

**To study the level of pay scale implementation in Post Graduate Business Management Institutes and Identify the Various Dimensions affecting the Pay Scale Implementation from Teachers' perspective: With reference to University Affiliated, private and self-financing Management Institutes Located in Pune Region of Maharashtra State.**

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## Abstract

Education is the base of preserving human values and ethics. Higher education system has the responsibility of generating/creating economic value of the upcoming generation thereby mobilizing country's economic activity. Educator plays the major role in this creation. The salary structure further becomes an essential extrinsic factor that affects motivation and retention of the educators in the management institutions. This research paper focuses on the dimensions affecting pay scale of the educator of university affiliated, private and self-financing institutes. It also tries to find out the level of pay scale implementation and its revision. Multiple Dichotomy analysis using SPSS21 is used to analyze the responses.

**Keywords:-Economic Activity, Pay Scale, University Affiliated, Self-Financing, Motivation and Retention of Educators**

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## I. INTRODUCTION

Many theories of motivation rekindle the fact that performance of an individual depends on his or her ability backed by motivation. When employees of an organization reflect the ability and desire to accomplish given tasks, it is then that such organizations progress towards success and profitability (*Aswathappa K*). In the words of *Norman Ralph Augustine*, "Motivation will almost always beat mere talent." Many researchers have also indicated that

amongst all the factors that motivate employees to perform in their role or job profile, salary is the most basic need and important component or the motivator.

For any developing country like India, advancement in the sector of education is always a positive development. Higher education and professional courses serve as a base to build knowledge based society with the skill sets as meeting the requirements of the dynamic environment. Given the expanse of the knowledge sector and the varied streams, this paper focuses on the Management Institutions (MBA programs) and their educators.

In India, prevalently, there are four major governing authorities/Institutions/Bodies/ for Management programs that govern the functioning of management institutions:-

1. University Grant Commission (UGC)
2. All India Council for Technical Education (AICTE)
3. Directorate of Technical Education (DTE)
4. Universities

#### ***University Grant Commission (UGC)***

First formed in 1945 for overseeing the functioning of three central universities, the responsibilities of UGC were extended to the rest of Indian universities in 1947. In August 1949, a recommendation was presented to reconstitute UGC on the lines of University Grants Committee of the United Kingdom. Formed on 28<sup>th</sup> December 1953, UGC became a statutory body in November 1956 upon the passing of the University Grant Commission Act 1956 by the Indian Union Government under the Ministry of Human Resource Development. It is responsible for the coordination, determination and maintenance of standards of higher education, providing grants and recognition to universities in India and disbursement of funds to such Indian universities and colleges (*Wikipedia*).

UGC has the following universities under its jurisdiction:-

1. Central universities
2. State Universities
3. Private Universities and

#### 4. Deemed Universities

Under the guidance of UGC are the fifteen autonomous statutory institutions of the Professional Councils work towards the accreditation of Indian universities or colleges. AICTE is one of such Professional Council.

The UGC's mandate includes:-

1. Promoting and coordinating university education
2. Determining and maintaining standards of teaching, examination and research in universities
3. Framing regulations on minimum standards of education
4. Monitoring development in the fields of collegiate and university education, disbursing grants to the universities and colleges.
5. Serving as vital link between the Union and State governments and institutions of higher learning.
6. Advising the central and state governments on the measures necessary for improvement of university education

[ugc.ac.in/page/mandate.aspx](http://ugc.ac.in/page/mandate.aspx))

Keeping in tandem with the mandate, the Central Government and the UGC Pay Review Committee decided to implement the 7<sup>th</sup> Pay commission that would facilitate the increase in salaries, allowances and other benefits for the educators. The 7<sup>th</sup> pay revisions as recommended by the Committee were as follows:-

Teaching Jobs Positions	Existing UGC Pay Scale for	New Pay Scale of Assistant	University Teachers Salary
Assistant Professor	INR 47304	INR 57700	INR 6000
Assistant Professor (Senior Scale)	INR 56480	INR 68900	INR 7000

Associate Professor	INR 1.7748	INR 131400	INR 9000
Professor	INR 116070	INR 144200	INR 10000
Vice Chancellor	INR 175200	INR 225000	-

(<https://scoop.eduncle.com/ugc-pay-revision-for-assistant-professor-and-jrf>)

### ***All India Council for Technical Education (AICTE)***

According to National Policy of Education (1986), AICTE is the statutory authority for planning, formulation and maintenance of norms and standards, quality assurance through accreditation, funding in priority areas, monitoring and evaluation, maintaining parity of certification and awards and ensuring coordinated and integrated development and management of technical education in the country.

