Employment Opportunities, Occupational Efficacy and Job Satisfaction: A Study of Women in Kashmir Valley

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ABSTRACT

The objective of the present study was to survey the educational opportunities of women in various fields with specific reference to their enrollment in institutions of higher learning, and to survey the employment opportunities in different professions like Medicine, Engineering, Computer Applications, Administrative Officers, Agriculture and Veterinary Science, Legal Officers, and Teachers. On the basis of empirical evidence it is suggested that equal access to education and occupation for women /girls should be ensured. Gender sensitive curricula should be developed at various levels of educational system to address the gender stereotyping as one of the types of gender discrimination. Special measurers should be taken, to eliminate discrimination, create a gender sensitive educational system, increase enrolment and retention of girls and improve the quality of education, and to facilitate lifelong learning as well as development of Vocational/technical skills of women.

Introduction

Women have always played a central role in all societies and have been an important aspect of its structure. The condition and role of women who constitute nearly half of the population is a major indication of a progressive society because the growth of a nation lies in its capacity to elevate the lot of the weakest section of its society.

Taken as a separate class, women may be treated as the largest weakest section of the society what Helen Hacker described as the largest 'minority'. This is so because women can be classified as economically and socially backward group on account of three main handicaps. Firstly, due to their socially inferior status; secondly, they receive lesser education and thirdly, due to their economic dependence, (From birth to death a woman depends on father/husband/son etc.). Moreover, women, in general, are the 'under privileged' because they are marginalized in production and other vital socio-economic decision-making processes. This can be more distinctly noticed in the tradition-redden societies and poor economies of developing countries because there the major benefits of economic growth have failed to reach women. In the process of development,

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women's labour and obligations have multiplied but their autonomy and cultural work have diminished.

Empowering of women presupposes a drastic, dynamic and democratic change in the perception of the expectations from women in our society. To help women to attain economic independence is the first priority for such a change. When a woman attains economic independence she becomes mistress of her own body and author of her own decisions. A scientific perception of women's needs is essential for the process which leads to the empowering.

Women's role in development is an indispensible fact. Community development is incomplete without their participation and contribution. A Large number of societal illnesses are due to inferior status of women.

So development agencies have to place it as their first priority to include programmes of development for women.

Empowerment of women is a long drawn issue, receiving much importance during last few years. The main concern in this regard is to bring women out of the boundary of four walls and to widen their role beyond child and family care to the wider aspects of socio-economic and cultural activities of the society.

Review of Literature

Murphy Graham, Erin (2008) in his study clarified the relationship between education and women's empowerment. Drawing from qualitative data collected in a study of four Garifuna villages on the north coast of Honduras, it argues that education can trigger the empowerment process if it expands women's knowledge and understanding, self-confidence and awareness of gender equity. We must carefully consider the content and pedagogy of educational programs that attempt to promote women's empowerment, rather than assuming that education and empowerment automatically go hand-in-hand.

Greany, Kate (2008) pointed out the way in which evaluation of progress towards the goalsto uncover the messy reality of women's negotiations to achieve their own aims. Drawing on an example of a literacy programme for internally displaced people in northern Sudan, the article highlights instances of potential challenge or reinforcement of gender stereotypes and how these were perceived by participants and project staff, situating it within the debate on gender, literacy and empowerment.

Shapria, Tamar; Azrar, Khalid; Aziaza, Faisal (2010) presented the life-stories of four women who succeeded in forging paths to senior positions as principals in Arab schools in Israel and to describe the personal, professional and sociopolitical contexts of their principal ship. To the best of the authors' knowledge, this is the first attempt to document the development of Arab women principals in Israel in their biographical, professional and sociological contexts. The paper provides insight into the educational and social contributions of women in senior positions in Israel's Arab educational system.

