the reorganisation of 2019 and the adoption of the National Education Policy 2020. The present study develops a conceptual understanding of the relationship between workplace environment and employee satisfaction in the colleges of Jammu and Kashmir. Based on a systematic review of theory and research, it identifies seven dimensions of the workplace environment: physical environment, leadership and administration, collegial relations, workload and role clarity, pay and job security, professional development, and technology and resources. Drawing on need theory, the two-factor theory, the job characteristics model, equity theory, the job demands–resources model and the concept of perceived organisational support, the study explains how each dimension affects satisfaction through perceived support, need fulfilment, motivation and stress. It then proposes a conceptual model in which regional conditions moderate these relationships, together with six testable propositions. The study concludes that improving employee satisfaction in the colleges of the region requires attention both to basic working conditions and to motivating factors such as recognition, participation and professional growth, and it suggests measures for college administrators and policy makers.

Keywords: workplace environment; employee satisfaction; job satisfaction; higher education; college teachers; organisational support; Jammu and Kashmir

1. Introduction

Higher education institutions are knowledge-intensive organisations whose performance depends heavily on the commitment and effectiveness of their teaching and non-teaching staff. Teachers design and deliver courses, guide students, conduct research and take part in administration, while non-teaching staff support every aspect of institutional functioning. When employees are satisfied with their work, they are more likely to remain with the institution, invest effort in teaching and research, and contribute to a positive academic culture. When they are dissatisfied, the consequences include absenteeism, low morale, reduced quality of teaching and high turnover.

Employee satisfaction is not determined only by individual characteristics; it is closely related to the environment in which people work. The workplace environment includes physical conditions such as classrooms, laboratories and staff facilities, as well as the psychological and social climate created by leadership, colleagues, workload, policies and opportunities for growth. Studies in a range of organisations have shown that a supportive working environment is associated with higher job satisfaction (Raziq & Maulabakhsh, 2015), and that the working environment influences overall organisational performance (Chandrasekar, 2011).

The colleges of Jammu and Kashmir present a distinctive setting for examining this relationship. Following the Jammu and Kashmir Reorganisation Act, 2019, the region became a Union Territory, and its higher

education system has since undergone administrative restructuring together with the implementation of the National Education Policy 2020, which calls for multidisciplinary institutions, flexible curricula, faculty autonomy and continuous professional development (Ministry of Education, 2020). Colleges in the region also operate in difficult conditions: many are located in hilly, remote or snow-bound areas, a substantial part of the teaching work is carried out by teachers on temporary or academic-arrangement engagements, and academic life has at times been affected by closures and restrictions on communication. These conditions are likely to shape how employees experience their workplace and how satisfied they are with it.

Although job satisfaction among college teachers has been examined in some parts of the region (Katoch, 2012), there is little conceptual work that systematically links the dimensions of the workplace environment to employee satisfaction in the specific context of Jammu and Kashmir. The present study addresses this gap. Its objectives are:

1. To clarify the concepts of workplace environment and employee satisfaction in the context of higher education.
2. To identify the major dimensions of the workplace environment relevant to college employees.
3. To review the theoretical perspectives that explain the relationship between workplace environment and employee satisfaction.
4. To examine how the distinctive conditions of colleges in Jammu and Kashmir influence this relationship.
5. To propose a conceptual model with testable propositions and to suggest measures for improving employee satisfaction.

2. Concept and Dimensions of Workplace Environment

2.1 Meaning of workplace environment

The workplace environment refers to the total set of physical, psychological, social and organisational conditions in which employees perform their work. It includes tangible features such as buildings, space, equipment, lighting and safety, and intangible features such as relationships, communication, leadership style, policies, rewards and opportunities for participation. The Work Environment Scale developed by Moos describes the social climate of work settings in terms of relationships, personal growth, and system maintenance and change (Moos, 1994). In higher education, the workplace environment also includes academic freedom, research facilities, student quality and the culture of the institution.