All India Council for Technical Education (AICTE) was set up in November 1945 as a national level Apex Advisory Body to conduct a survey on the facilities available for technical education and to promote development in the country in a coordinated and integrated manner.

AICTE Act 1987 was constituted with a view to proper planning and co-ordinate development of a technical education system throughout the country, the promotion of qualitative improvements of such education in relation to planned quantitative growth, regulation and proper maintenance of norms and standards in the technical education system and matters of concern therewith.

AICTE has the right to arrange planned or surprise visit to the technical institutes to assess whether the rules, regulations and standards are properly maintained by these institutes.

The following are the powers and accountability of AICTE:-

1. Statutory Authority for planning, formulation and maintenance of norms and standards
2. Quality assurance through accreditation
3. Funding in priority areas, monitoring and evaluation

4. Marinating parity of certification and awards
5. The management of Technical education in the country

(<https://www.aicte-india.org/about-us/history>)

### ***Directorate of Technical Education (DTE)***

At the given moment, India is in the flux of science and technology. This in turn made it imperative for the education sector too to regenerate itself to meet the demands of the modern global education system. Technical education hence plays a vital role in the development of the human assets with the required skill sets which in turn lead to increase in productivity and better standards of living and quality of life. This also results in prominent economic growth of the developing countries.

Directorate of Technical education in Maharashtra state was founded in 1948. The main focus of the body was to ensure that institutions offering technical courses in engineering, Architecture, Pharmacy, Hotel Management and Catering across the state of Maharashtra conform with the policies, regulations and guidelines as provided by the Central and the State Governments. Major role of DTE is in regulating the admission process of the course.

The objective of DTE is “to uphold and enhance the quality of technical education by defining policies, developing infrastructure at government institutions, guiding private institutions, enhancing interactions with industry, professional bodies and national level institutes of repute.”(Dr. Abhay E Wagh, Director, DTE Maharashtra).

DTE has also established Staff Development Cells that identify training needs and design training programs for teaching and non teaching staff. With its aim to standardize and regularize technical education in the state, DTE also entrance examinations for admissions into different professional, pros graduate, under-graduate and other courses being offered in the state. MH - CET for admissions into Management Institutions is one of the most attempted entrance exam.

(<http://www.dtemaharashtra.gov.in/directors-desk.html>)

In the MahaCET examination conducted in 2019, 102851 students appeared for the exam out of which 102827 students cleared the examination.

([https://view.mahacet.org/mahacet/admin/news\\_document/ALLDESC-Final.pdf](https://view.mahacet.org/mahacet/admin/news_document/ALLDESC-Final.pdf))

### **Universities in India**

Most, if not all, Universities in India come under the direct control of UGC. They are dominantly classified into the following types:-

Central or Union Universities Established by an act of parliament and are under the purview of department of higher education in Union Human Resource Development Ministry. 49 such universities are listed as of December 2018.

State Universities Regulated by the State Governments. 370 State Universities are listed as of October 2017.

Most State Universities are also affiliating universities that give a lease of life to many affiliated colleges that offer a range of undergraduate and postgraduate courses and in some cases, even doctoral programs.

Deemed Universities Status of Autonomy granted by Department of Higher Education on the advice of UGC. 123 deemed universities are listed as of October 2017.

Private Universities Approved by UGC. They have the authority to grant degrees but not have off campus affiliated colleges. 282 private universities are listed as of October 2017.

Universities play major role in course designing, syllabus revision and enhancement, examination, affiliation process and other local regulations.

### **Pay Scales**

A pay scale is also popularly known as “salary structure”. It is a methodological system that determines as to how much of a wage or a salary must be paid to an employee. This calculation mostly is based on certain factors such as the rank or status of the employee, the

number of years employed in the organization, the level of difficulty of the job profile or the work performed.