Jones, Shelly Kathleen (2011) presented that policies, such as the National Strategy for Girls' Education in Uganda (NSGE), intended to achieve gender equity in education for girls in developing countries, have limited relevance to, and impact on girls' actual educational experiences. Recent considerations of girls' education acknowledge that gender equity within education is more than access to schooling; it entails the cultivation of capabilities necessary for girls to participate fully, actively and equally in all aspects of their societies. Baily, Supriya (2011) deepens the understanding of the impact empowerment programs have for women on their social environment, and more specifically on the men in the community, who may or may not be supportive of such endeavors.

Malik Samina; Courtney & Kathy (2011) explored to what extent participation in higher education offers empowerment to women in Pakistan. Respondents highlighted economic independence and an increased standing within family and society as the main benefits of higher education participation. A major finding is that participation in higher education enables women to impact on a number of discriminatory practices simultaneously and thereby effect change for the better. The main recommendation is that future educational strategies be developed with the aim of further promoting gender equality in all areas of education in Pakistan, but particularly with the aim of increasing female students' participation in higher education

Faiza Anwar, Sahaab Akbar *et al*. (2012) discovered that most of the parents and certain relatives are supportive towards their daughter serving in the education sector. All our respondents strongly believed that the married women face greater challenges than unmarried women. Although their husbands are co-operative but there children are prominently neglected. Despite the supportive attitude of their parents unmarried women still face challenges like transportation and managing time between personal and social life. Most of the respondents, married or unmarried, believed that their salary and promotion system is not satisfactory for which they blame "Favouritism". In spite of all the facts, our research concludes that the education sector of Bahawalpur for female teacher is fairly good.

E.N., Ekesionye; A.N., Kolo (2012) examined women empowerment and participation in economic activities as tools for self-reliance and development of the Nigerian society. Personal savings, family assistance, philanthropist's assistance, loans and credits, cooperative society assistance, group contributions, were the sources of fund available to the women for their economic activities. Education and health promotion, food supply and distribution, were some of the Officers rendered by the women that bring about societal development. Inability of government to provide support, corruption on the part of implementers, family burden, cultural restrictions, husband influence, illiteracy were the obstacles women encounter in carrying out their economic activities. Provision of sustainable land tenure system, provision of soft loans and credits, training programmes, funding, establishment of cooperative societies, were some of the strategies proffered to enhance women participation in economic activities.

Need and Importance

Development is multi-dimensional and multi-faceted phenomenon. It is a continuous and complex process which involves diverse agencies and people with different hierarchic levels of living, professing different occupations and having a variety of cultural identities. Real development can take place only by solving the problems of poverty of all kinds and of all shades of people, men and women, high and low, advanced and disadvanced. So development is incomplete without developing the women who constitute about 50 percent of the population.

Today, Indian state has accepted women's empowerment as its major policy goal. It has also accepted women as active agents, participating in and guiding their own development. If the development is about people it is essential to increase their capabilities to develop themselves. If women are in a state of economic,social, political and knowledge disempowerment, the imperative is to reverse this process.Instead of merely adding gender agenda to a development plan drawn up by the gender insensitive, the goal should be to redraw it by mainstreaming women's perspectives. It is this empowerment strategy which hasemerged asIndia'sresponse to the challenges of equality, development and peace. For women to be truly empowered it is necessary to provide an expanding network of Officers so that they are freed from some of their gender related shackles of a practical nature and are also enabled to aspire to the actualization of their strategic gender needs.

Halder Somnath (2012) Literacy Progression of women in developing countries of South- East Asia with special reference to West Bengal India.It wasfound that the female literacy rate in some countries like Maldives, Philippines, Thailand, Brunei-Darussalam, China, Singapore, Sri Lanka, Indonesia, Myanmar, Vietnam and Malaysia are 80-90% but in India it is less than 50%. The female literacy progression of West Bengal (1961-2011) is 0.05 and there are some districts having very poor progression index.

