

THE EFFECTS OF DEMOGRAPHIC FACTORS ON JOB SATISFACTION OF FACULTY MEMBERS OF PRIVATE ENGINEERING COLLEGES UNDER THE MAULANA ABUL KALAM AZAD UNIVERSITY OF TECHNOLOGY, KOLKATA

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Abstract

Extensive review of literature has suggested that there has been plenty of research done on the level of job satisfaction of industrial workers, corporate employees and other professionals in myriad fields but not of faculty members working in private Engineering Colleges in West Bengal. Faculty members are the critical human resource element of any Government, Government-aided or private Colleges anywhere in the world. Hence, it is of utmost importance for the management to know the overall job satisfaction level of the faculty members since it will affect the performance of their colleges. The purpose of this study is to examine the effects of some selected demographic factors namely age, gender, marital status, educational qualification, teaching experience and academic rank on the overall job satisfaction of the faculty members of the private Engineering Colleges under Maulana Abul Kalam Azad University of Technology, Kolkata. The study used a survey questionnaire responded by 170 faculty members from 32 randomly selected Colleges. The data were analysed by descriptive statistics, t-test and ANOVA. The findings of the study indicate that the majority of the faculty members were satisfied with their jobs. As far as demographic factors are concerned, there is no statistically significant differences in the level of job satisfaction with regard to age, gender, marital status, educational qualification, teaching experience and academic rank.

Keywords: Job Satisfaction, Personal Factors, Faculty Members, Engineering Colleges

Introduction: Job satisfaction is one of the most widely discussed and enthusiastically studied construct in such related discipline as Organisational Behaviour, Personnel and Human Resource Management and Organisational Management. Job satisfaction is defined by Locke (1976) as “a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experiences (p, 1304). According to Spector (1997), job satisfaction encompasses the reflection of the extent to which employees like their job and its components. Robbins (2000) explains the concept of job satisfaction as the overall feelings towards or attitudes about the job they perform. To be precise, job satisfaction relates to an individual’s perception and evaluation of the job, which are affected by the needs, circumstances and expectation of that individual. If employees are treated unfairly, work hard but are rewarded less, they are likely to develop negative attitudes towards their jobs, officers and colleagues. However, if they are treated fairly and paid well, they are expected to have positive attitudes for the organisation (Luthans, 2005).

Job satisfaction of faculty has long been a focus of attention for educational researchers. This is because of links between job satisfaction and organisational behaviour issues such as commitment, absenteeism, efficiency and productivity (De Nobile & McCormick, 2006).

Educational Institutes are considered to be the pillars upon which the edifice of a nation stands and hence their quality of teaching must be assured to provide standard education. There are various elements namely management policy, infrastructure, faculty, Library facilities, entrepreneurship cell, career guidance activities, co-curricular and extra-curricular activities etc. upon which quality of education depends. Faculty, among others, is said to be the most important one. Indian Education Commission (1969) describes faculty as one of the most important factors contributing to the national development.

This study is a research of academicians in private Engineering Colleges under the Maulana Abul Kalam Azad University of Technology, Kolkata in order to pinpoint the demographic factors like age, gender, teaching experience, marital status, educational qualification and academic rank and their influences on job satisfaction of the academicians. There is a need to identify the bond between job satisfaction of faculty members and the said selected demographic factors. If employees are well satisfied demographically and develop high degree of job satisfaction with their job, then they will more likely to be committed to the organisation than in case of those who are not satisfied with their jobs due to the same factors (Akintayo et al, 2010).

Faculty job satisfaction is one of the key factors in Institutional dynamics and understanding of factors affecting teachers’ satisfaction at the workplace is of paramount importance for a successful educational system. Owing to the decrease in popularity and status of the teaching profession as a whole and the high teacher turnovers recorded in many countries during the last decade,

research, specifically pertaining to job satisfaction among teachers has started receiving much attention. In the absence of sincere, competent and professionally aware faculty, even the best education system may not notch up the desired results.

Review of Literature: Many studies have been undertaken all over the world to know the factors relating to job satisfaction or dissatisfaction of teachers at work in different educational levels.

The researchers of job satisfaction have identified personal factors as the catalysts which modify employees attitude towards his/her work, pay supervision, promotion and work environment (De Vane & Sandy, 2003). A group of researchers have recorded that age, gender, education, designation, number of years in organisation and marital status of the employees have widely been critical in determining satisfaction (Stacey, 1998, Rocca & Konstanski, Ekar, Anbar & Dirbiyik, 2007).