Pay scale implementation is taken care of by AICTE and University for higher technical courses. The revised payscale as per the UGC 7<sup>th</sup> Pay Scale Commission is as follows:- (aicte.india.org)

Pay Matrix						
Pay Band(Rs.)	15600-39100			37400-67000		67000-79000
Grade Pay(Rs.)	6,000	7,000	8,000	9,000	10,000	0
Index of Rationalization (IOR)	2.67	2.67	2.67	2.67	2.72	2.72
Entry Pay (Rs.)	21,600	25,790	29,900	49,200	53,000	67,000
Academic Level	10	11	12	13A.1	14	15
Rationalised Entry pay (Rs.)						
1	57,700	68,900	79,800	1,31,400	1,44,200	1,82,200
2	59,400	71,000	82,200	1,35,300	1,48,500	1,87,700
3	61,200	73,100	84,700	1,39,400	1,53,000	1,93,300
4	63,000	75,300	87,200	1,43,600	1,57,600	1,99,100
5	64,900	77,600	89,800	1,47,900	1,62,300	2,05,100
6	66,800	79,900	92,500	1,52,300	1,67,200	2,11,300
7	68,800	82,300	95,300	1,56,900	1,72,200	2,17,600
8	70,900	84,800	98,200	1,61,600	1,77,400	2,24,100
9	73,000	87,300	1,01,100	1,66,400	1,82,700	
10	75,200	89,900	1,04,100	1,71,400	1,88,200	
11	77,500	92,600	1,07,200	1,76,500	1,93,800	
12	79,800	95,400	1,10,400	1,81,800	1,99,600	
13	82,200	98,300	1,13,700	1,87,300	2,05,600	
14	84,700	1,01,200	1,17,100	1,92,900	2,11,800	
15	87,200	1,04,200	1,20,600	1,98,700	2,18,200	
16	89,800	1,07,300	1,24,200	2,04,700		
17	92,500	1,10,500	1,27,900	2,10,800		
18	95,300	1,13,800	1,31,700	2,17,100		
19	98,200	1,17,200	1,35,700			
20	1,01,100	1,20,700	1,39,800			
21	1,04,100	1,24,300	1,44,000			
22	1,07,200	1,28,000	1,48,300			
23	1,10,400	1,31,800	1,52,700			
24	1,13,700	1,35,800	1,57,300			
25	1,17,100	1,39,900	1,62,000			
26	1,20,600	1,44,100	1,66,900			
27	1,24,200	1,48,400	1,71,900			
28	1,27,900	1,52,900	1,77,100			
29	1,31,700	1,57,500	1,82,400			
30	1,35,700	1,62,200	1,87,900			
31	1,39,800	1,67,100	1,93,500			
32	1,44,000	1,72,100	1,99,300			
33	1,48,300	1,77,300	2,05,300			
34	1,52,700	1,82,600	2,11,500			
35	1,57,300	1,88,100				
36	1,62,000	1,93,700				
37	1,66,900	1,99,500				
38	1,71,900	2,05,500				
39	1,77,100					
40	1,82,400					

Fig 1:-Revised pay matrix of higher technical educators.

(<https://www.aicteindia.org/sites/default/files/AICTE%20Degree%20Pay%2C%20Qualifications%20and%20Promotions.pdf>)

## II. OBJECTIVES

- To study the factors affecting pay scale implementation in Business Management Institutes.

- To identify most preferred factors affecting pay scale implementation in Business Management institutes from Educator's perspective.

### III. RESEARCH METHODOLOGY

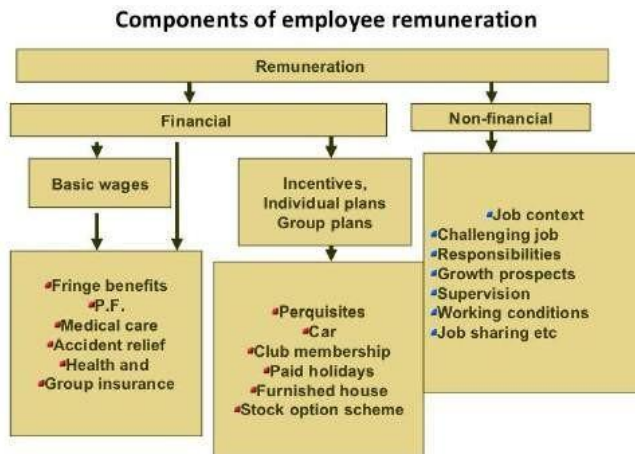
The study is based on primary as well as secondary data. Secondary data is used to identify the dimensions affecting pay scale implementation in Management Institutes located in Pune region of Maharashtra State. Through primary data most preferred factors affecting pay scale implementation are identified. Structured questionnaire is used to collect primary data. Convenience sampling method was adopted for identifying 200 sample respondents from various Management Institutes of Pune region. Data is analyzed through SPSS21 using Multiple Dichotomy analysis. Each respondent can choose more than one factor. The chosen factor was coded as 1(Preferred) and rest of the factors were coded 0(Not Preferred). In case a respondent has not chosen any factor, then 5 is written as missing value.