John E. Mary. (2012) presented the current movement of higher education in reforms in India has yet to receive sustained attention from scholars and activists. Although participation of women in higher education shows steady improvement and narrowing of gender gap.Taken together, the current era of expansion in higher education in India demands analysis from a gendered prospective.

Hazarika Mitra (2012) explored that education system is the only one institution which can uproot the deep roots of inequality between man and woman. Woman's role in directing, influencing and shaping the nation.But the backwardness of women-educational, socialeconomic or political makes them the largest single group, hinderingthe process of rapid social change. The dream of higher education of many remain unfulfilled due to different socio-cultural constrains.

In light of the above discussion it is evident thatno such study has been conducted on women s education at higher level in Kashmir Valley. Thus the focus of the presentstudy is to examine the Employment Opportunities, Occupational Efficacy

and Job-Satisfaction of Women in Kashmir Valley.

Statement of the Problem

The problem for the proposed study is stated as under:

"Employment Opportunities, Occupational Efficacy and Job Satisfaction - A Study of Women in Kashmir Valley"

Objectives of the Study

The following objectives were formulated for the present study:

1. To survey the educational opportunities of women in the fields with specific reference to their enrollment in institutions of higher learning.
2. To survey the employment opportunities in different professions.
3. To study the growth of women in the following professions:
   a. Medicine b. Engineering
   c. Computer Applications
   d. Administrative Services
   e. Agriculture and Veterinary Science
   f. Legal Services (Lawyers and Munsiff)
   g. Teaching (+2, College and University)
4. To study women in different professions in terms of their:
   a. Occupational Efficacy
   b. Job Satisfaction

Sample

The sample for the present study was drawn in two phases.

Phase-I: In this phase for the purpose of determining the educational extent and employment opportunities of women in Kashmir, the period of reference was fixed as (2001-2010).Thus all the women/girls who had entered into the academic professional colleges and Universities during lastten years (2001-2010) determined the extent of the enrolment of women in higher education. On the other hand all the women who have entered in the professions of Medicine, Engineering, Computer applications, Administrative Officers, Agriculture and Veterinary science, Legal Officers (Lawyers, Munsiff), Teaching (+2level, college and university) during the above mentioned period determined the extent of employment opportunities.

Phase-II: In this phase a sample of 245 women were drawn randomly from various professions from Kashmir Valley to assess their Occupational Self-Efficacy and Job Satisfaction.

The distribution of sample of working women was as under:

Doctors	30
Engineers	30
Lawyers	30
Administrative Officers	15
Judicial Officers	20
+2 lecturers	30
College lecturers	30
Academic University Lecturers	30
Technical University Lecturers	30
Total	**245**

Data Gathering Devices

As mentioned earlier, the Study has been carried in two phases.

Phase-I: In this phase following tools were employed:

i. **Information Blank-I:** The information blank-I was developed by the investigator with the purpose of getting classified data regarding the year-wise enrolment of women in higher education (B.A, B.Sc, B.Com, BCA, B.Sc Agriculture, B.Ed, M.A, M.Sc, M.Com, M.Ed, MCA, MBBS, BDS, M.Sc Agriculture, BVSc, LLB, LLM, MOS.Com).

ii. **Information Blank-II:** The information blank-II was developed and administered to collect the year-wise information regarding the professional status of women in various professions namely Medicine, Engineering, Agricultural Sciences, Veterinary Sciences, Unani Medicine, Judiciary, Administration and Teaching.

Phase-II: In this phase the following tools were employed

iii. **Occupational Self Efficacy:** Occupational Self Efficacy Scale developed by Sanjaypot Pethe, Sushma Chowdari and Uppindar Dhar. (OSES) (2006) was administered to measure the professional efficacy of women working in various professions. The scale consists of 19 items and measured occupational self-efficacy through six dimensions viz, Confidence, Command Positive Attitude, Adaptability, Personal Effectiveness and Individually.

iv. **Job Satisfaction:** Job Satisfaction Scale developed by Amar Singh and T.R Sharma. (JSS) (2006) was administered to measure the job satisfaction among women working in various professions. The scale consists of 30 items and measures Job Satisfaction through five dimensions viz, Job-Concrete, Job-Abstract, Psycho-Social, Economic and Community/National Growth.