In a study to investigate the influence of demographic factors (i.e. age, gender, marital status, job tenure and educational level), emotional intelligence, work-role salience, achievement motivation and job satisfaction on organisational commitment among 320 employees from service and manufacturing organisations in Nigeria, Salami (2008) found that emotional intelligence, work-role salience, achievement motivation, job satisfaction and all demographic factors were significant predictors of organisational commitment, except gender.

Schroder (2008) in his study to analyse the job satisfaction of teachers with regard to demographic variables found that administrators were more satisfied with extrinsic factors and teachers were more satisfied with intrinsic factors. Male and female teachers indicated similar level of job satisfaction, thus there was no significant difference in satisfaction based on gender. The study also indicated that teachers older than 50 years were more satisfied than the younger teachers. Further, it was found that teachers with Ph.D. were more satisfied than Non-Ph.D. teachers. No difference was found between satisfaction of teachers with respect to length of employment.

The findings of the study conducted by Popoola (2009) to investigate the effects of demographic factors, job satisfaction and locus of control on organisational commitment of records management personnel in Nigerian private universities indicated that job satisfaction, locus of control and all the demographic factors (i.e. age, gender, marital status, education and job tenure) were positively related to organisational commitment.

Platsidou, M & Diamantopoulou G. (2009) results revealed that the Greek academics were moderately satisfied with their job; no statistical significant effects of the demographic factors (such as age, gender, working experience and marital status) were found.

Taker (2011) investigated among the demographic variables and found that age, length of service were significantly related to job satisfaction, but marital status and gender were not significantly related.

The findings of the study conducted by Khan Imran (2012) to investigate the job satisfaction of college teachers in Swan district of Bihar revealed that female teachers were more satisfied than male teachers, married teachers were more satisfied than unmarried teachers, and the government college teachers were more satisfied than the private college teachers.

In his study of job satisfaction and attitudes towards education among male and female teachers of degree colleges of Punjab and Haryana state, Lal Roshan & Shergill Srabjit Singh (2012) found that female teachers have more favourable attitude towards education as compared to male teachers.

Saner and Eyupoglu (2012) concluded in their study that gender differences do exist in relation to job satisfaction of university teachers in Turkey.

The study conducted by Katoch Om Raj (2012) on job satisfaction of teachers of government colleges in Jammu & Kashmir showed that female teachers were more satisfied with their job than male teachers and income per annum is an important factor impacting the level of job satisfaction.

Objectives of this Study: 1. To measure the overall job satisfaction of faculty members of private Engineering Colleges under the Maulana Abul Kalam Azad University of Technology, Kolkata.

2. To find out the correlation between job satisfaction of faculty members and age.
3. To determine the correlation between job satisfaction of faculty members and gender.
4. To find out the correlation between job satisfaction of faculty and marital status.
5. To find out the correlation between job satisfaction of faculty members and educational experience.
6. To find out the correlation between job satisfaction of faculty members and teaching experience.
7. To find out the correlation between job satisfaction of faculty members and academic rank.

Hypothesis of the Study:

- H1: No relationship exists in job satisfaction of faculty members teaching in private engineering colleges under the Maulana Abul Kalam Azad University of Technology, Kolkata with age.
- H2: No relationship exists in job satisfaction of faculty members teaching in private engineering colleges under the Maulana Abul Kalam Azad University of Technology, Kolkata with gender.
- H3: No relationship exists in job satisfaction of faculty members teaching in private engineering colleges under the Maulana Abul Kalam Azad University of Technology, Kolkata with marital status.
- H4: No relationship exists in job satisfaction of faculty members teaching in private engineering colleges under the Maulana Abul Kalam Azad University of Technology, Kolkata with educational qualification.

H5: No relationship exists in job satisfaction of faculty members teaching in private engineering colleges under the Maulana Abul Kalam Azad University of Technology, Kolkata with teaching experience.

H6: No relationship exists in job satisfaction of faculty members teaching in private engineering colleges under the Maulana Abul Kalam Azad University of Technology, Kolkata with academic rank.

Scope of the Study: The study covers the faculty members working under the private Engineering Colleges affiliated to Maulana Abul Kalam Azad University of Technology, Kolkata. The study has attempted to identify and analyse the impact of demographic factors on job satisfaction of academic staff. The study confines to six demographic variables namely age, gender, teaching experience, marital status, educational qualification and academic rank.

Demographic characteristics of the respondents: Table-1 below summarises the demographic profiles of the respondents. The demographic profile characteristics include age, gender, teaching experience, marital status, educational qualification and academic rank.

