



Does the Work Environment Impact Job Satisfaction of Academic Faculty Members of Public Universities in Sri Lanka

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Abstract

The main purpose of this study was to examine whether the work environment of the state university lectures had an impact on their overall job satisfaction and to assess the overall level of job satisfaction of university lectures of public universities in Sri Lanka. A quantitative approach was employed in this study, and a structured questionnaire was used to collect data from university lectures in fifteen public universities in Sri Lanka. In terms of findings, the multiple regression analysis performed to test the research hypothesis on the relationship between work environment and overall job satisfaction indicated that the factor 'work environment' is a highly significant positive factor affecting the overall lectures job satisfaction of academics in Sri Lankan public universities. Further, in terms of the overall job satisfaction of academic staff members of Sri Lankan state universities, the median and mean values of were found to be 3.95 and 3.93 (in a 1-5 Likert scale), respectively, and in addition, the mean value was also found to be significantly higher than the neural value 3 (based on one-sample t-test). This means that the university lectures are generally satisfied with their jobs in the Sri Lankan context.

Keywords: Job satisfaction, State Universities in Sri Lanka, University lectures, Work Environment

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Background of the Study

Job satisfaction has been a significant contemporary issue (Akpofure et al., 2006). Extant research indicates that job satisfaction is of major interest to the field of the practice of human resource management. Job satisfaction is the result of employees' perception of how well their job provides those things they view as important (Alniacik, Akcin, and Erat, 2012). According to Kaliski, 2007 Job satisfaction is the key ingredient that leads to recognition, income, promotion, and the achievement of other goals that lead to a feeling of fulfillment. Similarly, Gurinder and Gursharan (2010) point out that job satisfaction "is the positive emotional response to the job situation resulting from attaining what the employee wants from their job". Job satisfaction represents a feeling that appears as a result of the perception that the job enables the material and psychological needs (Aziri, 2008). According to Chen (2007), job satisfaction is a method to collect data from employees that describe their orientation, feelings, and preferences regarding their jobs and indicates how interested they are in their jobs.

It should be noted that education is considered as the most important aspect of everyone's life. Especially higher education plays a vital role in the deployment of the country. And also the

excellence of a university is directly related to the excellence of its faculty members; higher education is the foundation for nearly all professional careers. Higher education plays an important role in the socio-economic development of a country. A quality higher education has now become an integral part of the development and prosperity of a country. Many countries are paying greater attention to delivering their higher education, bringing structural and technological reforms, whilst efficiently utilizing their intellectual resources consistently to the needs of higher education, thus, becoming the leading giants in this globalized world. A country that has been equipped and highly supported by quality institutions that are enriched with a creative, talented pool of academic staff will be the market leader in innovations. To have this particular aspect of quality education and creative academic staff, job satisfaction among faculty members is the key and therefore requires its various dimensions to be studied, as satisfaction contributes highly to the productivity and performance of individuals, which in turn will benefit the organization. Due to these observations, (Küskü, 2003) argues that employee satisfaction in higher educational establishments can be considered as an immensely important factor. The main reason for such enhanced attention is since institutions of higher education have become highly labor-intensive.

Having established the importance of job satisfaction, many research studies have indicated that several factors contribute to the job satisfaction among university faculty members that include, work environment, work content, work autonomy, development, financial rewards, promotion, supervision, communication, co-workers, workload, etc. (Saane et al., 2003, Roelen et al., 2008). Further, Chen et al., (2006), Karim, (2008), Souza-Poza and Souza-Poza (2000), Sseganga and Garrett (2005), and Van et al. (2003) have demonstrated that many factors affect job satisfaction; however, the most notable factors are "intrinsic job characteristics"(Saari & Judge., 2004). Amongst these factors are, job autonomy, working environment, and management styles. Zainudin, Junaidah, and Nazmi (2010) indicate that many research studies have been conducted that examine the factors that affect job satisfaction, and they indicate that the working environment, job autonomy, and management styles are important factors. Furthermore, Adenike (2011) found that the quality of the physical work surroundings in which they work, the quality of the relationships between the academicians and their respective supervisors and the level of fulfillment in their job, could influence job satisfaction of academicians.

However, the author of this study do not observe sufficient studies performed on the relationship between work environment and university faculty members' job satisfaction particularly in the context of developing countries as Sri Lanka and observe it as a research gap that needs to be addressed.