Major Findings

The major findings have been classified as under:

1. Educational opportunities of women at UG level

1.0 During the period 2001-2010, the highest percentage of female students admitted to first year Science at undergraduate level was 49.24% in 2001 and lowest was 30.60 in 2003. However in case of male students the highest percentage admitted was 67.24% in 2004 and the lowest 50.75% in 2001.

1.1 During the period 2001-2010, the highest percentage of female students admitted to first year Arts at undergraduate level was 47.98% in 2009 and lowest was 42.21 in 2005. However in case of male students the highest percentage admitted was 57.78% in 2005 and the lowest 52.23% in 2010.

1.2 During the period 2001-2010, the highest percentage of female students admitted to first year Commerce at undergraduate level was 54.86% in 2001 and lowest was 16.62 in 2002. However in case of male students the highest percentage admitted was 83.34% in 2002 and the lowest 45.13% in 2001.

1.3 During the period 2001-2010, the highest percentage of female students admitted to 3rd year Science at undergraduate level was 44.09% in 2001 and lowest was 34.31% in 2007. However in case of male students the highest percentage admitted was 65.42% in 2005 and the lowest 55.90% in 2001.

1.4 During the period 2001-2010, the highest percentage of female students admitted to 3rd year Arts at undergraduate level was 55.29% in 2001 and lowest was 36.07% in 2009. However in case of male students the highest percentage admitted was 53.92% in 2009 and the lowest 44.70% in 2001.

1.5 During the period 2001-2010, the highest percentage of female students admitted to 3rd year Commerce at undergraduate level was 43.35% in 2001 and lowest was 19.05% in 2006. However in case of male students the highest percentage admitted was 80.94% in 2006 and the lowest 56.64% in 2001.

Educational Opportunities of Women at PG Level

1.6 During the period 2001-2010, the highest percentage of female students admitted to Science Stream at Post Graduate level was 34.68% in 2010 and lowest was 25.21% in 2010. However in case of male students the highest percentage admitted was 74.78% in 2003 and the lowest 54.68% in 2010.

1.7 During the period 2001-2010, the highest percentage of female students admitted to Law Stream at Post Graduate level was 39.30% in 2009 and lowest was 25.29% in 2001. However in case of male students the highest percentage admitted was 74.70% in 2001 and the lowest 60.70% in 2009.

1.8 During the period 2001-2010, the highest percentage of female students admitted to Commerce Stream at Post Graduate level was 40.21% in 2001 and lowest was 20.00% in 2004. However in case of male students the highest percentage admitted was 80.00% in 2004 and the lowest 59.78% in 2001.

1.9 During the period 2001-2010, the highest percentage of female students admitted to Arts Stream at Post Graduate level was 54.49% in 2001 and lowest was 36.73% in 2006. However in case of male students the highest percentage admitted was 63.26% in 2006 and the lowest 45.50% in 2001.

1.10 During the period 2001-2010, the highest percentage of female students admitted to Social Science Stream at Post Graduate level was 42.67% in 2001 and lowest was 22.53% in 2006. However in case of male students the highest percentage admitted was 77.46% in 2006 and the lowest 57.32% in 2001.

1.11 During the period 2001-2010, the highest percentage of female students admitted to Education Stream at Post Graduate level was 70.58% in 2001 and lowest was 52.30% in 2006. However in case of male students the highest percentage admitted was 47.69% in 2006 and the lowest 29.41% in 2001.

1.12 During the period 2001-2010, the highest percentage of female students admitted to B.Ed was 57.52% in 2002 and lowest was 33.73% in 2006. However in case of male students the highest percentage admitted was 66.26% in 2006 and the lowest 42.47% in 2002.

