Job Satisfaction and Professional Ethics Practices in Public Sector Universities of Pakistan

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ABSTRACT

Professional ethics are the guiding principles practiced in any organization. These standards regulate an individual behavior or group working in that institution, which demands a particular set of related values and expects them to act normatively. This research aimed to study and understand the link between job satisfaction and the level of professional ethics practiced in public sector universities of Pakistan. Three public sector universities of Punjab were selected, including PMAS-Arid Agriculture University, Rawalpindi, Barani Institute of Information and Technology, and the University of Okara. The study was designed quantitatively, using the survey questionnaire to be filled out by 150 respondents from these universities. The respondents were the faculty members from these three universities who participated in this research. It was intended to balance the male-female ratio between the respondents. The results indicated that a higher level of professional, ethical practices at the workplace is associated with more job satisfaction. Like other professions, academia needs to formulate some guiding principles for better and transparent functioning of the universities and ensure work-related satisfaction for better faculty performance.

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1   Introduction

Professional ethics are the principles that guide the behavior of individuals. These are the components of professionalism to which humans should abide on a routine basis as participants of institutions of higher learning serving as chiefs, instructors, administrative and supporting staff, admin personnel, and students. They refer to the principles of members of a particular profession, including medical doctors, registered nurses, lawyers, teachers, and social workers (Corey et al., 2000). Haenicke (1988) commented, 'The renewed emphasis on ethics in the professions, which was fundamentally recognized by members of the academic professoriate, not by business people demanding business ethics courses in the academic curriculum, nor by doctors and lawyers, which is not amazing'. He suggested that there is a venerable practice of the academic professoriate to lecture others but to refrain from lecturing its constituency. He suggested a need to design and lecture academia on their ethics. Professional ethics imply that they must primarily be a code of *ethics*; secondly, it applies to members of a *profession*; thirdly, it applies to *all* members of that profession; and fourthly, it applies *only* to members of that profession. The worth of these standards depends on how we define "code," "ethics," and "profession" according to that profession (Davis, 2003).

Job satisfaction is a worker's sense of success and achievement. It is perceived to be directly linked to productivity along with personal well-being. It implies doing something one enjoys to get rewarded once their efforts prove productive. Moreover, Job satisfaction implies happiness and enthusiasm linked to one's work. Hence it is considered the critical component which leads to not only income but also recognition, promotion, and the goal of self-fulfillment (Aziri, 2011; Kaliski, 2007). In another research Evans (1997) said that a teacher's job satisfaction is a "state of mind determined by the extent to which the individual perceives his/her job-related needs being met" (Malik et al., 2010).Job satisfaction is considered one of the most researched attitudes in Organizational and industrial psychology (Judge et al., 2020). Practitioners and academics recognize the worth of job satisfaction and give us its worth in envisaging organizational effectiveness outcomes (Judge & Kammeyer-Mueller, 2012; Stone & Deadrick, 2015).

Professional ethics are the standards that regulate the behavior of a person or group in a business context. Professional ethics,like values, establishes guidelines for how an individual should interact with people and organizations in their surroundings. Apart from deals, professional ethics was frequently enshrined as a body of rules that a particular group of people follows. The above implies that all group members followed the same professional ethics, although their values differed. Its code was an instance of a documented wide range of professional ethics for those considering a career in mass migration recommendation. Expert or professional codes of conduct use these expert ethical standards as the foundation for writing prescriptions required step setting for the profession, especially those who also attempt to define the society's expectations and careers of its members.

Besides, standards of behavior were intended to provide rules for the basic threshold of proper behavior in a work context. Codes of conduct coexist with fundamental law as well as the personal beliefs of professionals. A profession following the code of conduct's core consideration was not that of a guideline for reprimanding non - conformance representatives. Still, violations of a code of conduct typically result in professional disciplinary measures. Additionally, its primary value was to serve as an immediate sheet to encourage ethical judgment among representatives of such a profession (Airaksinen, 2012).

Universities play a crucial role in both education and society. The country's future depends on its universities, so they must be kept at a high standard. Maintaining this level of quality can be accomplished by ensuring university employees are well-contented with their jobs. When workers are comfortable in their careers, they would be more likely to produce high-quality work. Professional ethics also play a vital role in enhancing the level of satisfaction among employees. As a result, universities, particularly those in the public sector, would benefit from this research.