2.2 Dimensions of the workplace environment in colleges

For the purpose of this study, the workplace environment of colleges is considered in terms of seven dimensions:

1. **Physical environment:** classrooms, laboratories, staff rooms, library, sanitation, heating, transport and safety on campus.
2. **Leadership and administration:** the style of the principal and administrators, fairness in decisions, transparency, communication and participation of staff in decision-making.
3. **Collegial relations:** co-operation, mutual respect, team spirit and support among teaching and non-teaching staff.
4. **Workload and role clarity:** the volume of teaching, examination, administrative and extension duties, and clarity about roles and expectations.
5. **Pay and job security:** salary, allowances, regularity of payment, service conditions, tenure and the nature of employment (regular or temporary).
6. **Professional development:** opportunities for research, training, orientation and refresher courses, attendance at seminars, and fair promotion under the career advancement scheme.
7. **Technology and resources:** availability of computers, internet connectivity, smart classrooms,

INTERNATIONAL JOURNAL OF ARTS, COMMERCE & EDUCATION
A Multidisciplinary Peer-Reviewed, Refereed, Open Access Journal,
https://avjournals.com/ e-ISSN: 2347-7687, Vol 13, Issue 2, July-December 2025

digital libraries and administrative software.

3. Concept of Employee Satisfaction

3.1 Meaning of employee satisfaction

Employee or job satisfaction has been defined as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences (Locke, 1976). It is commonly understood as an attitude that reflects how people feel about their jobs as a whole and about specific aspects of them (Spector, 1997). Job satisfaction contains both an affective component, related to feelings about work, and a cognitive component, related to judgements about work conditions (Brief & Weiss, 2002).

3.2 Facets of satisfaction in higher education

In higher education, employee satisfaction is multidimensional. Faculty job satisfaction is shaped by a combination of personal characteristics, the nature of academic work and institutional conditions (Hagedorn, 2000). Teachers in higher education tend to derive satisfaction mainly from teaching and research, while dissatisfaction is more often related to administrative work, pay and promotion (Oshagbemi, 1997). The following facets are particularly relevant for college employees:

- satisfaction with the work itself, including teaching, interaction with students and research;
- satisfaction with pay, allowances and benefits;
- satisfaction with promotion and career advancement;
- satisfaction with supervision and leadership;
- satisfaction with colleagues;
- satisfaction with working conditions and facilities; and
- overall satisfaction with the job and the institution.

Satisfaction can be measured with established instruments such as the Job Descriptive Index, which covers work, pay, promotion, supervision and co-workers (Smith et al., 1969), and the Minnesota Satisfaction Questionnaire, which distinguishes intrinsic and extrinsic satisfaction (Weiss et al., 1967). Satisfaction is important because it is related to job performance (Judge et al., 2001) and, among faculty members, to intentions to stay with or leave the institution (Rosser, 2004).

4. Theoretical Perspectives

Several theories explain why the workplace environment influences employee satisfaction:

- **Need hierarchy theory.** Human needs are arranged in a hierarchy from physiological and safety needs to social, esteem and self-actualisation needs (Maslow, 1943). Adequate pay and job security satisfy lower-order needs, collegial relations satisfy social needs, and recognition, autonomy and professional growth satisfy higher-order needs.
- **Two-factor theory.** Factors that cause satisfaction (motivators such as achievement, recognition, responsibility and growth) differ from those that cause dissatisfaction (hygiene factors such as pay, policies, supervision and working conditions) (Herzberg et al., 1959). In colleges, poor facilities or irregular pay produce dissatisfaction, but their improvement alone does not produce high satisfaction unless motivators are also present.
- **Job characteristics model.** Skill variety, task identity, task significance, autonomy and feedback create meaningful work and increase satisfaction (Hackman & Oldham, 1976). Academic work is rich in these characteristics, but excessive administrative duties can reduce them.
- **Equity theory.** Employees compare their inputs and rewards with those of others, and perceived inequity produces dissatisfaction (Adams, 1965). Differences in pay and conditions between regular and temporary teachers performing similar work are a clear source of perceived inequity.
- **Job demands–resources model.** Job demands such as heavy workload and time pressure lead to strain, while job resources such as support, autonomy and feedback promote motivation and engagement (Bakker & Demerouti, 2007).

INTERNATIONAL JOURNAL OF ARTS, COMMERCE & EDUCATION
A Multidisciplinary Peer-Reviewed, Refereed, Open Access Journal,
https://avjournals.com/ e-ISSN: 2347-7687, Vol 13, Issue 2, July-December 2025

- **Perceived organisational support.** Employees form beliefs about how much the organisation values their contributions and cares about their well-being, and these beliefs influence their attitudes and commitment (Eisenberger et al., 1986).