1.13 During the period 2001-2010, the highest percentage of female students admitted to M.Ed was 73.18% in 2004 and lowest was 52.84% in 2008. However in case of male students the highest percentage admitted was 47.16% in 2008 and the lowest 26.81% in 2004.

1.14 During the period 2001-2010, the highest percentage of female students admitted to MBBS was 49.50% in 2004 and lowest was 43.03% in 2006. However in case of male students the highest percentage admitted was 56.96% in 2006 and the lowest 50.49% in 2004.

1.15 During the period 2001-2010, the highest percentage of female students admitted to BDS was 71.79% in 2010 and lowest was 38.0% in 2001. However in case of male students the highest percentage admitted was 62.0% in 2001 and the lowest 28.20% in 2010.

1.16 During the period 2001-2010, the highest percentage of female students admitted to Engineering was 46.42% in 2007 and lowest was 18.42% in

2001. However in case of male students the highest percentage admitted was 81.57% in 2001 and the lowest 53.57% in 2010.

1.17 During the period 2001-2010, the highest percentage of female students admitted to BCA in Computer Application was 32.10% in 2008 and lowest was 1.53% in 2006. However in case of male students the highest percentage admitted was 98.47% in 2006 and the lowest 67.90% in 2008.

1.18 During the period 2001-2010, the highest percentage of female students admitted to MCA in Computer Application was 48.14% in 2005 and lowest was 0.0% in 2003. However in case of male students the highest percentage admitted was 100% in 2003 and the lowest 51.85% in 2005.

1.19 During the period 2001-2010, the highest percentage of female students admitted to B.Sc in Agriculture Sciences was 43.75% in 2009 and lowest was 3.85% in 2002. However in case of male students the highest percentage admitted was 96.15% in 2002 and the lowest 56.25% in 2009.

1.20 During the period 2001-2010, the highest percentage of female students admitted to BVSc in Agriculture Sciences was 22.37% in 2009 and lowest was 0.0% in 2002. However in case of male students the highest percentage admitted was 100% in 2002 and the lowest 77.63% in 2009.

2. Progression of Women in Various Professions

2.0 During the period 2001-2010, the highest percentage of female selected as Assistant Surgeons (MBBS) was 59.37% in 2002 and lowest was 27.75% in 2010. However in case of male, the highest percentage selected was 72.24% in 2010 and the lowest 40.62% in 2002.

2.1 During the period 2001-2010, the highest percentage of female selected as Dental Surgeons (BDS) was 46.42% in 2009 and lowest was 16.66% in 2010. However in case of male, the highest percentage selected was 83.33% in 2010 and the lowest 53.57% in 2009.

2.2 During the period 2001-2010, the highest percentage of female selected as Medical Officers Unani Medicine (BUMS) was 29.03% in 2007 and lowest was 0.0% in 2002. However in case of male, the highest percentage selected was 100% in 2002 and the lowest 70.96% in 2007.

2.3 During the period 2001-2010, the highest percentage of female selected as Administrative Officers was 23.07% in 2007 and lowest was 3.78% in 2002. However in case of male, the highest percentage selected was 96.21% in 2002 and the lowest 76.92% in 2007.

2.4 During the period 2001-2010, the highest percentage of female selected as Agriculture Assistants was 31.42% in 2008 and lowest was 0.00% in 2001-2004. However in case of male, the highest percentage selected was 100% in 2001-2004 and the lowest 68.57% in 2008.

2.5 During the period 2001-2010, the highest percentage of female selected as Assistants Surgeon Veterinary Science (BVSc) was 30.76% in 2009 and lowest was 0.00% in 2005. However in case of male, the highest percentage selected was 100% in 2005 and the lowest 69.23% in 2009.