Table-1

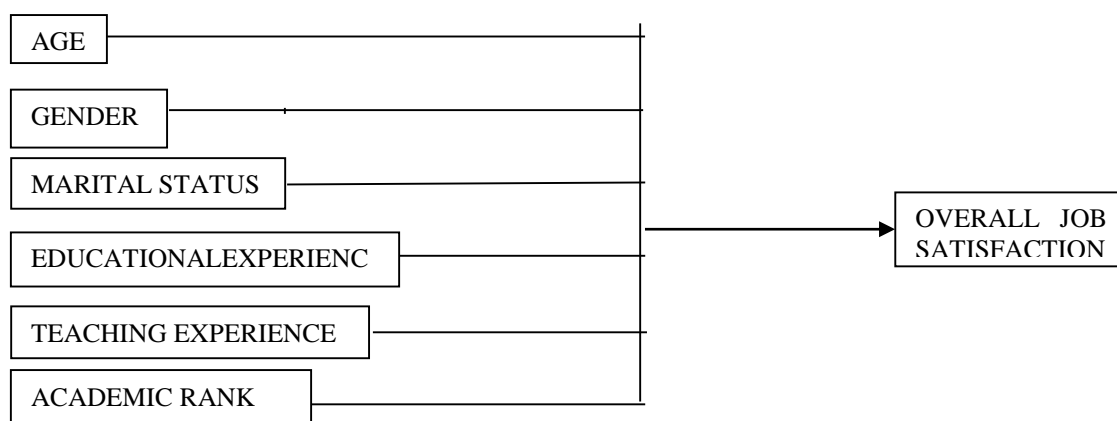
Variables	Particulars	Frequency	Percentage
Age Group (in years)	25 - 29	26	15.29
	30 - 34	65	38.24
	35 - 39	34	20.00
	40 - 44	16	9.41
	45 - 49	11	6.47
	50 - 54	11	6.47
	Above 55	7	4.12
Gender	Male	129	75.88
	Female	41	24.12
Marital Status	Married	118	69.41
	Unmarried	52	30.59
Educational Qualification	Doctorate	35	20.59
	Masters	135	79.41
Teaching Experience (in years)	0	4	2.35
	0 - 5	12	7.06
	5-10	82	48.24
	10-15	58	34.12
	15-20	10	5.88
	Above 20 years	4	2.35
Academic Rank	Professor	16	9.41
	Associate Professor	18	10.59
	Assistant Professor	136	80.00

The majority of the respondents (38.24 %) are in the age group between 30-34 years, 20% in the age group of 35-39 years, 15.29% in 25-29 years, 9.41% in 40-44 years, 6.47% each in 45-49 years and in 50-54 years followed by 4.12% who are in the age group above 55 years. The majority of them are male (76 %) and 24 % are female. As far as the participants' marital status, 69.41% are married and 30.59% are single. Regarding teaching experience, teachers having 5-10 years experience represent highest (48.24%) among the respondents. In terms of their level of education, 20.59% of them hold a Doctorate Degree, while 79.41% hold a Masters Degree. Relating to Academic Rank, 9.41% are Professors, 10.59% are Associate Professors and 80% are Assistant Professors.

Conceptual Framework: In terms of demographic variables and their relations with job satisfaction, contradictory proof was found (Scheroder, 2008). Although, Herzberg believes that demographic variables do not have influence on job satisfaction (Herzberg, 1966), it is found from different studies that these variables are associated with job satisfaction (Hichson & Oshagbemi, 1999; Okpara, 2005; Oshagbemi, 2000; Oshagbemi & Hickson, 2003; Scheroder, 2008; Worrell et al, 2006). In this study, demographic characteristics are the independent variables, while job satisfaction is the dependent variable.

Independent Variables

Dependent Variable



Research Methodology: This study was conducted amongst the faculty members of the private Engineering Colleges (degree) affiliated to the Maulana Abul Kalam Azad University of Technology. Stratified random sampling method was used to collect data from the respondents. 250 faculty members were asked to participate in the survey. The questionnaire were sent to them through e-mail. From the target sample, 182 responded and returned the questionnaire. 170 questionnaires were found to be complete and valid for the purpose of the study.