5. Review of Literature

Research across sectors consistently links the working environment with employee attitudes. A study of employees in different sectors in Pakistan found that working environment had a positive effect on job satisfaction (Raziq & Maulabakhsh, 2015). Work in public sector organisations showed that factors such as goal setting, performance feedback, workload, physical conditions and supervisor support influence employee performance and well-being (Chandrasekar, 2011). A meta-analysis of more than three hundred samples confirmed a moderate positive relationship between job satisfaction and job performance (Judge et al., 2001).

In higher education, a conceptual framework of faculty satisfaction identified mediators such as motivation, hygiene factors and demographics, and triggers such as changes in rank, life stage and institutional climate (Hagedorn, 2000). A study of university teachers in the United Kingdom found that teaching and research were the main sources of satisfaction and that administration and management were common sources of dissatisfaction (Oshagbemi, 1997). A national study in the United States showed that perceptions of worklife, including professional development support, administrative support and technical support, affected faculty satisfaction, which in turn influenced intentions to leave (Rosser, 2004).

In Jammu and Kashmir, a study of 98 teachers from five government colleges in Jammu found that female teachers reported higher job satisfaction than male teachers and that income was an important factor affecting satisfaction (Katoch, 2012). The available regional studies are, however, few and mostly descriptive. They seldom treat the workplace environment as a set of distinct dimensions or consider the specific conditions under which colleges in the region operate. This gap justifies a conceptual study that brings theory, prior evidence and regional context together.

6. Methodology

The present study is conceptual and analytical. It is based on a systematic review of theoretical literature, empirical studies and policy documents. The procedure involved the following steps:

1. Identification of classic and contemporary theories of job satisfaction, motivation and organisational support.
2. Review of empirical studies on workplace environment and employee satisfaction in organisations generally and in higher education specifically.
3. Examination of policy documents and regulations governing higher education in India and in Jammu and Kashmir, including the National Education Policy 2020 and the regulations of the University Grants Commission.
4. Analysis of the distinctive conditions of colleges in the region on the basis of this literature and the documented features of the regional context.
5. Integration of the findings into a conceptual model with testable propositions.

As a conceptual study, it does not test hypotheses with primary data. Its purpose is to provide a structured framework that can guide empirical research and practical intervention.

7. The Higher Education Context of Jammu and Kashmir

The colleges of Jammu and Kashmir include government degree colleges, which form the backbone of the system, along with professional colleges, colleges of education and private institutions. They are affiliated mainly to the University of Jammu, the University of Kashmir and the two cluster universities of Jammu and Srinagar. Several features of this context bear directly on the workplace environment:

INTERNATIONAL JOURNAL OF ARTS, COMMERCE & EDUCATION
A Multidisciplinary Peer-Reviewed, Refereed, Open Access Journal,
https://avjournals.com/ e-ISSN: 2347-7687, Vol 13, Issue 2, July-December 2025

- **Geography and climate.** Many colleges are located in hilly, border or remote areas with long travel times. Severe winters, particularly in Kashmir and the higher reaches of Jammu division, make heating, transport and building maintenance essential conditions of work.
- **Postings and transfers.** Teachers are frequently posted to colleges far from their homes, and transfer policies strongly affect family life, commuting and settledness.
- **Nature of employment.** A considerable part of teaching is carried out by teachers engaged on academic-arrangement or other temporary terms, whose pay, benefits and security differ sharply from those of regular faculty.
- **Disruptions to academic life.** Periods of closure, curfew and restrictions on mobile and internet services have at times interrupted teaching, examinations and administrative work, adding uncertainty and stress.
- **Administrative and policy change.** The reorganisation of 2019 and the implementation of the National Education Policy 2020 have introduced new structures, curricula, assessment systems and expectations of faculty, which require adjustment and training.
- **Professional expectations.** Regulations of the University Grants Commission link appointment and career advancement of college teachers to qualifications, research output and participation in professional development (University Grants Commission, 2018), which raises the importance of research facilities and training opportunities.

8. Analysis: Workplace Environment and Employee Satisfaction

8.1 Physical environment

Physical conditions form the most basic layer of the workplace. Inadequate classrooms, shortage of staff rooms, poorly equipped laboratories, lack of heating in winter, unreliable electricity and poor transport connections are hygiene factors whose absence produces dissatisfaction (Herzberg et al., 1959). In the colleges of the region, where many campuses are in remote or snow-bound locations, heating, safe buildings and transport are particularly important. Improvements in these conditions remove sources of daily frustration and signal that the institution cares about its employees.