2.6 During the period 2001-2010, the highest percentage of female registered as Lawyers was 41.40% in 2003 and lowest was 18.59% in 2010. However in case of male, the highest percentage selected was 81.41% in 2010 and the lowest 58.59% in 2003.

2.7 During the period 2001-2010, the highest percentage of female selected as Judicial Officers was 100% in 2010 and lowest was 0.00% in 2001. However in case of male, the highest percentage selected was 100% in 2001 and the lowest 72.22% in 2010.

2.8 During the period 2001-2010, the highest percentage of female selected as College Lecturers was 50% in 2008 and lowest was 14.28% in 2006. However in case of male, the highest percentage selected was 85.71% in 2006 and the lowest 50% in 2008.

2.9 During the period 2001-2010, the highest percentage of female selected as Academic university lecturers was 42.85% in 2004 and lowest was 0.0% in 2008. However in case of male, the highest percentage selected was 100% in 2008 and the lowest 57.14% in 2004.

3. Occupational Efficacy of Women Working in Various Professions

3.0 It was found that 16.7% doctors have above average level, 56.7% doctors have average and 26.7% doctors have below average level of occupational efficacy.

3.1 It was found 6.7% engineers have above average, 53.3% engineers have average level and 40% engineers have below average level of occupational efficacy.

3.2 It was found 13.3% administrative officers are above average, 46.7% administrative officers have average level and 40% administrative officers have below average level of occupational efficacy.

3.3 It was found 30% Technical university lecturers have above average level, 33.3% Technical university lecturers have below average level and 36.7% Technical university lecturers have below average level occupational efficacy.

3.4 It was found 33.3% lawyers have above average level, 46.7% lawyers are average and 20% lawyers are below average level occupational efficacy.

3.5 It was found 15% judicial officers have above average level, 55% judicial officers have average and 30% judicial officers have below average level occupational efficacy.

3.6 It was found 30% +2 lecturers have above average level, 60% +2 lecturers have average and 10% +2 lecturers have below average level occupational efficacy.

3.7 It was found 16.7% college lecturers have above average, 66.7% college lecturers have average and 16.6% college lecturers have below average level occupational efficacy.

3.8 It was found 16.7% academic university lecturers have above average level, 63.3% academic university lecturers have average and 20% academic university lecturers have below average level occupational efficacy. *Therefore, female lawyers followed by +2lectueres have higher occupational efficacy and Engineers, Administrative Officers followed by Technical Academic university lecturers have lower Occupational Efficacy.*

3.9 It was found that 36.6% Technical University Lecturers, 23.3% lawyers and 15% judicial officers have above average level of confidence. While as 56.6% engineers, 26.6% administrative officers, 26.6% doctors have below average level of confidence. Therefore, female technical university lecturers, lawyers and judicial officers have dependence on their abilities.

3.10 It was found that 43.3% doctors, 23.33% +2 lecturers, 20% Technical Academic university lecturers and 20% lawyers have above average level of command. While as, 30% engineers and 23% Technical Academic university lecturers have below average level of command. Therefore, female doctors, technical academic university lecturers and lawyers have control over the situations.

3.11 It was found that 33.3% Technical University Lecturers, 26.67% +2lecturers and 23.3% doctors have above average level of Adaptability. While as, 13.3% Technical University Lectures and 10% engineers have below average level of Adaptability. Therefore, female technical university lecturers, +2 lecturers and doctors have higher adjustability.

3.12 It was found that 16.67% +2lecturers, 3.3% academic university lecturers and 3.3% lawyers have above average level of Personal effectiveness. While as, 80% judicial officers, 80% doctors and 56.6% Technical Academic university lecturers have below average level of Personal effectiveness. Therefore, female +2 lecturers, academic university lecturers and lawyers have more inclination towards the continuous development.