Accordingly, the present research study mainly focuses on the work environment as a significant factor that contributes to the job satisfaction of university lectures in state universities in Sri Lanka. Accordingly, the research problem based on this premise is discussed as there is a growing interest to determine its impact on the performance of academics and the level of job satisfaction in higher education, and accordingly, various Job satisfaction related studies have been done in developed countries (Duong, 2013). Further, studies such as Zainudin, Junaidah, and Nazmi (2010) emphasize factors such as work environment on the level of job satisfaction about the academics. However, the researchers note that only a few studies been done in developing countries like Sri Lanka as noted earlier. Accordingly, the problem statement of the present study is that, whether the work environment prevailing in public universities in Sri Lanka impacts the level of job satisfaction of academic staff members. It is essential to work on such areas that can be developed to increase the efficiency of academic lectures, and thus of the organizations as well as the students in the country (Saleem, 2010), which is expected to have significant policy implications.

Research Questions and Objectives

Based on the above research problem, there are two main research questions addressed in this study are; first, what is the association between work environment and job satisfaction, and the second,

what is the level of the overall level of job satisfaction, of university lectures of state universities in Sri Lanka. Accordingly, there are two main objectives of this research study are; first objective is to investigate the impact of work environment on job satisfaction of university faculty members of public universities in Sri Lanka; and then, the second research objective is to assess the degree of the overall level of job satisfaction of the university lectures of state universities in the Sri Lankan context. Apart from these main objectives, this study also attempts to examine the impact of selected demographic factors on the level of job satisfaction of university lectures of state universities in Sri Lanka.

This research paper is structured as follows: Section 2 discusses the literature about the association between work environment and job satisfaction and develops the related hypothesis proposed to be tested in this study. Section 3 discusses the methodology in testing this proposed hypothesis and other methodological dimensions of the study. Section 4 presents the data analysis and findings, while the final section provides the related conclusions derived under this study.

Literature Review

Sri Lankan Context

In the present Sri Lankan context, there are 15 state universities with approximately 86,321 internal students and more than 5,200 lectures (University Grants Commission, 2015). These universities are under the control of the Ministry of Higher Education, which was established in March 1978, and is governed by the Universities Act No. 16 of 1978. According to Samaranyake, (2010), the University Grants Commission (UGC) serves as a buffer between the universities and the government. The main functions of the UGC include planning and coordinating in keeping with national policy, regulation of administration, maintenance of academic standards, selecting of students for state universities, and allocating public funds to higher educational institutions and control of expenditure.

Job Satisfaction and Work Environment

Job Satisfaction

Job satisfaction indicates how interested employees are in their jobs (LaLambert et al., 2007). Job satisfaction is concerning one's feeling or state of mind related to the work (Chughati & Perveen, 2013). In similar terms, Alniacik, Akcin, and Erat (2012) define job satisfaction as the result of an employees' perception of how well their job provides those things they view as important. Further, Akpofure et al. (2006) found that job satisfaction can be considered as an overall feeling about an individual's job or the specific dimensions of the job. According to Robbins, Robbins, Odendaal, and Roodt (2003b), job satisfaction is a general attitude toward one's job; the difference between the number of reward workers receive and the amount they believe they should receive. As an alternative, Heslop et al. (2002) described job satisfaction as the difference between what an individual's expectations, needs or values about the job are, and what the job delivers. Furthermore, Lim (2008) indicated job satisfaction is vital for personal well-being and organizational effectiveness. Job satisfaction can be understood as the way employees feel about their jobs and the different aspects of their jobs. Most of the extant literature explains employee job satisfaction as a function of the employee's features and the features of the job itself (Santhapparaj & Alam, 2005b).

Work Environment

Many research studies (Zaim, et al., 2012, Chen et al., 2006; Karim, 2008b; Souza-Poza & Souza-Poza, 2000; Sseganga & Garrett, 2005; Van et al., 2003) have found that many factors affect job satisfaction; however, the most notable factors are "intrinsic job characteristics"(Saari & Judge., 2004). Amongst these factors are, job autonomy, working environment, and management styles. In the Sri Lankan context, Amarasena et al. (2015) indicated that the factor "social recognition" was a highly significant positive factor affecting the overall faculty job satisfaction in Sri Lanka. Furthermore, Amarasena et al. (2015) found that work autonomy was a highly significant factor

affecting the academic staff members' overall job satisfaction of state universities in Sri Lanka. In this study, the main focus is on how the work environment affects the overall job satisfaction of the public university lectures in Sri Lanka.