8.2 Leadership and administration

The principal and administrative officers shape the climate of a college through their decisions, communication and treatment of staff. Supportive, fair and participative leadership increases perceived organisational support, which in turn strengthens satisfaction and commitment (Eisenberger et al., 1986). Conversely, arbitrary decisions, lack of transparency in assigning duties and limited consultation reduce trust. Delays in sanctioning leave, salary, increments and promotions also arise from administrative processes and are a common cause of dissatisfaction.

8.3 Collegial relations

Positive relationships with colleagues satisfy social needs and provide emotional and practical support. Collegiality is especially important in small and remote colleges, where teachers may be far from family and depend on colleagues for social contact. Divisions between regular and temporary staff, between teaching and non-teaching staff, or along other lines can weaken team spirit. Shared academic activities, departmental meetings and staff welfare programmes help build cohesive relationships.

8.4 Workload and role clarity

College teachers are expected to teach, set and evaluate examinations, maintain records, perform administrative and extension duties, and conduct research. When these demands become excessive, or when roles are unclear, they produce strain and reduce satisfaction (Bakker & Demerouti, 2007). Shortage of regular staff often increases the workload of those in post, and the introduction of new curricula and continuous assessment under recent reforms adds further duties. Balanced distribution of work and clear role descriptions are therefore important.

INTERNATIONAL JOURNAL OF ARTS, COMMERCE & EDUCATION
A Multidisciplinary Peer-Reviewed, Refereed, Open Access Journal,
https://avjournals.com/ e-ISSN: 2347-7687, Vol 13, Issue 2, July-December 2025

8.5 Pay and job security

Pay and security are fundamental hygiene factors. Regular teachers generally receive pay scales determined by national norms, but delays in salary, arrears or promotion can still cause dissatisfaction. The position of temporary teachers is more difficult: lower remuneration, irregular payment, lack of benefits and uncertainty about re-engagement directly frustrate safety needs. When temporary and regular teachers perform similar duties for very different rewards, perceptions of inequity are likely (Adams, 1965). Income has been identified as an important influence on the satisfaction of college teachers in Jammu (Katoch, 2012).

8.6 Professional development and growth

Opportunities for research, training and promotion are motivators that lead to positive satisfaction rather than merely preventing dissatisfaction (Herzberg et al., 1959). Faculty who receive support for professional development are more satisfied and less likely to leave (Rosser, 2004). In the region, access to research grants, laboratory facilities, library resources, faculty development programmes and leave for higher studies is uneven, especially in remote colleges. Expanding these opportunities is one of the most effective ways of raising satisfaction among academically motivated teachers.

8.7 Technology and resources

Digital infrastructure has become an essential part of the academic workplace, supporting online teaching, digital libraries, administrative software and communication. Reliable internet connectivity and adequate computer facilities enable teachers to prepare courses, access research material and complete administrative tasks efficiently. Where connectivity is weak or interrupted, teachers face additional difficulties and frustration. Investment in technology and training therefore contributes both to efficiency and to satisfaction.

8.8 Summary of relationships

Table 1 summarises how each dimension of the workplace environment is expected to influence employee satisfaction in the colleges of the region.

Table 1. Dimensions of workplace environment and their expected influence on employee satisfaction

Dimension	Key indicators	Main theoretical link	Expected influence
Physical environment	Infrastructure, heating, transport, safety	Hygiene factor	Poor conditions raise dissatisfaction
Leadership and administration	Fairness, participation, communication	Perceived organisational support	Supportive leadership raises satisfaction
Collegial relations	Co-operation, respect, team spirit	Social needs	Good relations raise satisfaction
Workload and role clarity	Teaching and administrative load, clarity	Job demands	Excessive load lowers satisfaction
Pay and job security	Salary, regularity, tenure, benefits	Hygiene factor; equity	Insecurity and inequity lower satisfaction
Professional development	Research, training, promotion	Motivator; growth needs	Opportunities raise satisfaction
Technology and resources	ICT, internet, library, software	Job resources	Adequate resources raise satisfaction

9. Proposed Conceptual Model

INTERNATIONAL JOURNAL OF ARTS, COMMERCE & EDUCATION
A Multidisciplinary Peer-Reviewed, Refereed, Open Access Journal,
https://avjournals.com/ e-ISSN: 2347-7687, Vol 13, Issue 2, July-December 2025

On the basis of the analysis, the present study proposes a conceptual model of the relationship between workplace environment and employee satisfaction in the colleges of Jammu and Kashmir (Figure 1). The seven dimensions of the workplace environment influence employee satisfaction through mediating processes: perceived organisational support, fulfilment of needs, motivation and reduced stress. Employee satisfaction, in turn, leads to outcomes such as organisational commitment, teaching quality, retention, well-being and institutional performance. The contextual conditions of the region act as moderating factors that can strengthen or weaken these relationships.

