

A study of selected demographic factors affecting job satisfaction of the teachers in private engineering colleges in West Bengal, India

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Abstract: Job satisfaction is one of the most widely discussed and enthusiastically studied construct in such related disciplines as Organizational Behaviour, Personnel and Human Resource Management and Organisational Management. Extensive review of literature has revealed that there has been countless numbers of researches done on the level of job satisfaction of employees in industry, corporate offices, service sectors and other professionals but not on the teachers working in private Engineering Colleges in West Bengal. The purpose of this study is to examine the impact of some selected demographic factors namely educational qualifications, teaching experience and academic rank on the overall job satisfaction of the teachers of the private Engineering Colleges under Maulana Abul Kalam Azad University of Technology, West Bengal.. The study used a survey questionnaire responded by 526 faculty members randomly selected from 69 Colleges. The findings of the study reveal that statistically, significant differences exist in the level of job satisfaction with regard to educational qualifications, teaching experience and academic rank. The job satisfaction of Teachers having Ph.D. is higher as compared to Master Degree holders. Faculty members having 21 or more years of teaching experience have the highest job satisfaction, whereas teachers having 5-10 years of experience are the least satisfied. Professors are more satisfied than Associate Professors, and Associate Professors are more satisfied than Assistant Professors. Regarding the order of job satisfaction and dissatisfaction, the faculty members are most satisfied with the factor, policy & administration and least satisfied with the Job Security.

Key Words: Job Satisfaction, Demographic Factors, Teachers, private Engineering Colleges.

1. INTRODUCTION:

Job satisfaction of faculty has long been a focus of attention for educational researchers. This is because of links between job satisfaction and organizational behaviour issues such as commitment, absenteeism, efficiency and productivity. The ability of any Institution to take off and notch up its goals/missions is a function of its ability to attract, retain and maintain competent and satisfied faculty into its employment. Competent faculties are required because even the best curriculum and most perfect syllabus may not work effectively in the absence of a quality faculty. In recent times, there is, however, a general feeling that the teachers do not receive proper satisfaction in their job. Their growing discontentment towards their job results in the downfall of standard of education which needs to be reviewed.

According to many researchers, high attrition rates amongst teachers may be attributed to job dissatisfaction. Lack of recognition, low pay, excessive workloads, few opportunities for promotion and stressful inter-personal relations are the important factors that contribute to teachers' decisions to leave College. While faculties' feelings about certain aspects of their job strongly affect their decision to stay in teaching or leave the profession, it becomes clear that an understanding of faculties' job satisfaction is important (Darling-Hammond, 2003). The ever increasing exodus of faculties due to job dissatisfaction has depleted human capital, disrupted instructional programmes, inhibited student learning and increased operational cost. It is patent that the level of job satisfaction a faculty does have towards his/her job can affect the functioning of its College. Today, faculty members have to work harder to fulfil the gradually burgeoning expectation, not only for themselves, but also of the Institute. This study has endeavoured to find out the effects of educational qualification, teaching experience and academic rank on the overall job satisfaction of the teachers in private Engineering College in West Bengal.

2. REVIEW OF LITERATURE:

Numerous studies have been undertaken all over the world to know the demographic factors relating to job satisfaction and dissatisfaction of teachers at work in different educational levels. According to Goodwin (1969), educational qualification is positively related to job satisfaction as less educated employees showed less satisfaction than their more educated counterparts. Petput (1971) found Thai university personnel with higher level of education were more satisfied in their jobs than their peers at lower levels of educational background. In his study of faculty job

satisfaction in the North Carolina Community College System, Wood (1973) found those who held Doctoral Degrees were less satisfied than faculty without the Doctorate Degree. Warner (1973) discovered a positive relationship between educational level and job satisfaction in educational settings. Kaufman (1976) found the educational level of teacher educators in Industrial Arts was positively related to job satisfaction. Handy (1976) concluded that levels of education were not significant variables in determining the work satisfaction of educators. Lacewell (1983) found that there was no significant difference in the level of satisfaction according to the level of education of the faculty. Gazioglu and Tansel (2002) observed that those with Degrees and Post-Graduate holders had lower levels of job satisfaction compared to individuals with lower levels of education. Conversely, the studies of Rogers (1991), Sutter (1994), Bridges (1995), Ting (1997), Newby (1999), Lambert et al. (2001) found no significant relationship between education level and job satisfaction. Because educational level is generally high among academics, this factor has not usually been examined in studies of faculty job satisfaction,