Majority of the studies up till now addressed the various dimensions of the job satisfaction excluding keeping in view the ethical standards for job satisfaction. University roles is much important than other organization as these are providing the leadership to various other organizations operating within the society. Hence the mental satisfaction of the faculty is very important to achieve the predetermined goals of the university which are always in line with the mission and vision of the any organization or university. One of the important aspects in quality education is 'Quality of Staff or Faculty members'

Therefore, in current study researcher would like to unfolds all those ethical considerations which are necessary for mental satisfaction of the individuals working at university level which almost found missing or have been giving less weightage in so many past studies. In this the way underpinned study would prove a novel and marvelous addition in the existing research literature.

2   Literature Review

Work ethics were critical to ensuring that employees behave ethically. The employee's work ethic helps the organization comprehend the employee's ethical behavior. Salespeople's work ethics, consumption habits, and the links between these observational data and salespeople's work happiness were found to have a strong relationship. A further study evaluated the 'connection between the organizational commitment, job satisfaction, and work ethics in Nigeria, and found a significant association between these three factors' (Okpara & Wynn, 2008). It is tough to trace the entire chain of events that leads to a happy workplace. Engaged employees, on the other hand, were more likely to be satisfied with their jobs. A meta-analysis of work satisfaction and involvement determine it correlates by 0.22. Only 20percent of people were fully engaged (Sterling, 2008).

Okpara and Wynn (2008) illustrate that salespeople's work ethics and consumption habits, as well as the links between these observational data and their work happiness, were found to have a strong relationship. A further study evaluated the connection between organizational commitment, job satisfaction, and work ethics in Nigeria and found a significant association between these three factors.

A code of ethics has been considered, confirming a positive work attitude and a sense of fulfillment in one's work. Regulations were rules that employees were expected to abide by regardless of their attitude. Employees' ethical behavior fosters better work practices in the organization. As a result, management needed to maintain tight control over employee work habits to foster a culture of employee loyalty and happiness. Employers who emphasize compensation and involvement from their workers were more likely to retain those workers. Instrumental employees show a lack of regard for their interests in favor of their coworkers. According to Lambert and Hogan (2009), 'the work ethics have the more significant impact on job satisfaction, numerous studies have examined the relationship between job satisfaction and work ethics.

A new approach to developing and measuring instrumental ethics has increased job satisfaction. In addition, the degree to which an employee looks out for his or her interests is instrumental. A company's employees can be considered independent if they follow their moral convictions to a certain extent. Both directly and indirectly, through the leader's faith in the follower and happiness with the follower, employee behavioral integrity considerably impacts job performance (Palanski & Yammarino, 2011).

If the researcher was doing any research, the fundamental goal of ethics boosting workplace happiness was incentivizing researchers to engage in research-oriented activity. Values and morals associated with the workplace can be utilized to assess individuals' actions and conduct and make cultural comparisons (Geren, 2011)."Academic staff's level of satisfaction can be affected by both extrinsic and internal factors."Othman et al. (2014) elucidate that for employees to know what ideals they are required to uphold regarding integrity and ethics, they must be made aware of the company's code of ethics.

Research of Arsenian high school teachers discovered a strong link between organizational commitment and work ethics. This research also indicated that job happiness, organizational dedication, and strong work ethics considerably impacted one another. A person's internal disposition was the key to determining whether he or she was content or unsatisfied with the job, regardless of the aspects of the work or the work atmosphere. When it comes to disposition, some of them have the "glass half empty" trait; some have the "glass half full" gene (the glass half empty). Some studies have indicated that hereditary factors were responsible for 30percent of differences in contentment among identical twins who were raised apart (despite having identical genetic traits).

Even though people frequently switch professions and companies, surveys on job satisfaction have demonstrated that an individual's character traits remain constant over time. Adolescent assessments of affective predisposition were linked to the job satisfaction of adults up to forty years later. Employee engagement and work ethics were very strongly associated, as well as work ethics. There can be no more excellent contrast between an authoritarian style and a management pattern that encourages employee motivation (Cho & De Moya, 2016). Participative management was a general notion; hence, employee motivation and participation stem from it.