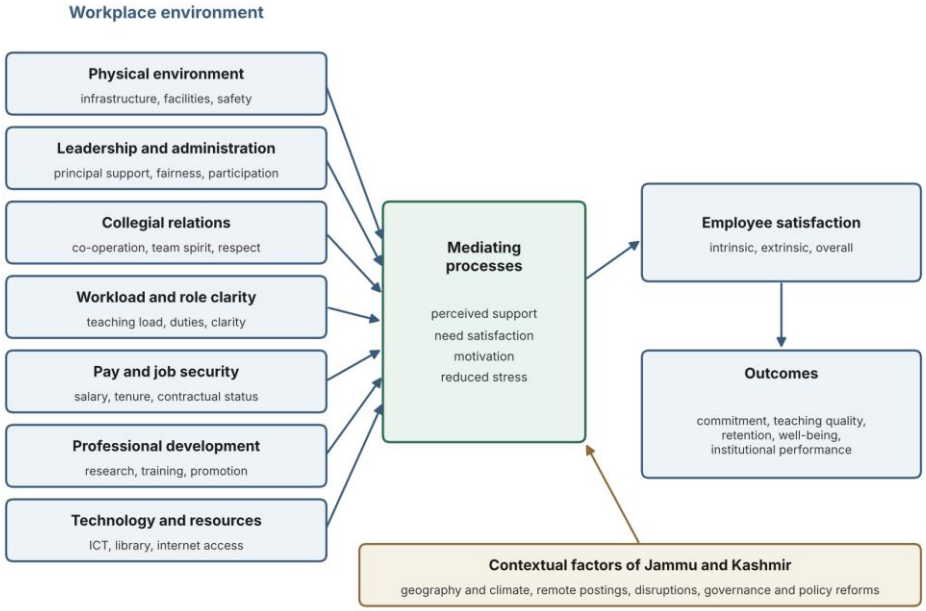

Figure 1. Conceptual model of workplace environment and employee satisfaction in colleges of Jammu and Kashmir

The model leads to the following propositions for empirical testing:

1. **Proposition 1.** A better physical environment is associated with lower dissatisfaction among college employees, and its effect is stronger in remote and winter-affected colleges.
2. **Proposition 2.** Supportive and participative leadership increases employee satisfaction through higher perceived organisational support.
3. **Proposition 3.** Excessive workload and unclear roles reduce employee satisfaction through increased stress.
4. **Proposition 4.** Temporary employment and perceived pay inequity are associated with lower satisfaction than regular employment.
5. **Proposition 5.** Opportunities for professional development have a stronger positive effect on satisfaction than improvements in physical conditions alone.
6. **Proposition 6.** Higher employee satisfaction is associated with greater organisational commitment and lower intention to leave.

10. Implications

10.1 For college administrators

- Ensure basic facilities, including adequate heating, sanitation, staff rooms and transport arrangements, particularly in remote and winter-affected colleges.
- Adopt participative decision-making through staff councils and regular meetings, and distribute duties transparently.
- Process leave, salary, increments and career advancement cases without delay.

- Recognise the contributions of teaching and non-teaching staff through appreciation, awards and opportunities for responsibility.
- Promote collegial culture through departmental activities, mentoring of new teachers and staff welfare programmes.

10.2 For policy makers

- Fill vacant regular teaching posts to reduce excessive workload and dependence on temporary engagement.
- Improve the remuneration, regularity of payment and service conditions of temporary teachers.
- Frame transparent and humane transfer policies that consider family circumstances and the duration of remote postings.
- Provide research grants, faculty development programmes and training for the implementation of the National Education Policy 2020.
- Strengthen digital infrastructure and ensure reliable connectivity in all colleges.
- Conduct periodic surveys of employee satisfaction and use the results in institutional planning.

11. Limitations and Future Research

The study is conceptual and does not provide empirical measurement of the relationships it proposes. Its analysis relies on general theory and on a small body of regional research, and conditions may differ between Jammu and Kashmir divisions, between urban and remote colleges, and between government and private institutions. Future research should:

- test the proposed model with survey data from teaching and non-teaching staff in a representative sample of colleges;
- compare satisfaction between regular and temporary teachers, and between urban, rural and remote colleges;
- use standard instruments for workplace environment and job satisfaction, adapted to the regional context;
- examine the mediating role of perceived organisational support and stress using structural equation modelling; and
- study changes in satisfaction over time as reforms under the National Education Policy 2020 are implemented.