### IV. LITERATURE REVIEW

The health of an organization depends on varied internal and external factors – employee motivation and retention being the important ones for both the organization as a stakeholder alongwith those who research on the relationship between job satisfaction and organizational commitment (*Spytak et al, 1991*). According to *Wood (1976)* “the health of an educational institution depends on the job satisfaction of its employees”. The motivation and retention of an employee in an organization depends greatly on the personal intrinsic and extrinsic factors of an employee (*C Mottaz 1985; Atkinson 1981*). Even as intrinsic factors become more prominent during the work life on an employee, the extrinsic factors such as salaries, policies and regulations and the administrative practices many a times take precedence as the factors that motivate employees to perform better (*Butler, 1982; Gruenburg, 1980; Herzberg 1957;*



Seybolt, 1976). This can be further understood by referring to the figure given below:-



**Fig 2:- Components of Employee Remuneration**

*(Aswathappa K)*

According to Hackman and Oldham (1980), “ a Job characteristic is an aspect of a job that generates ideal conditions for high levels of motivation”. They further put forth five core job characteristics that must be imperative for all jobs. These were listed as skill variety, task identity, task significance, autonomy and feedback. Hackman and Oldham also defined four personal and work outcomes (internal work motivation, growth satisfaction, general satisfaction and work effectiveness). These in turn support the more popular dimensions of job satisfaction such as the work profile, salary, promotional opportunities peer relationships and the general work environment (Smith et al 1969).

Locke (1976) was of the opinion that employee satisfaction also depended greatly on employee or individual’s perception. For one employee a regular increase in salary may be more important than the requirements of a second employee who looks for healthy social and work relationships at the place of work. For the first employee receiving salary within his desired bracket would impact his job satisfaction. For the second employee, even a minimal increase to his salary would not matter much to him as in the first place, he does not give that much importance to the financials of his profile.

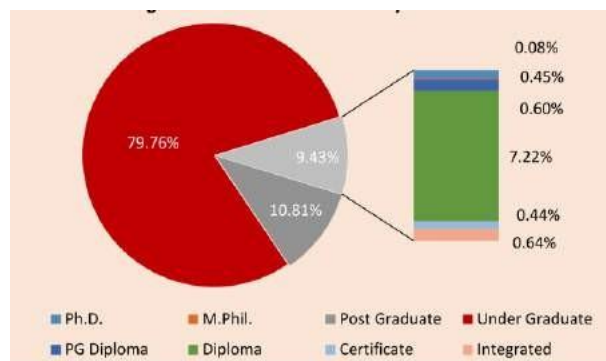


**Fig 3:-Job Satisfaction Model (Field, 2008)**

(<https://wikispaces.psu.edu/display/PSYCH484/11.+Job+Satisfaction>)

The literature on the subject undertaken for our study brings forth the following dimensions. These dimensions, accordingly, become the deciding factor for the educators for the choices they make during their professional decisions. These predominantly are the ones that affect their pay scales or the entitled monetary benefits.

*The various dimensions affecting the pay scale implementation*



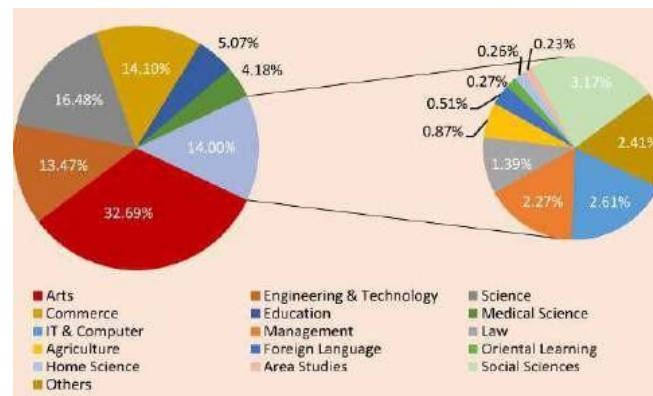
**Enrolment rate in MBA Program**

**Fig 4:- Student Enrollment by Levels**

([https://mhrd.gov.in/sites/upload\\_files/mhrd/files/statistics new/AISHE%20Final%20Report%202018-19.pdf](https://mhrd.gov.in/sites/upload_files/mhrd/files/statistics_new/AISHE%20Final%20Report%202018-19.pdf))