Employee engagement may be influenced by three different elements, according to the results of a recent study. There were three things to consider: vigor, commitment, and total immersion. Effort and energy were intimately tied to vigor, regardless of the difficulty of a task. The degree to which a person was fully immersed in his or her work was referred to as absorption, whereas the degree to which a person was dedicated was referred to as dedication. They observed that all three factors impacted engagement and that a favorable attitude regarding one's profession was also connected with better and positive engagement (Pujol-Cols & Lazzaro-Salazar, 2018).

Arian et al. (2018)describe that there was also a section in many university handbooks that outlines ethical standards or expectations for faculty behavior. In various expert and discipline agreement ethical codes, norms for university graduates were also mentioned in addition to those for all students in university and college guidebooks. When there were so many records, they contained values that were designed to guide individuals involved in education. Kim et al. (2018) found that managers' work satisfaction and organizational commitment were linked to CEOs' ethical behavior. Moreover, the level of job satisfaction among employees was directly proportional to the quality of the leader's ethical conduct.

In past researches a lot of researcher pointed out that most important factors influencing the job satisfaction are working environment, promotion opportunities salary and motivated supervision by the immediate boss and most prominent one is conducive working environment (Bakar et al., 2022). The current study has focused on the ethics as a factor in influencing job satisfaction of university faculty members.

3   Research Methodology

The study under consideration is quantitative and descriptive in nature. Targeted population was the university teachers working in 03 public sectors' universities of the Punjab because to cover the wide range or large number of universities is impossible in cover in the short span of time and also not feasible financially. Further, keeping in the nature of 150 working teachers are selected as a sample using simple random sampling technique, although 50 to 100 sample is sufficient for a survey for obtaining a meaningful and satisfactory data for analysis and drawing conclusion (Hair et al., 2018). For the generation of data researcher made questioner was used to collect data from the respondents.

4   Results and Discussion

4.1   Univariate Analysis
Table 1
Gender of Respondents

Gender	Frequency	Percent
Male	79	52.6
Female	71	47.3
Total	150	100

Table 1 shows that 150 respondents were surveyed in the field. Analysis of the data collected shows that 52.6 percent of males and 47.3 percent of females became a part of the survey.

Table 2

Age of the Respondents

Age Group	Frequency	Percent
25-30	33	22.1
31-35	32	21.5
36-40	40	26.8
41-45	30	20.1
46+	15	9.4
Total	150	100

The researcher divided the sample into five groups. The first group was of respondents of age 25 to 30, the second group was of respondents of ages 31 to 35, the third group was of respondents of ages 36 and 40, the fourth group contained ages between 41 and 45, while the last group was of respondents of ages above 45 years. Table 2 shows that 26.8 percent were from 36 to 40, 22.1 percent were in the age group of 25 to 30 years, and 21.5 percent were in the age group of 31 to 35. Moreover, 20.1 percent were among the age group of 41 to 45, while 9.4 percent were above 46.

Table 3

Designation of Respondent

Designation	Frequency	Percent
Visiting Lecturer	35	23.5
Lecturer	38	25.5
Assistant Professor	22	14.8
Associate Professor	9	1.3
Professor	5	3.4
Total	109	68.5

To better understand the results, we must analyze the sample in some degree of depth. The data shows the sample in detail. It shows that all respondents came from all tiers of the university, whether it is academia. It was shown that lectures and visiting lecturers made the more significant share of the sample. Table 3 shows that 25.5 percent were from lecturers, and 23.5percent of the respondents were visiting lecturers. Moreover, 14.8percent were Assistant Professor, 3.4 percent were Professors, and 1.3 percent were Associate Professor. The data illustrates that most of the respondents were from visiting faculty.

Table 4

Working Experience of the Respondents

Experience Group	Frequency	Percent
5-10 Years	51	34.2
11-15 Years	25	16.8
16-20 Years	46	30.9
20+ Years	28	18.1
Total	150	100

It was essential to understand the experience profile of the respondents as later we can calculate the correlation between a respondents' experience and their view on job satisfaction and ethics of a correlation between experience and the percentage of respondents that follow ethics in the institutions, as Locke in 1976, described job satisfaction as "a happy or good emotional state resulting from the evaluation of one's job or employment experiences" as the most frequently accepted hypothesis (Spector, 1985). Table 4 indicates the experience of the respondent, 34.2 percent of respondents have experience of 5 to 10 years, 30.9 percent have experience of 16 to 20 years, 18.1 percent have above 20-year experience, and16.8percent have experience of 11 to 15 years; therefore, the data illustrates the large sample of the respondent has experience of 5 to 10 years.