Working surroundings that are conducive to an employees' job execution will comprise of; comfort and safety, relatively up to date and sufficient amenities and a clean environment (Robbins, Odendaal, & Roodt, 2003a). Sirin (2009) found that the work environment was a variable for individuals to increase their level of job satisfaction. Furthermore, according to the findings of Lyne et al. (2000), the work environment will have a direct effect on job satisfaction. Confirming these findings, working environments have been recognized as a key factor influencing job satisfaction (Thompson & Jonas, 2008). Gerber (2003) found that psychological working conditions determine employee job satisfaction. Moreover, Bowling and Hammond (2008) indicated that there was a superior association between employee requirements and on what an entity's work environment gave them, adding to the level of an employee's job satisfaction. Sekigunchi (2008) found that individuals seek out organizations that have a career environment that matches their interests.

The working environment was one of the most important factors that impacts on academic and other professionals' job satisfaction (Dabre et al. 2012). Further, Yesemin (2011) found that working in a supportive and friendly environment was very important for academic staff job satisfaction. Wong and Heng (2009a) identified that the working environment was the major source of the faculty member's job satisfaction. Similarly, Bauer, (2000) confirmed that the conditions of their workplace can determine faculty job satisfaction. Furthermore, Saba and Zafar, (2013) carried out a study on faculty members in both private and public universities in Pakistan; and findings of the study indicated that the working environment indicated a positive correlation between the factors and faculty job satisfaction. Santhapparaj and Alam (2005a) also identified that the working environment had a positive and significant effect on faculty job satisfaction. Similarly, Zainudin et al. (2010) and Danish and Usman (2010a) found that there was a positive significant relationship between the working environment and job satisfaction.

However, contrary to these findings, Castillo and Cano (2004) found the working environment to be the least satisfying aspect of the faculty members' job satisfaction. Accordingly, the above discussion indicates that there is mixed evidence regarding the association between working conditions and job satisfaction of the faculty members. Therefore, considering the information discussed, the following hypothesis is developed and proposed to be tested in this study:

H1: Work environment is positively associated with job satisfaction of university lectures of Sri Lankan state universities. Individuals seek out organizations that have a career environment that matches their interests.

The work environment is one of the most important factors that impact academic and other professionals' job satisfaction (Dabre et al. (2012; Islam, Jantan, Khan, Rahman, & Monshi, 2018). Further, Yesemin (2011) found that working in a supportive and friendly environment was very important for academic staff job satisfaction. Wong and Heng (2009a) identified that the working environment was the major source of the faculty member's job satisfaction. Similarly, Bauer, (2000) confirmed that the conditions of their workplace can determine faculty job satisfaction. Furthermore, Saba and Zafar, (2013) carried out a study on faculty members in both private and public universities in Pakistan; and findings of the study indicated that the working environment indicated a positive correlation between the factors and faculty job satisfaction. Santhapparaj and Alam (2005a) also identified that the working environment had a positive and significant effect on faculty job satisfaction. Similarly, Zainudin et al. (2010) and Danish and Usman (2010a) found that there was a positive significant relationship between the working environment and job satisfaction.

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Methodology

The research methodology is defined as the philosophical framework that provides guidance to the research activity and also sets the basis as the paradigm or tradition in which the problem of the research is formulated (Henning, Rensburg, & Smit, 2004). In this research, a quantitative research approach used as an association is examined, which is based on the dominant extant literature (Amarasena et al., 2015).

Population and Sample

In this study, the population is considered to be all university lectures of state universities in Sri Lanka. There are fifteen public universities under the University Grant Commission in Sri Lanka (University Grants Commission, 2015). The total university lectures in the accessible population are nearly 5,200 (University Grants Commission, 2015) in the all-state universities in Sri Lanka.

The sample consisted of male and female university faculty members, professors, senior lecturers and lecturers of all state universities in Sri Lanka. The multi-stage stratified random sampling method was used to select respondents for the study, which consisted of responses from 423 university lectures out of 5,200 lectures in Sri Lanka.

Data Collection

Primary and secondary sources of data are used in this study. As a primary data collection tool, the questionnaire-method was used for this study. The structured questionnaire was developed based on the Minnesota Satisfaction Questionnaire (MSQ) (Weiss et al., 1967). Secondary data was collected from the University Grants Commission (UGC), University Administration units as well as using books, special reports, and annual reports, etc.