The rate of enrollment of candidates in average management institutes is declining nowadays. There is much discrepancy between the cost / time incurred to complete the course and the salary package received by MBA graduates. The course is unable to increase the economic value of the graduate. Majority of candidates graduating from MBA institutes are not getting

jobs in big corporate. There is also a disconnect between education and employer requirements.



**Fig 5:- Streamwise Distribution**

([https://mhrd.gov.in/sites/upload\\_files/mhrd/files/statistics-new/AISHE%20Final%20Report%202018-19.pdf](https://mhrd.gov.in/sites/upload_files/mhrd/files/statistics-new/AISHE%20Final%20Report%202018-19.pdf))

Even though India has largest number of higher education institutes, the enrollment rates for higher education in India lag far behind than that in other countries. Very few institutes in India are able to make into the Times Higher Education University Rankings of the 400 top universities and colleges. Further Industry experts experience that less than 25% of the engineering and MBA graduates in India are employable after graduation.

***Policy for assessment of Colleges***

University arranges a Local visit to assess whether emoluments including allowances that are required to pay the teachers and other employees of the College/Institution are in accordance with grades allowances as per the rules. It also checks whether all the appointments of teachers and other employees are strictly made in accordance with rules and regulations. However, mostly the outcome of these visits doesn't result into any fruitful decisions or actions, which are difficult to explain at the organizational level, given the statutory body's involvement in the same. This further emerges as a factor for de-motivation of the employees.

***Management's Attitude /Willingness***

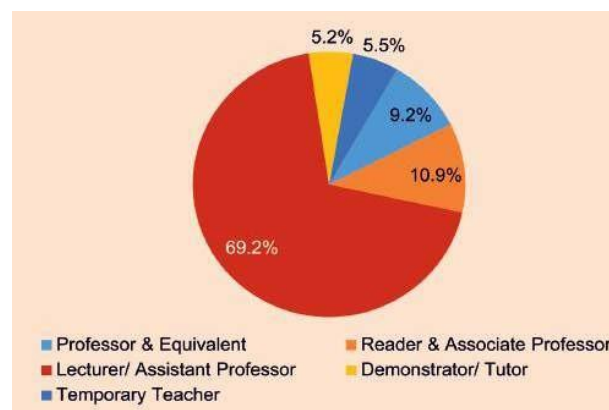
Management's willingness to pay their employees is in accordance with grades allowances as per the rules. This is the most important factor affecting the pay scale of educators. The

approachability to and of the management alongwith the support and growth offered by them either retains and sustains the employees or leads to attrition in the organization.

### ***Workplace Culture***

Most of the workplaces, especially academic institutions in India still try to imbibe and follow the guru – shishya ethos. The workplace culture, especially at the management institutions has, for most of the part, been caught in a flux between traditional approaches and the modernism in the education. The culture of the workplace too undergoes changes due to this influx. Institutes with strong, positive, clearly defined and well communicated culture outperform financially. Culture impacts the way employees interact with their work and the institute. Politicization of staffing appointment could be one of the dimensions affecting the workplace culture. Dylan William, Institute of Education, University of London stated, “ if we create a culture where every teacher believes they need to improve, not because they are not good enough but because they can be even better, there is no limit to what we can achieve”