Table 5

Observance of Professional Ethics and Job Satisfaction

Responses	Frequency	Percent
Agree	49	32.9
Disagree	78	52.3
Neutral	23	14.8
Total	150	100

Table5 shows that 52.3 percent of respondents disagreed with it, whereas 32.9 percent agreed that if ethics were followed, respondents would be satisfied with their jobs. 14.8 percent

were neutral when inquired about the relationship between ethics and job satisfaction. Contrary to the initial hypothesis, the respondents said they did not see a relationship between ethics and job satisfaction. The data shows that many respondents said there was no relationship between ethics and job satisfaction. According to Lambert and Hogan (2009), 'the work ethics have the more significant impact on job satisfaction. Previous research shows that the code of ethics serves as an instrument for maintaining the principles of professional ethics of university professors and preventing the fundamental ethical issues they face.

The basis of these professional ethics is that professional duty primarily outweighs material interests. It means that a professor has to do his job even for a low fee and always focuses on high academic results. Secondly, a professor needs to conduct scientific research to be a good scientist and to combine this activity with teaching according to the principle of Humboldt's university model, "the unity of education and research." Thirdly, a professor should strive to improve his professional activity, learn throughout his life, and acquire computer skills. So the first ethic, hardwork, was inquired in the questionnaire that gave the following results in Table 6.

Table 6

Hard Work as Professional Ethic

Responses	Frequency	Percent
Unnecessary	7	4.0
Neutral	50	33.6
Utmost Importance	93	62.4
Total	150	100.0

Table 6 describes that 62.4 percent said utmost importance, which aligns with the primary ethical principle suggested by Marina et al., 2016 in their article on the code of ethics as an instrument for maintaining the professional ethics of university professors. However, 33.6 percent of respondents stayed neutral, whereas the remaining 4 percent considered hard work an unnecessary ethic. It is elucidated that the most significant percentage of respondents believe that hard work is essential while being considered in professional ethics. However, the neutral response of one-third university faculty demonstrated that university teaching is a job that may not require hard work. The four percent of faculty who claim that hard work is unnecessary is alarming. They might believe in innovative work, but if otherwise, they need not be in this profession.

Table 7

Importance of Following Decorum

Responses	Frequency	Percent
Unnecessary	27	35.5
Neutral	1	1.3
Utmost Importance	48	63.2
Total	76	100.0

Observing the officer's decorum is one of the essential ethics regarding job satisfaction (Memon, 2014). The legal cover the following décor provides allows employees to conduct their duties without fearing unfair treatment (Elsbach, 2004). Employees were asked about their opinion on the importance of décor. Of 76 respondents from different public sector universities in Punjab, 63.2 percent said that it held utmost importance regarding job satisfaction. 1.3 percent

decided to remain neutral, and 35.5 percent responded that the following décor does not directly relate to job satisfaction. The idea of inquiring about office decorum was to indirectly learn how many faculty believe in following and observing it and how many do not abide by it.

Table 8

Procedural Observance

Responses	Frequency	Percent
Unnecessary	8	5.3
Neutral	53	35.3
Utmost Importance	89	59.3
Total	150	100.0

Since universities follow a democratic procedure, it was essential to understand the relationship between following procedures and the respondents' job satisfaction. These procedures maintain that the faculty needs to do research alongside teaching. Responses compiled by the researcher show that 59 percent agreed that following procedures was paramount. 35.3 percent of respondents decided to remain neutral on the variable, and the remaining 5.3 percent said that following procedure and job satisfaction have no relationship. Not every good teacher is a good researcher; some try to fit that requirement, but others do not. The problem of excessive bureaucratization of the educational process in some universities is also an obstacle to fulfilling the principles of professional ethics and scientific work. We can use the code of ethics to prevent these ethical problems in some cases.

Table 9

Significance of Work as Goal

Responses	Frequency	Percent
Unnecessary	27	16
Neutral	121	71.6
Utmost Importance	21	12.4
Total	169	100.0

This question was posed considering the significance of work as a goal of academia. Work includes teaching, research, and administration. They were posting where work's importance is both a personal and professional goal. It serves as a working ethic. When questioned if considering work as your goal in life increased job satisfaction, the results were quite opposed to what the researcher had anticipated. As the data showed, 71.6 percent of respondents remained neutral and did not see a beneficial relationship between the two variables. Sixteen percent said that the variables had no relationship, while 21 percent said that a relationship existed between them. Faculty frame this tension as a conflict between education and training, between traditional institutional goals, such as student-centered aims, and faculty-centered goals that could be achieved through productive work (Levin, 2006).