Hulin and Smith (1965) suggested a linear function to explain the effect of length of service on job satisfaction. Near et al. (1978) advocated that length of service was one of the job satisfaction determinants and positively related with it. Lacy (1969) found that there was a significant relationship between level of job satisfaction of business teachers and length of service with the educational Institution. According to Oshagbemi (2000), length of service increases job satisfaction by increasing the promotion chances that positively relate to job satisfaction. However, the findings of the study conducted by Gibson and Klein(1970) revealed a negative relationship between the two variables. They argued that when an employee's length of service increases, his job satisfaction decreases (a linear negative relationship between length of service and job satisfaction). According to Koustelios (2001), the faculty members with long teaching experience indicated higher level of job satisfaction with such aspect as pay and supervision. To put it in a different way, the level of satisfaction increased with increase in years of service in the teaching profession (ibid). In a study by Randhawa (2005) on 'The Relationship Between Work Attitudes and Work Performance' on a randomly selected sample of 150 Scientists from the Agriculture Centres in Haryana showed that there was a significant positive correlation between length of service and job satisfaction. This indicated that more experienced Scientists tend to be more satisfied with their jobs. Conversely, Crossman and Harris (2006) found that teaching experience or length of service did not contribute to any significant differences in job satisfaction among faculty members in the United Kingdom.

In her study of faculty job satisfaction at the University of South California, Cliff (1975) found that there was no difference between Professors, Associate Professors, and Assistant Professors in regard to their interest in teaching, performance, and administration. Winkler (1982) found that full professors of full rank expressed the same mean job satisfaction. Oshagbemi (1997) found that job satisfaction of University faculty was significantly dependent on rank and that overall job satisfaction increased as faculty progressed through academic ranks and in comparison to age and gender, rank seems to be the most significant predictor of job satisfaction in academia. In a study by Maheswaran et.al. (2003) on Job Satisfaction among faculty members in Select B-Schools conducted on a random sample of 53 faculty members from 29 B-Schools in the twin cities of Hyderabad and Secunderabad on Professors, Associate Professors and Assistant Professors and Lecturers found that Professors are more satisfied, Lecturers are less satisfied and the Assistant and Associate Professors are moderately satisfied. The findings were statistically significant. According to Eyupoglu and Saner (2009), the facet of advancement, compensation, co-workers and variety were found to be statistically significant with academic rank, suggesting that extrinsic satisfaction is dependent on rank. Associate Professors are moderately satisfied. The findings were statistically significant.

2.1. OBJECTIVES:

- To find out whether there exists any difference in job satisfaction level of the teachers in respect educational qualification
- To find out whether there exists any difference in job satisfaction level of the teachers in respect teaching experience
- To find out whether there exists any difference in job satisfaction level of the teachers in respect academic rank
- To find out the rank order of the selected 12 factors of the teachers' overall job satisfaction and job dissatisfaction.

2.2. HYPOTHESIS: The research objectives are answered by statistically testing the following hypothesis:

H01: There are no statistically significant differences among the teachers with different levels of educational qualification concerning the 12 factors measuring their job satisfaction.

H02: There are no statistically significant differences among the teachers with different numbers of years teaching experience concerning the 12 factors measuring their job satisfaction.

H03: There are no statistically significant differences among the teachers of different academic ranks concerning the 12 factors measuring their job satisfaction. .

3. DISTRIBUTION OF DEMOGRAPHIC FACTORS OF THE RESPONDENTS:

Table- 1 to Table- 3 summarise the distribution of demographic profiles of the respondents which include educational qualifications, teaching experience and academic rank.

Table 1. Distribution of the respondents by Educational Qualifications:

Variable	Particular	Frequency	Percentage	Mean	Standard Deviation	p-value
Educational Qualifications	Doctorate (Ph.D.)	202	38.40	3.997027	0.935505903	0.033
	Masters (P.G.)	324	61.60	3.827785	0.992890464	0.068
Total	526					

It is observed from the Table-1 that out of 526 respondents who have participated in this study, 202 (38.40 %) are Doctorate (Ph.D.) and 324 (61.60 %) have Master Degree (P.G.). This educational qualification distribution reflects the predominance of the faculty members having Master Degree of the pertinent private Engineering & Technology Colleges under the University.