12. Conclusion

The present study has examined the relationship between workplace environment and employee satisfaction in higher education, with particular reference to the colleges of Jammu and Kashmir. It identifies seven dimensions of the workplace environment, explains their influence through established theories, and shows that the regional context of difficult terrain, harsh winters, remote postings, temporary employment, periodic disruptions and ongoing reforms adds further challenges. Basic conditions such as facilities, pay and job security are necessary to prevent dissatisfaction, while supportive leadership, collegial relations, balanced workload and opportunities for professional growth are needed to create genuine satisfaction. The proposed conceptual model and propositions provide a basis for empirical research and practical action. Improving the workplace environment of colleges in Jammu and Kashmir is therefore not only a matter of employee welfare but a precondition for better teaching, stronger institutions and the success of higher education reforms in the region.

References

1. Adams, J. S. (1965). Inequity in social exchange. *Advances in Experimental Social Psychology, 2*, 267–299.
2. Bakker, A. B., & Demerouti, E. (2007). The job demands-resources model: State of the art. *Journal of Managerial Psychology, 22*(3), 309–328.
3. Brief, A. P., & Weiss, H. M. (2002). Organizational behavior: Affect in the workplace. *Annual Review of Psychology, 53*, 279–307.
4. Chandrasekar, K. (2011). Workplace environment and its impact on organisational performance in public sector organisations. *International Journal of Enterprise Computing and Business Systems, 1*(1), 1–19.
5. Eisenberger, R., Huntington, R., Hutchison, S., & Sowa, D. (1986). Perceived organizational support. *Journal of Applied Psychology, 71*(3), 500–507.
6. Hackman, J. R., & Oldham, G. R. (1976). Motivation through the design of work: Test of a theory. *Organizational Behavior and Human Performance, 16*(2), 250–279.
7. Hagedorn, L. S. (2000). Conceptualizing faculty job satisfaction: Components, theories, and outcomes. *New Directions for Institutional Research, 2000*(105), 5–20.
8. Herzberg, F., Mausner, B., & Snyderman, B. B. (1959). *The motivation to work*. John Wiley & Sons.
9. Judge, T. A., Thoresen, C. J., Bono, J. E., & Patton, G. K. (2001). The job satisfaction–job performance relationship: A qualitative and quantitative review. *Psychological Bulletin, 127*(3), 376–407.
10. Katoch, O. R. (2012). Job satisfaction among college teachers: A study on government colleges in Jammu (J&K). *Asian Journal of Research in Social Sciences and Humanities, 2*(4), 164–180.
11. Locke, E. A. (1976). The nature and causes of job satisfaction. In M. D. Dunnette (Ed.), *Handbook of industrial and organizational psychology* (pp. 1297–1349). Rand McNally.
12. Maslow, A. H. (1943). A theory of human motivation. *Psychological Review, 50*(4), 370–396.
13. Ministry of Education. (2020). *National Education Policy 2020*. Government of India.
14. Moos, R. H. (1994). *Work Environment Scale manual* (3rd ed.). Consulting Psychologists Press.
15. Oshagbemi, T. (1997). Job satisfaction and dissatisfaction in higher education. *Education + Training, 39*(9), 354–359.
16. Raziq, A., & Maulabakhsh, R. (2015). Impact of working environment on job satisfaction. *Procedia Economics and Finance, 23*, 717–725.
17. Rosser, V. J. (2004). Faculty members' intentions to leave: A national study on their worklife and satisfaction. *Research in Higher Education, 45*(3), 285–309.
18. Smith, P. C., Kendall, L. M., & Hulin, C. L. (1969). *The measurement of satisfaction in work and retirement*. Rand McNally.
19. Spector, P. E. (1997). *Job satisfaction: Application, assessment, causes, and consequences*. Sage.
20. University Grants Commission. (2018). *UGC regulations on minimum qualifications for appointment of teachers and other academic staff in universities and colleges and measures for the maintenance of standards in higher education, 2018*. University Grants Commission.
21. Weiss, D. J., Dawis, R. V., England, G. W., & Lofquist, L. H. (1967). *Manual for the Minnesota Satisfaction Questionnaire*. University of Minnesota, Industrial Relations Center.