A strong relationship was seen between would ingress to work and job satisfaction. Twenty percent of respondents agree that both variables do not have a direct relationship. It implies that they believe that whether you are satisfied with your job or not, you are willing to work. It may also be due to changes in institutional climate, such as competition replacing collegiality (Blackburn et al., 1995).

Table 10

Willingness to Work

Responses	Frequency	Percent
Unnecessary	30	20
Neutral	48	32
Utmost Importance	72	48
Total	150	100.0

Resultantly some intend to work, and the rest do not. Thirty-two percent of the remaining respondents remained neutral, and 48 percent of respondents said that there was a direct relation between the variables. Studies conducted on willingness to work suggest that the ones who work better are always satisfied with their jobs, whether individually or in teams. Individuals need a well-managed environment, teamwork, and collaborative behavior to establish a willingness to work (Benrazavi & Silong, 2013).

Table 11

Job Interest

Responses	Frequency	Percent
Unnecessary	9	6.0
Neutral	46	30.7
Utmost Importance	95	63.3
Total	150	100.0

Taking an interest in one's job is essential as it motivates one to give his best and not procrastinate or be lethargic (Rane, 2011). The researcher questioned the respondents regarding the relationship between job interest (i.e., taking an interest in one's duties) and job satisfaction, and the results coincide with the researcher's hypothesis. 63.3 percent of respondents said there was a positive relationship between the two variables, 30.7 percent remained neutral, and 6 percent said there was no significant relationship between the variables. Interpersonal facilitation and dedication to the job reflect one's interest in the job, ultimately leading to job satisfaction. Ideally, one should never join academia if they do not have a background and interest in being a teacher and researcher since it will lead to a lack of interest and unproductivity.

Table 12

Honesty & Justiceat Workplace

Responses	Frequency	Percent
Unnecessary	10	6.6
Neutral	67	44.7
Utmost Importance	73	48.7
Total	150	100.0

Employees must not sacrifice honesty and justice in an environment where people from different backgrounds work together. The researcher hypothesized that there would be a positive relationship between honesty and job satisfaction and the survey results. To maintain transparency in academic careers and growth, organizational justice in promotion and selection is the crucial component. They showed that 48.7 percent of respondents saw a positive relationship

between the variables, while 44.7 percent remained neutral. The remaining 6.6 percent of respondents did not see any significant relationship between the variables. Justice in organizations is multidimensional; distributive, procedural, and interactional justice. Those who believe in distributional justice believe that there are implicit norms for allocating positions and perks to all based on equity and equality (Jankingthong & Rurkkhum, 2012). There still exists 6.6% of people who do not believe in justice and honesty at work, which is quite alarming. Such a response could be due to the observance of the ideal and real ethics in job promotions, allotment of perks, or the unfair means used to reach their positions.

Table 13

Level of Interactional Ethics Followed by Employees at their Workplace

Responses	Frequency	Percent
Not at all	21	14.0
To some Extent	56	37.3
To a greater extent	73	48.7
Total	150	100.0

Teaching is an art. Therefore not everyone can learn the science of teaching and teach well. Teachers' interaction with the students is as important as that of other employees, faculty, staff, and administration. The responses in Table 13 were recorded when questioned, "What percentage of employees follow interactional ethics?" The results aligned with a normal distribution, showing a peak and a center. 14.0 percent of respondents replied that employees do not at all follow ethics, and 37.3 percent said that the employees, to some extent, follow ethics at their workplace. Going to the extremes of the curve, 48.7percent of respondents said that the employees, to a greater extent, follow ethics. It is believed that interactional justice reinforces working ethics. It serves as a mediating mechanism to inhibit workplace bullying. Ethical leadership and effective management can also ensure the faculty's working ethics.

Table 14

Association between higher professional, ethical practices and job satisfaction.

Higher level of professional ethics * job satisfaction among respondents Cross-tabulation.