Data Analysis Methods

In this study, quantitative analytical techniques are used to describe and explore the association between the work environment and job satisfaction of university lectures in Sri Lanka. In terms of the data analysis strategy, descriptive statistics, correlation analysis, and multiple regression analysis are proposed and used in describing the data as well as testing the research hypothesis indicated in Section 2. The model, which is constructed, based on the related extant literature that is proposed to be tested using the multiple linear regression analysis, is as follows:

$$OS = \alpha + \beta_1 WE + \beta_2 \text{Control Vars} + \beta_3 \text{Demo Vars} + \varepsilon \quad (\text{Model 1})$$

Where:

OS: Overall job satisfaction of academic staff members of state universities.

WE: Work Environment of university lectures of state universities.

Control Vars: Remuneration and Workload of academic staff members of state universities (based on the Minnesota Satisfaction Questionnaire (MSQ) (Weiss et al., 1967)).

Demo Vars: Current Working Status, Teaching Experience, Gender, Age, the highest level of education, Monthly Salary, and Marital Status of university faculty members of public universities. The dummy version of these variables will be used.

The next section indicates the findings that are derived by adopting the methodology suggested in this section.

Findings and Discussion

Validity and Reliability

As indicated earlier, there are twelve items in the Work Environment (WE) construct that was included in the Questionnaire, which is based on the Minnesota Satisfaction Questionnaire (MSQ) (Weiss et al., 1967). The inter-item correlation of these sub-items values is shown in Table 1 below, and the highest correlation for all items is between 0.3 and 0.9, which indicates that factor analysis could be performed. Furthermore, the KMO value was 0.894, which is considered to be acceptable.

Table 1
Inter-item Correlation Values for Items in Work Environment

	WE1	WE2	WE3	WE4	WE5	WE6	WE7	WE8	WE9	WE10	WE11	WE12
WE1	-											
WE2	.600	-										
WE3	.410	.530	-									
WE4	.649	.672	.632	-								
WE5	.360	.435	.492	.558	-							
WE6	.225	.260	.424	.313	.411	-						
WE7	.394	.440	.362	.403	.291	.410	-					
WE8	.398	.504	.412	.432	.411	.379	.654	-				
WE9	.379	.402	.350	.343	.301	.338	.482	.589	-			
WE10	.405	.398	.328	.419	.307	.266	.427	.482	.596	-		
WE11	.507	.441	.417	.476	.373	.322	.425	.495	.597	.801	-	
WE12	.562	.621	.479	.603	.461	.414	.515	.577	.583	.674	.771	-

Source: 'Researcher 's Field Survey Report, (2015)

Accordingly, the factor analysis performed and a single factor was extracted that explained 56% of the variance in these 12 items (not tabulated). Thus, no any item needed to be dropped at this stage and the construct validity is ensured. Therefore, the mean for these eight items was computed and saved as the variable: Work Environment (WE) to be used in further analysis. As noted in Table 1 earlier, the inter-item correlation values for work environment trait items were above .3, and thus all items were consistent with the construct (Hair et al., 1998). Furthermore, the Cronbach's Alpha value for the work environment construct was .910 reflecting that the measured items have high internal reliability and consistency.

Descriptive Statistics

In this study, responses were obtained from fifteen state universities in Sri Lanka. As indicated under the methodology section of the paper, the population of academic staff members is 5,200 approximately in Sri Lanka all state universities (University Grants Commission, 2013), and 423 academic faculty staff members were selected as the sample. As indicated in Table 2 below, out of these 423 academic members, 51% were males and the rest of them (49%) were females.