Table – 2. Distribution of the respondents by years of Teaching Experience

Variable	Particular	Frequency	Percentage	Mean	Standard Deviation	p-value
Teaching Experience (in years)	5 or less	64	12.17	3.94147	1.066402097	0.0072
	6-10	114	21.67	3.70434	0.963143492	0.1866
	11-15	140	26.62	3.81508	0.997054548	0.0344
	16-20	87	16.54	3.98316	0.887790898	0.0528
	21 or more	121	23.00	4.08007	0.839965754	0.0064
Total	526					

The Table-2 reveals that 64 respondents (12.17 %) have teaching experience for one to five years, whereas 114 respondents (21.67 %) have experience for 6 to 10 years. 140 (26.62 %) respondents indicate that they have experience for 11 to 15 years and 87 respondents (16.54 %) have experience for 16 to 20 years, 121 (23.00 %) respondents fall in the category of 21 or more years of teaching experience.

Table- 3. Distribution of the respondents by Academic Rank:

Variable	Particular	Frequency	Percentage	Mean	Standard Deviation	p-value
Academic Rank	Professor	121	23.00	4.074904	0.852202387	0.0298
	Associate Professor	61	11.60	3.943737	0.960327731	0.0497
	Assistant Professor	344	65.34	3.821639	0.980675802	0.1822
Total	526					

The Table-3 reflects that out of 526 respondents who have participated in this study, 121 respondents (23.00 %) hold the rank of Professor; 61 (11.60 %) hold the rank of Associate Professor and 344 (65.34 %) hold the rank of Assistant Professor. This clearly shows that the majority of the respondents are in the rank of Assistant Professors.

4. RESEARCH METHODOLOGY:

Random sampling method was used to collect data from the respondents. Teachers were asked to participate in the survey. The questionnaire was sent to them through e-mail. From the target sample, 582 responded and returned the questionnaire. 526 questionnaires were found to be complete and valid for the purpose of the study.

5. SURVEY INSTRUMENT:

The survey instrument developed by Olin R. Wood in 1973 for use in his study seems to be more feasible instrument Since this instrument was validated and used successfully in a few previous studies, the researcher decided

to use the basic instrument with minor modification to make the instrument more applicable to the population (teachers of the private Engineering Colleges concerned) in this study.

6. RELIABILITY AND VALIDITY:

The study used Cronbach's Alpha Coefficient to confirm reliability and this was used to determine the internal consistency of the 12 factors of the modified version of Wood's faculty job satisfaction and dissatisfaction scale. The result of this analysis, according to the researcher, indicated a high reliability coefficient ranging from 0.7795 to 0.9471 of the selected factors. Cronbach's Alpha was also used to determine the internal consistency of the overall job satisfaction score. Results indicated a reliability coefficient of 0.9730 for this scale. Validity was assured through literature review. Many researchers namely Keffer (1976), Bowen (1980) and Vatthaisong (1983) found Wood's instrument to be highly reliable and validated. Further, in order to enhance the validity of the instrument and ensure that they measured what they intended to, the researcher established whether the factors under study were reflected in the questions in the questionnaire. Hence, the questionnaire used to collect data on the selected factors of job satisfaction of the faculty members is highly reliable and validated.

7. LEVEL OF SIGNIFICANCE:

Since .01 level of significance is appropriate in testing a research hypothesis as widely accepted by many eminent researchers, a decision was taken by the researcher to establish .01 level of significance in testing the null hypothesis by using the Chi-Square test of the relevant factors and finding out the respective p- value.

8. ANALYSIS OF DATA:

Data were collected using Job Satisfaction Questionnaire (Five-point Likert-type scale i.e., A = very satisfied, B = slightly or moderately satisfied, C = not sure of opinion or neutral, D = slightly or moderately dissatisfied and E = very dissatisfied relating to various facets of job satisfaction) from the teachers of private Engineering & Technology Colleges under the Maulana Abul Kalam Azad University of Technology. The statistical techniques that were used in this study are: Chi-Square Test and Test for equality of proportion.

OBJECTIVE -1: To find out whether there exists any difference in job satisfaction level of the teachers in respect educational qualification

For this, the following null hypothesis is developed and statistically tested as explained in Table-4

H01: There are no statistically significant differences among the teachers' overall job satisfaction in respect of educational qualifications.