Level of Professional Ethics		Level of Job Satisfaction % (Number)			
		To a greater extent	To some extent	Not at all	Total
1	Not at All	4(19%)	6(28%)	11(52%)	21(14%)
2	To some extent	11(20%)	3(5%)	42(75%)	56(38%)
3	To a greater Extent	14(19%)	2(3%)	56(78%)	73(48%)
Total		**29(19%)**	**12(8%)**	**109(73%)**	**150(100%)**
Chi-Square: 19.432, Level: 0.02	**Sig. Level: 0.003, Gamma: 0.411,**				**Sig.**

Table 14 shows an association between higher professional ethics and job satisfaction. The data of the above table has elucidated that the level of job satisfaction is categorized to be a greater extent by 19 percent of the respondents. Twenty-eight percent view professional ethics as having no role in raising or lowering job satisfaction. Whereas 75 percent of the respondents having the same view on the level of professional ethics role in raising or lowering the level of job satisfaction have chosen the 'Not at all' category for the level of job satisfaction, which clearly illustrates their point of view that there is no association exists between the level of professional ethics and level of job satisfaction.

However, the data also revealed that the level of job satisfaction is affected 'to a greater extent' by19 percent of the respondents, 'to some extent' by 28 percent of respondents, and not at all by other 52 percent of respondents who consider a higher level of professional ethics do not have an association with the level of job satisfaction by choosing 'Not at all.' The table of data further revealed that the level of job satisfaction is affected 'to a greater extent' by 20 percent of the respondents, 'to some extent' by 5 percent of respondents, and not at all by other 75 percent of respondents who consider a higher level of professional ethics have association with the level of job satisfaction 'to some extent.'

Furthermore, the table of data illustrated that the level of job satisfaction is affected 'to a greater extent' by 19 percent of the respondents, 'to some extent' by 3 percent of respondents, and not at all by other 78 percent of respondents who consider a higher level of professional ethics have association with the level of job satisfaction 'to a greater extent.' In the given table above, the value of the Chi-square is set as 19.432 at the significance level, which is 0.003,and it reflects a significant and robust relationship between a 'higher level of professional ethics' and the level of job satisfaction.'

Thus, the hypothesis has been got accepted. The gamma value is 0.411 at the same significance level of 0.003, which affirms a positive association between the 'level of professional ethics and job satisfaction. It can be deciphered that if the level of professional ethics increases, the respondents' job satisfaction level will be affected dramatically in a positive direction (Ahmad, 2018).

5   Conclusion and Recommendation

Members of the profession's leading body were responsible for drafting the code of conduct that governs their profession. Member expectations and rules of behavior were outlined in the document. The study's primary objective was to investigate the connection between professional ethics and job satisfaction. Employee happiness and morale were intertwined in each organization. Consequently, institutions were gained from his research in the long run. Researchers in Punjab's public universities were investigating in its entirety. Fifty faculty members from each university were chosen. As a result of their familiarity with this subject, the faculty at universities make up the majority of the survey's participants, making this study's purpose crystal clear. In addition to higher productivity and management guidelines, professional ethics favor employer behavior and employee attitudes toward the workplace. Employee morale was positively correlated to production, and higher productivity means more opportunities for a company's future success. Morale is linked to recognition, appreciation, and dignity in the workplace. Academia is not just a source of earning; it is more of a missionary job that can never pay you, equivalent to your efforts and hard work. Therefore, when selection is made at universities, the background interest, experience, aptitude, teaching passion, ability, and capability of effective communication should also be considered. The institution and those who were a part of it suffered grave consequences when work ethics were violated regarding meritless

inductions, undue promotions, nepotism, caste and ethnic-based prejudices, and discrimination. Employees' mistrust of the administration could be a grave consequence of the breach of transparency and professional ethics at the workplace, which will resultantly leave them dissatisfied. To mitigate these issues, universities can implement policies like a value-based approach, ethical values integration, and ethics management programs for effective implementation. Faculty inductions and performance should be assessed by relevant experts, colleagues, ex-colleagues, students, and researchers' feedback.

Ethical policies for university academia can be formulated by taking the Higher Education of Pakistan on board and involving all the stakeholders and then should be uniformly conveyed to all the Higher Education Institutions of Pakistan. All the newly appointed, faculty members should also be oriented to ensure their effectiveness and employee satisfaction. Higher Education is a highly responsible professional body and must chalked out the proper mechanism for boosting the morale of faculty members working in the universities where its functionaries' ethics and job satisfaction should be ensured to produce a sensitized and well-groomed generation.

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