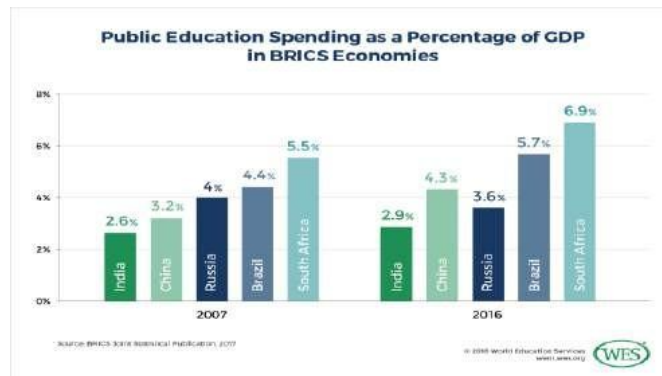
### ***Demand-Supply of Educators***



**Fig 6.:- Educator’s Post wise Distribution**

([https://mhrd.gov.in/sites/upload\\_files/mhrd/files/statistics-new/AISHE%20Final%20Report%202018-19.pdf](https://mhrd.gov.in/sites/upload_files/mhrd/files/statistics-new/AISHE%20Final%20Report%202018-19.pdf))

The demand and supply ratio of educators play an important role in the pay scale implementation of the institute. When supply is more, it definitely impacts the bargaining power of an educator. Higher supply reduces the pay level of educator. Higher supply also gives the leverage to the organizations to make choices in compromising for quality, regulating their pay rates in the colleges and other such factors.



**Fig 7:- Public Education Spending**

(<https://wenr.wes.org/2018/09/education-in-india>)

### ***Profitability/Ability to Pay***

Internally, Institute's profitability may affect the pay scale of employees. When Management is functioning well financially it may revisit salary structure and modify salaries so they are more competitive with the other institutes in the education sector. But if the organization is running into losses or is managing to keep afloat it may not be able to pay higher salaries or implement the pay scale.

### ***Internal Policies***

Institute's internal policies are the guiding principles that provide the boundaries and the framework within which the organization and its employees work. They also define the regulations regarding pay scales and its pertinent factors. Valid and well defined internal policies helps to manage employees on the payroll in a fair and a consistent manner, keeping the work environment healthy and growth oriented.

### ***Standing and reputation***

Institutes that have a stronger presence and thus higher profits may be inclined to implement pay scale and raise salaries to the level where they can more effectively reach the best and the brightest talent. This leads to building goodwill in the market and emerging as leaders in their fields. The brand name so developed attracts the best talent to the organization.

### ***Prevailing Market Rates***

MBA has been losing its sheen gradually over the last few years. This may be because of various reasons. One of them being the privatization of the colleges / universities and

increase in number of Management Institutes. Affiliations have become more readily available. The main reason being the assumed profitability from running such autonomous programs. This in turn has also had an inverted effect on the market rates or requirements for MBA Educators. This further gets affected by the demographic location of the institute. For e. g., the demands of a city like Mumbai vary enormously than from a city like Pune. In addition to this, even within a given region, further sub regions and their environment affects the quality, availability and the skilled educators. All these factors give the leverage to the decision makers to use this loophole to their advantage and decide on the pay scales or pay grade to suit the overall business of the organization.

If the established pay scale of a particular place is low then it creates base for lower pay scale in that particular region.

The prevailing salary or pay scale structure of a particular place forms the base for fixing the pay. Institutes which follow this strategy and do not upgrade the pay structure are unable to retain good workers for longer time.

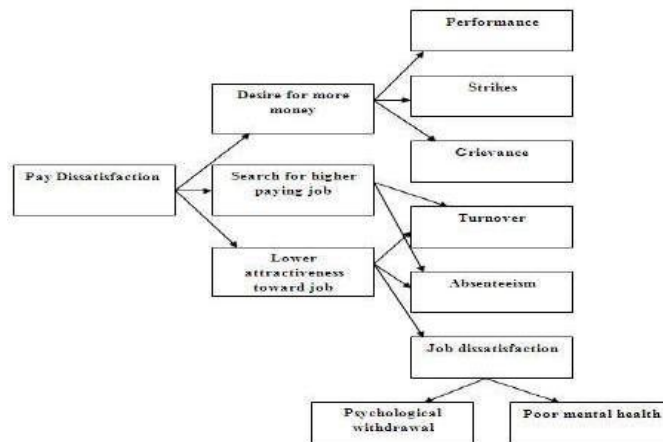
### ***Quality Skill Sets of the Educators***

Education sector too is witnessing a tier system which divided or defines the available faculty pool. Majority of human resource in education sector are unemployable due to poor skills or low talent. The cream layer comprises of the skilled and high credentials faculty who are mostly absorbed and retained by the premier institutes. Then comes the Tier II wherein those institutes who are mostly run by state universities compete with each other to gain on faculty affiliated to or by the university. The skill sets may be present but are not as polished as Tier I. The rest of the colleges located in regional or rural areas function with the available resources at hand, mostly compromising on the quality of the educators to fill in the numbers. Lower pay level has also a strong association with the availability of competent work force of educators. On an individual level, very few educators work towards self development or their own career advancement which also acts as a detriment to the requirements of the management institutions.