Table- 4. Comparison of educational qualifications of the teachers concerning the 12 factors measuring their overall job satisfaction

Factors	Educational Qualification	Overall Responses	Mean Score	Chi- Square value	p-value
Policy & Administration	Ph.D.	2020	3.74	29.3634	0.00000006
	PG	3240	3.56		
Supervision	Ph.D.	2424	3.75	29.4291	0.000000058
	PG	3888	3.83		
Interpersonal Relationship	Ph.D.	1414	4.33	19.0105	0.000013
	PG	2268	4.29		
Working Conditions	Ph.D.	1616	4.36	21.3134	0.0000039
	PG	2592	4.01		
Salary	Ph.D.	1010	4.02	15.8381	0.000069
	PG	1620	3.41		

Status	Ph.D.	606	4.35	25.8448	0.00000037
	PG	972	4.16		
Job Security	Ph.D.	808	3.51	22.412	0.0000022
	PG	1296	3.52		
Achievement	Ph.D.	1414	4.11	30.5823	0.00000032
	PG	2268	3.93		
Recognition	Ph.D.	1010	3.79	26.2497	0.0000003
	PG	1620	3.9		
The Work-Itself	Ph.D.	808	4.38	27.3473	0.00000017
	PG	1296	4.22		
Responsibility	Ph.D.	1414	4.13	38.6007	0.0000000052
	PG	2268	3.84		
Advancement & Growth	Ph.D.	1414	3.69	24.5081	0.00000074
	PG	2268	3.5		

Based on educational qualifications, the respondents are categorized into two groups, faculty members who did Ph.D. and teachers who possessed Masters (P.G.) in their respective fields. If it is assumed that the level of significance to be 0.01, then all the above p-values are less than 0.01, so we reject the null hypotheses of all the 12 cases. It is concluded that there is a statistically significant difference between each of these factors and different levels of educational qualifications of the faculty members at 1% level of significance. So, on a broader perspective, there are statistically significant differences among the teachers' overall job satisfaction in respect of educational qualifications. Hence, the null hypothesis is rejected. Further, as reflected in the Table-5, the job satisfaction of the faculty members having Ph.D. ($X = 3.997027$, $SD = 0.935505903$) is slightly higher as compared to the faculty members having Master ($X = 3.827785$, $SD = 0.992890464$). Further, considering the p-value as shown in Table-5, the difference in job satisfaction among the faculty members having Ph.D. and Master Degree is statistically significant.

Normally, it is observed that highly qualified teachers are more committed due to their awareness about the Institute's vision, mission and the attitude as well as assigned duties and responsibilities as compared to those who are less qualified. This connotes that the teachers having Ph.D. are likely to experience higher level of job satisfaction when the duties assigned to them and subsequently, performed by them commensurate with their educational qualification. Moreover, higher qualification is required for advancement & growth in every higher educational Institution, resulting in higher pay, outside academic assignments in order to utilize and disseminate their knowledge, wisdom and skills, within assignment of academic administration, thereby feeling a sense of belongingness and esteem, but this is not the case for the teachers having Master Degree or Post-Graduate Degree.

OBJECTIVE-2: To find out whether there exists any difference in job satisfaction level of the teachers in respect teaching experience

For this, the following null hypothesis is developed and statistically tested as elucidated in Table-5.

H02: There are no statistically significant differences among the teachers' overall job satisfaction in respect of years of teaching experience.

Table-5. Comparison of different years of teaching experience of the teachers concerning the 12 factors measuring their overall job satisfaction

Factors	Teaching Experience - Mean Score					Chi-Square value	p-value
	Less than 5 years	6-10 years	11- 15 years	16-20 years	21 and above		
Policy & Administration	3.84	3.43	3.55	3.68	3.76	52.2894	0.0000000012
Supervision	3.95	3.72	3.82	3.86	3.73	54.4678	0.00000000042
Interpersonal Relationship	4.28	4.22	4.29	4.37	4.38	30.7149	0.0000035
Working Conditions	4.22	3.87	4.01	4.28	4.42	51.9693	0.0000000014
Salary	3.43	3.21	3.47	3.85	4.22	43.5648	0.0000000079
Status	3.97	3.99	4.24	4.38	4.5	40.2189	0.000000039
Job Security	3.64	3.27	3.43	3.72	3.64	48.2676	0.0000000083
Achievement	3.84	3.82	3.89	4.14	4.29	29.9976	0.0000049
Recognition	4.04	3.74	3.88	3.91	3.8	44.211	0.0000000058
The Work Itself	4.16	4.14	4.2	4.38	4.48	41.3268	0.000000023
Responsibility	3.95	3.81	3.73	3.97	4.32	54.419	0.00000000043
Advancement & Growth	3.81	3.4	3.47	3.54	3.78	56.6012	0.00000000015