Table 2: Demographic Analysis

Demographic Characteristic	Category	N	%
Current Working Status	Professor	45	10.6
	Senior Lecturer	231	54.6
	Lecturer	147	34.8
	Total	423	100
Teaching Experience of the Respondents	Less than 5 Years	113	26.7
	5 ≤ Years < 10	100	23.6
	10 ≤ Years < 15	84	19.9
	15 ≤ Years < 20	50	11.8
	20 ≤ Years < 25	37	8.7
	Over 25 years	39	9.2
	Total	423	100
Gender of the Respondents	Male	216	51.1
	Female	207	48.9
	Total	423	100
Age of the Respondents	Less than 30 years	59	13.9
	30 ≤ Years < 40	161	38.1
	40 ≤ Years < 50	110	26.0
	50 ≤ Years < 60	77	18.2
	Over 60 years	16	3.8
	Total	423	100
Highest Level of Education of the Respondents	Bachelor's Degree	66	15.6
	Master's Degree	138	32.6
	Doctoral Degree	186	44.0
	Other	33	7.8
	Total	423	100
Monthly Salary of the Respondents	Less than Rs. 35000	13	3.1
	35000 ≤ RS < 50000	22	5.2
	50000 ≤ RS < 65000	51	12.1
	65000 ≤ RS < 80000	75	17.7
	80000 ≤ RS < 95000	65	15.4
	More than RS 95000	197	46.6
	Total	423	100
	Marital Status of the Respondents	Married	354
Unmarried		62	14.7
Divorced/Widowed		7	1.7
Total		423	100
Number of Children of the Respondents	None	129	30.5
	One	115	27.2
	Two	141	33.3
	Three	35	8.3
	Four	3	0.7
	Five	0	0
	Total	423	100

Source: 'Researcher 's Field Survey Report, (2015)

Most of the respondents (55%) were senior lecturers, while in terms of teaching experience, the majority (70%) have at least 15 years teaching of experience. In terms of gender, it is observed that there is a similar proportionate between males and female academics in the selected sample. The majority (77%) of respondents have either a Masters or a Doctorate in terms of their highest academic qualifications. Further, a majority of respondents (47%) had a monthly salary of more than Rs. 95,000. In terms of marital status, out of total respondents, 84% were married.

Table 3: Descriptive statistics on the overall level of Job Satisfaction (OS) of university lectures

	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean^a</i>	<i>SD</i>	<i>Percentiles</i>			<i>Skewness</i>	<i>Kurtosis</i>
						25	50	75		
<i>OS</i>	423	3	5	3.93***	.568	3.57	3.95	4.33	-.239	-.635

^aNote: The one-sample *t*-test indicates whether the mean value (M=3.93) is statistically significantly different from neutral value of 3 in the Likert scale (1-5).

p* < .05, ** *p* < .01, **p* < .00

Source: Researchers' Field Survey, (2015)

In Table 3 above, the descriptive statistics of the overall job satisfaction of the academic staff members in Sri Lankan state university is depicted. Based on the results indicated in this table, the mean overall job satisfaction is 3.93 and the median value is 3.95 (50th percentile) on a 1-5 Likert scale. Further, the one-sample *t*-test indicates that the mean value, 3.93 is statistically significantly higher than the neutral value of 3 (i.e., the neutral value is 3 in the Likert scale of 1-5). Accordingly, these results indicate that the academic members, in general, are quite satisfied with their job.

Results from Multiple Regression Analysis

The purpose of multiple linear regression analysis is to help to understand the prediction between more than two quantitative variables. Sekaran and Bougie (2010) highlighted the multiple linear regression analysis presents a method of objectively examining the extent and the nature of the association between the predictor variables and the outcome variable. As proposed under Model 1 in the methodology section of this study (see Section 3.3), a multiple linear regression analysis is used to evaluate how well the construct: Working Conditions(WE) predicted the overall job satisfaction of the university lectures in the Sri Lankan state universities.

In Table 4, the *p*-value (Sig.) for the work environment predictor is less than 0.05, which indicates that it is a highly statistically significant positive relationship with overall job satisfaction, which confirms the hypothesis established between these two variables (see H1 in Section 2.2). Hence, it could be observed that overall job satisfaction depends on the work environment (WE) on a positive and significant basis. Further, the remuneration (RM), workload (WL) and certain demographic variables are also observed to be statistically significant (*p* < .10). The R² value is 0.365, which means that about 37% of the variation in overall job satisfaction (OS) is explained by the work environment (WE) and the other selected control and demographic variables are taken together. The highest VIF values are within reasonable tolerable limits, hence, there is no issue on multicollinearity (Sekaran and Bougie, 2010) (Tabachnick et al., 2007). Furthermore, in the residual plot diagram (not depicted) all the points were within ±3 and were distributed randomly, as well as the residuals were symmetrical around the value of 0.