### ***Motivation and Retention of Educators***

Most of the factors discussed above act as factors that decide the future of the employees in the organization. Though the work environment is an important factor, the salary structure

becomes a very important decider. What employers pay will have an impact on employee motivation, commitment and performance.



**Fig 8:- Consequences of Pay Dissatisfaction**

*(William B Werther and Keith Davis, Human Resources and Personnel Management, p.412)*

**Demographic location of the institute within the region**

Demographic location of the institute is a significant predictor of college choice. College proximity and distance from home also has significant impact on candidate’s choice. Increasing number of college students/educators who are breadwinners do not prefer the institute which is far away from the home/work place. The other reasons might be financial or cultural which cause students to stay local while choosing the institute. Therefore the location of the place where the institute is location within a particular geography, has impact on the candidates financial, cultural and educational background which in turn affects the academic performance, skill sets and social behaviour of the student. This in turn has impact on the employability of the student. The demographic location of the institute directly/indirectly affects the prevalent market rates educators’ pay scale.

**V. DATA ANALYSIS**

Case Summary			
	Cases		
	Valid	Missing	Total

	N	Perce nt	N	Perce nt	N	Percent
\$Pay _Scal e <sup>a</sup>	198	99,0 %	2	1,0%	200	100,0%
a. Dichotomy group tabulated at value 1.						

<b>\$Pay_Scale Frequencies</b>				
		Responses		Percent of Cases
		N	Perce nt	
Pay Scale e <sup>a</sup>	Enrolment Rate	151	11,5%	76,3%
	Policy for assessment of Colleges	146	11,1%	73,7%
	Management's Attitude /Willingness	171	13,0%	86,4%
	Workplace Culture	119	9,0%	60,1%
	Demand-Supply of Educators	120	9,1%	60,6%
	Profitability/Ab ility to Pay	50	3,8%	25,3%
	Internal Policies	68	5,2%	34,3%
	Standing and reputation	67	5,1%	33,8%
	Prevailing Market Rates	131	9,9%	66,2%
	Quality Skill Sets of the Educators	130	9,9%	65,7%



	Motivation and Retention of Educators	79	6,0%	39,9%
	Demographic location of the institute within the region	86	6,5%	43,4%
Total		1318	100,0 %	665,7%
a. Dichotomy group tabulated at value 1.				

### VI. FINDINGS AND CONCLUSION

The analysis above shows that Management’s willingness/Attitude is the most preferred factor by the educators, affecting implementation of pay scale in Management Institutes located in Pune region of Maharashtra State. The second preference includes Enrolment Rate, the next one include Policy for assessment of Colleges, Prevailing Market Rates and so on. Ability to Pay is the lease preferred factor by the educators.

The pattern of life in this era is very much different from the one we would find in Indian society few years back. Therefore, to train students in response to the need of the time, our education system must be reorganized to provide it practical base. Higher technical education plays a vital role in human resource development of the country by creating skilled manpower and enhancing the productivity of the industry. The educators of higher technical courses such as MBA build the foundation for professional entry of the students into the world of work. Their drive to perform and prove greatly is influenced by their very own satisfaction/dissatisfaction levels. These levels in turn are more or less defined by the organizational practices and policies.

### VII. RECOMMENDATIONS

- Pay scale is one of the important extrinsic dimensions touching the satisfaction/ dissatisfaction level of educator which in turn directly/indirectly motivates/disturbs the performance of the educator. So the pay scale structure should be updated/revised time to time by the institutions.

- Looking at the consequences of pay dissatisfaction, the perceived loss at the organizational level is at bigger scale than at personal level of an employee. So mitigate this loss, internal policies of the institutes should keep/consider pay scale as one of the prime factor.
- Availability of competent educators also shows association with the pay scale, which in turn is related to creating employable work force of the country. So Employer/Management should analyze how enrolment rate is related to competent/quality educators.
- The stakeholders must prioritize the importance of demographic positioning and understand how it shapes the institution.

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