Based on teaching experience, the respondents are categorized in 5 groups namely experience less than 5 years, 6-10 years, 11-15 years, 16-20 years and 21 years or more. If it is assumed that the level of significance to be 0.01, then all the above p-values are less than 0.01, so we reject the null hypotheses of all the 12 cases. It is concluded that there is a statistically significant difference between each of these 12 factors and years of teaching experience of the faculty members at 1% level of significance. So, on a broader perspective, there are statistically significant differences among the teachers' overall job satisfaction in respect of number of years of teaching experience. Hence, the null hypothesis is rejected. Further, as depicted in the Table-6, faculty members having 21 or more years of teaching experience have the highest job satisfaction (Mean = 4.08007, SD = 0.839965754), followed by 16-20 years (Mean = 3.983165, SD = 0.887790898), 5 years or less (Mean = 3.941478, SD = 1.066402097) and 11-15 years (Mean = 3.815083, SD = 0.997054548). Faculty members having 6-10 years of teaching experience (Mean = 3.70434, SD = 0.963143492) are the least satisfied.

Considering the p-value as shown in Table-6, there are statistically significant differences in job satisfaction among the teachers having 21 or more years of teaching experience and 6-10 years of teaching experience. Further, considering the p-value as shown in Table-6, there are statistically significant differences among the teachers' overall job satisfaction in respect of different years of teaching experience. This is due to the fact that teachers with long teaching experience indicates higher level of job satisfaction with such aspect as pay and supervision than their colleagues with less job experience.

OBJECTIVE -3: To find out whether there exists any difference in job satisfaction level of the teachers in respect academic rank

For this, the following null hypothesis is developed and statistically tested as illustrated in Table- 6.

H03: There are no statistically significant differences among the teachers' overall job satisfaction in respect of academic ranks

Table- 6. Comparison of academic ranks of the teachers concerning the 12 factors measuring their overall job satisfaction

Factors	Academic Rank- Mean Score			Chi- Square value	p-value
	Assistant Professor	Associate Professor	Professor		
Policy & Administration	3.56	3.81	3.74	21.8503	0.000018
Supervision	3.82	3.86	3.68	33.1923	0.00000062
Interpersonal Relationship	4.28	4.37	4.35	18.9434	0.000077
Working Conditions	4.01	4.29	4.45	30.4853	0.00000024
Salary	3.4	3.87	4.23	47.0734	0.0000000006
Status	4.14	4.3	4.46	22.0858	0.000016
Job Security	3.5	3.5	3.55	24.961	0.0000038
Achievement	3.91	3.87	4.31	32.9783	0.000000069
Recognition	3.88	3.72	3.85	32.2362	0.0000001
The Work Itself	4.21	4.29	4.46	40.5065	0.0000000016
Responsibility	3.82	3.9	4.33	32.0456	0.00000011
Advancement & Growth	3.49	3.56	3.82	30.4036	0.00000025

If it is assumed the level of significance to be 0.01, then all the above p-values are less than 0.01, so we reject the null hypotheses of all the 12 cases. It is concluded that there is a statistically significant difference between each of these factors and different academic ranks of the faculty members at 1% level of significance. So, on a broader perspective, there are statistically significant differences among the teachers' overall job satisfaction in respect of academic ranks (Professor, Associate Professor and Assistant Professor). Hence, the null hypothesis is rejected. Further, as depicted in the Table-7, the job satisfaction of the Professors ($X = 4.074904$, $SD = 0.852202387$) is higher than that of the Associate Professor ($X = 3.943737$, $SD = 0.960327731$) and the Associate Professors' job satisfaction is slightly higher than the Assistant Professor ($X = 3.821639$, $SD = 0.980675802$). Further, considering the p-value as shown in Table-7, there are statistically significant differences among the teachers' overall job satisfaction in respect of different academic ranks. This is due to the fact that considering their seniority; Professors are given more importance in their job assignments and responsibilities with extra academic assignments which provide them the avenue of getting more recognition and fame. Whereas in respect of Assistant Professors who are less satisfied, the reason for such level may be due to the fact of their routine duties and activities in their respective Colleges, e.g. taking classes, complying with administrative responsibilities. But they are, in general, not rewarded, either monetarily or non-monetarily. As far as Associated Professors are concerned, they are moderately satisfied on account of their years of rewarding career and development in order to accomplish professional goals.