Table 4: The Results from Regression Analysis

Model 1					
(Dependent Variable: <i>Overall Job Satisfaction</i>)					
	<i>Coefficient</i>	<i>Std. Error</i>	<i>t-value</i>	<i>Collinearity Diagnostics</i>	
				<i>Tolerance</i>	<i>VIF</i>
<i>Work Environment</i>	.254***	.039	6.448	.781	1.280
<i>Remuneration</i>	.060*	.035	1.693	.796	1.257
<i>Work Load</i>	.341***	.048	7.065	.698	1.433
<i>Current working status – Senior Lecturer</i>	-.218**	.108	-2.012	.225	4.441
<i>Current working status –Lecturer</i>	-.159	.154	-1.032	.121	8.235
<i>Teaching Exp.: 5 ≤ Years < 10</i>	-.046	.093	-.489	.419	2.389
<i>Teaching Exp.: 10 ≤ Years < 15</i>	-.035	.116	-.302	.308	3.247
<i>Teaching Exp.: 15 ≤ Years < 20</i>	-.050	.138	-.360	.328	3.051
<i>Teaching Exp.: 20 ≤ Years < 25</i>	-.138	.150	-.920	.363	2.752
<i>Teaching Exp.: Over 25 Years</i>	-.062	.169	-.366	.274	3.650
<i>Gender- Female</i>	-.049	.055	-.904	.879	1.138
<i>Age: 30 ≤ Years < 40</i>	-.096	.122	-.786	.186	5.372
<i>Age: 40 ≤ Years < 50</i>	-.069	.150	-.460	.151	6.626
<i>Age: 50 ≤ Years < 60</i>	-.184	.171	-1.076	.150	6.682
<i>Age: Over 60Years</i>	-.187	.232	-.804	.333	3.001
<i>Master's Degree</i>	.100	.113	.890	.235	4.252
<i>Doctoral Degree</i>	-.022	.129	-.167	.159	6.277
<i>Education-Other</i>	-.072	.151	-.475	.399	2.506
<i>Salary-35,000<=Rs<50,000</i>	.563***	.189	2.975	.371	2.694
<i>Salary-50,000<=Rs<65,000</i>	.473***	.171	2.765	.211	4.733
<i>Salary-65,000<=Rs<80,000</i>	.417**	.166	2.505	.162	6.173
<i>Salary-80,000<=Rs<95,000</i>	.477***	.182	2.617	.152	6.596
<i>Salary->95,000</i>	.641***	.179	3.593	.083	12.110
<i>Marital Status – Unmarried</i>	-.098	.084	-1.173	.746	1.341
<i>Marital Status - Divorced/widowed</i>	.120	.210	.571	.914	1.095
<i>Intercept</i>	1.687	.275	6.132		
F-value	9.115***				
R ²	36.5%				
N	423				

* $p < .05$, ** $p < .01$, *** $p < .00$.

Conclusion and Recommendations

A survey of related extant literature indicates that only a few research studies on job satisfaction of university lectures have been conducted in the context of developing countries. Therefore, it was highlighted that there is a need for more research studies from developing countries like Sri Lanka. Thus, this study attempted to identify the impact of the work environment on overall job satisfaction of university lectures of state universities in Sri Lanka.

In addressing the first objective of the study, i.e., assessing the degree of the job satisfaction of the university lectures of the state universities in Sri Lanka, the study finds that the median value is 3.95 and the mean value of overall job satisfaction is 3.93 (in a1-5 Likert scale). This value is also found to be significantly ($p < .01$) higher than the neural value 3. Thus, these results indicate that the university lectures in the Sri Lankan state universities are in general quite satisfied with their jobs. In terms of the second objective of examining the association between the

work environment and job satisfaction of university lectures of state universities in Sri Lanka, the results of the multiple regression analysis indicate that the one of important predictor is the Work Environment that confirms the hypothesis established regarding these two variables, which is also consistent with the findings of extant literature (Thompson & Jonas, 2008); Bowling and Hammond (2008). Furthermore, Santhapparaj and Alam (2005a) identified that working conditions have a positive and significant effect on faculty job satisfaction. Similarly, Zainudin et al. (2010) and Danish and Usman (2010a) found that there was a positive significant relationship between the working environment and job satisfaction.

This result amounts to valuable policy recommendations, and the relevant authorities could use the work environment as an important factor and should take active steps to enhance the working conditions in public universities in Sri Lanka to increase job satisfaction of academic staff members.

It should be noted that there are few limitations in the present study and the findings and related conclusions should be interpreted subject to these limitations. The study was conducted only in the Sri Lanka context as well as the focus was only state universities within Sri Lanka, and therefore the findings and related conclusions may not be able to be generalized and compared with rest of the other countries and other types of universities in the Asia region and the world. As future research directions, it is suggested to consider other Asian countries and other types of universities such as private universities.

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