3.13 It was found that 56.6% Technical University lecturers, 50% lawyers and 40% +2 lecturers have above average level of Positive Attitude. While as, 36% university lecturers, 26% college lecturers and 23.33% doctors have below average level of Positive Attitude. Therefore, female technical university lecturers, lawyers and doctors have ability to evaluate optimistically.

3.14 It was found that 26.67% +2lecturers and 13.33% engineers have above average level of Individuality. While as, 20% administrative officers and 16.6% lawyers have below average level of Individuality. Therefore, female +2 lecturers and engineers have independence in making decisions and setting standards of performance.

4. Job Satisfaction of Women Working in Various Professions

4.0 It was found that 76.6% doctors are extremely satisfied, 20% doctors are very satisfied and 3.3% are moderately satisfied with their job.

4.1 It was found that 26.6% engineers are extremely satisfied, 33.3% engineers are very satisfied, 36.6% engineers are moderately satisfied and 3.3% are not satisfied with their job.

4.2 It was found that 6.6% administrative officers are extremely satisfied, 80% administrative officers are very satisfied, 6.6% administrative officers are moderate satisfied and 6.6% administrative officers are extremely dissatisfied with their job.

4.3 It was found that 63.3% technical academic university lecturers are extremely satisfied, 36.6% technical academic university lecturers are very satisfied with their job.

4.4 It was found that 66.6% lawyers are extremely satisfied, 20% are very satisfied, 10% lawyers are moderately satisfied and 3.3% lawyers are not satisfied with their job.

4.5 It was found that 90% judicial officers are extremely satisfied, 10% judicial officers are moderately satisfied with their job.

4.6 It was found that 37.5% +2 lecturers are extremely satisfied, 30% +2 lecturers are very satisfied and only 20% are moderately satisfied, 12.5% are not satisfied with their job.

4.7 It was found that 93.3% college lecturers are extremely satisfied, 6.6% college lecturers are very satisfied with their job.

4.8 It was found that 83.3% academic university lecturers are extremely satisfied, 16.6% academic university lecturers are very satisfied with their job. *Therefore, female college lecturers, judicial officers, academic university lecturers and doctors are extremely satisfied with their job and less number of female administrative officers and +2 lecturers are dissatisfied with their jobs.*

4.9 It was found that 50% lawyers, 33.33% technical university lecturers, 33.33% doctors show extremely satisfied degree of job concreteness of job satisfaction. While as, 6.67% administrative officers followed by 3.33% lawyers are not satisfied. Therefore, female lawyers followed by technical academic university lecturers and doctors possess higher degree of job concreteness such as excursions, place of posting and working conditions.

4.10 It was found that 100% Judicial officers, technical academic university lecturers and followed by academic university and college lecturer shows extremely satisfied degree of job abstractness of job satisfaction. Therefore, female technical academic university lecturers followed by academic university lecturers and college lecturers possess higher degree of job abstractness such as co-operation and democratic functioning.

4.11 It was found that 100% judicial officers, technical university lecturers, academic university lecturers and college lecturers show extremely satisfied degree of psycho-social factors of job satisfaction. Therefore, female judicial officers, technical academic university lecturers and college lecturers possess higher psycho-social factors such as intelligence, social circle etc.

4.12 It was found that 3.33 lawyers are extremely satisfied with economic factor of job satisfaction. On the other hand, 36.67% +2 lecturers, 33.33% lawyers and 26.67% administrative officers are not satisfied. Therefore, female lawyers followed by +2 lecturers and administrative officers are not satisfied with economic factor of job satisfaction such as salary, allowances etc.

4.13 It was found that 63.33% academic university lecturers, 53.33% college lecturers and 43.33% lawyers are extremely satisfied with community/ national growth factor of job satisfaction. On the other hand, 33.33% engineers, 6.67% lawyers and 3.33% technical academic university lecturers not satisfied. Therefore, female academic university lecturers, college lectures and lawyers are extremely satisfied with community/national growth factor of job satisfaction which shows that these groups contribute more towards the quality of life and national economy etc.

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