OBJECTIVE- 4: To find out the rank order of the selected 12 factors of the teachers' overall job satisfaction and job dissatisfaction.

The Table-7 illustrates the Rank Orders of the 12 factors of Job satisfaction and job dissatisfaction of the teachers.

Table- 7. Means, Standard Deviations and Rank Orders of the 12 factors of the teachers' job satisfaction and job dissatisfaction

Sl. No.	The factors	Mean	Standard Deviation	Rank Order
01	Policy & Administration	4.93936567	0.2501096	1
02	Interpersonal Relationship	4.31016626	0.6736546	2
03	The Work-itself	4.28201439	0.70018001	3
04	Status	4.24015248	0.90922924	4
05	Working Conditions	4.14803337	0.82987588	5
06	Achievement	4.00383562	0.93982602	6
07	Responsibility	3.94901316	0.98793661	7
08	Recognition	3.86306099	1.04043910	8
09	Supervision	3.80311457	1.00665661	9
10	Salary	3.65028571	1.1169622	10
11	Advancement & Growth	3.57771664	1.05460215	11
12	Job Security	3.52190476	1.10668797	12

The Table -7 reflects the means, the standard deviations and rank orders of the 12 factors of job satisfaction and job dissatisfaction. Based on the means, the 12 factors are compared to each other and arranged in a rank order. It is observed from the Table-7 that the factor, 'Policy & Administration' has the highest mean ($X = 4.93936567$, $SD = 0.250109619$) and hence, ranked 1st in the rank order. This connotes that the factor, 'Policy & Administration' is the most satisfying factor for the teachers working in the private Engineering & Technology Colleges under the University. The factor, 'Job Security' has the lowest mean ($X = 3.52190476$, $SD = 1.106687976$) and as such, ranked last in the rank order. The findings reflect that the faculty members are the least satisfied with Job Security.

9. LIMITATIONS:

- The results of the study are dependent on the willingness and ability of the faculty members to accurately complete and return the survey instrument (questionnaire) to the researcher.
- Misinterpretation of parts of the instrument by some teachers could be expected which may lead to some variation in scores.
- Another limitation of this study is its reliance on self-reported information communicated by the teachers who may have given socially acceptable rather than objective responses to the questionnaire asked. In other words, the results of this study are based on a self-reported data that have been obtained through the use of survey instrument which is subject to biasness in responses.

10. CONCLUSION:

This study has made an endeavour to find out whether there exists any difference in overall job satisfaction of the faculty members in respect of the selected demographic factors namely educational qualifications, teaching experience and academic rank. The result of the analysis indicates that the selected demographic factors namely educational qualification, teaching experience and academic rank have significant impact on the job satisfaction of the teachers. Since all the null hypothesis are rejected at $p < .01$ level of significance, there are statically significant differences among the teachers related to educational qualification, teaching experience and academic rank, concerning the 12 factors (both hygiene namely policy and administration, supervision, interpersonal relations, working conditions, salary, status and job security and motivators namely achievement, recognition, the work-itself, responsibility, advancement & growth) measuring their job satisfaction. The job satisfaction of Teachers having Ph.D. is higher as compared to Master Degree holders. Faculty members having 21 or more years of teaching experience have the highest job satisfaction, whereas teachers having 5-10 years of experience are the least satisfied. Professors are more satisfied than Associate Professors, and Associate Professors are more satisfied than Assistant Professors. It is also observed that the teachers are most satisfied with the factor, policy & administration and are the least satisfied with the Job Security. This study will encourage the management of the private Engineering & Technology Colleges under the University to continue to foster an institutional climate and culture which is conducive to high level of job satisfaction among the

teachers within correctional facilities and amenities. The findings of this research study will also enable the Administrative Authorities of the said Colleges to modify their existing human resource management policies and practices and will advance understanding of the demographic factors that affect job satisfaction of teachers which in turn will generate suggestions for developing institutional policies aimed at improving the working ambience of the teachers in years to come.

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