Instrument: The data on the various dimensions of job satisfaction was collected through a structured questionnaire on Likert's five point Scale of opinion ranging from 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree. The questions consisted of two parts: Part-I comprised demographic and basic information variables which included age, gender, marital status, teaching experience, educational qualification and academic rank, while Part-II consisted of 47 questions highlighting the importance of factors (both intrinsic and extrinsic) influencing the overall job satisfaction of faculty members. The average of the intrinsic and extrinsic satisfaction level was calculated to determine the overall job satisfaction. The study used Cronbach's Alpha Coefficient to confirm reliability and the results indicated a reliability coefficient of 0.894 and hence the questionnaires were reliable.

Data Collection: For the purpose of the study, the data were collected from two sources:

Primary Data: The primary data were collected through well-designed and structured questionnaire based on the objectives of the study and consisting of questions pertaining to faculty job satisfaction in private Engineering Colleges affiliated to Maulana Abul Kalam Azad University of Technology, Kolkata. Faculty members were requested to fill up the questions on overall job satisfaction and the demographic factors namely age, gender, marital status, teaching experience, educational qualification and rank. The questions were pilot-tested using 170 respondents (faculty members from 32 private Engineering Colleges).

Secondary Data: The secondary data required for this study were collected from available books, publications, research studies, journals, government reports, annual reports, websites and articles on job satisfaction of employees of different professions, including Academic Institutions so as to provide a solid foundation for the study.

Statistical Analysis: In order to find out the differences among the faculty members' overall job satisfaction based on their age, gender, marital status, teaching experience, educational qualification and academic rank, the independent sample t-test and ANOVA are computed.

Findings & Discussion:

Overall level of Job Satisfaction

N	Mean	Median	Mode	SD	Min	Max	Skewness	Kurtosis	Quartiles		
									Q1	Q2	Q3
									Percentiles		
									25	50	75
170	3.587	3.574	3.659	0.279	2.829	4.638	0.106	0.900	3.4255	3.5745	3.7606

The t-test indicates whether the mean value (3.587) is statistically and /or significantly different from neutral value of 3 in the five-point Likert Scale. As observed from the above table, the mean overall job satisfaction is 3.58 and the median value is 3.57 which implies that faculty members in general are quite satisfied on their job. The t-test applied shows that the mean value is statistically significantly higher. The majority of the respondents (99 i.e., 58 per cent) have job satisfaction in the range of 3.5 to 4.0.

As skewness > 0, the distribution of job satisfaction is positively skewed. As kurtosis < 3, the distribution is playkurtic. Hence, the distribution of job satisfaction is positively skewed and playkurtic.

All quartiles and percentiles have job satisfaction above 3 which implies that faculty members have higher job satisfaction.

The average of observed job satisfaction is 3.587 and the neutral value in the job satisfaction in the Likert Scale is 3.00 which means job satisfaction of the faculty members of the private Engineering Colleges under Maulana Abul Kalam Azad University of Technology, Kolkata is significantly higher than the average.

Relationship between Job Satisfaction and Age

Variable	Group	Number	Mean	S. D.	Computed F-Values	p - Value	Degrees of Freedom	Tabulated Values	
								5%	1%
Age Group (In Years)	25 - 29	26	3.6400	0.2631	F = 0.9016	0.496	6, 163	2.10	2.80
	30 - 34	65	3.5903	0.3162					
	35 - 39	34	3.6282	0.2293					
	40 - 44	16	3.5888	0.2555					
	45 - 49	11	3.4830	0.2231					
	50 - 54	11	3.4834	0.2924					
55+	7	3.4865	0.2964						

The respondents were categorized in 7 groups namely 25-29 (N = 26), 30-34 (N = 65), 35-39 (N = 34), 40-44 (N = 16), 45-49 (N = 11), 50-54 (N = 11) and above 55 (N = 7) years and ANOVA test was applied. The ANOVA result (Tabulated F = 2.10 > calculated F = 0.9016) and P (0.496) > 0.05 shows that there is no statistically significant difference exists among job satisfaction of faculty members working in the private Engineering Colleges under Maulana Abul Kalam Azad University of Technology, Kolkata in terms of age.

These findings are advocated by the studies of Springfield-Scott (2000), Santhapparaj and Alam (2005), Malik (2011). Studies by Natraj and Hafeez (1965), Sinha and Nair (1965), Ghosh and Shukla (1967), Rao (1970), Vasudeva and Rajbir (1976), Bhat (1992), Reddy and Rajendran (1993), Vasagam (1997) and Nazir (1998) have also found no significant relationship between age and job satisfaction suggesting thereby that job satisfaction is independent of age. Maheshwari and Gupta (2004) in their article Professional Satisfaction of Home Scientists Working in Krishi Vigyan Kendras of India on training associates home scientists in the 170 Krishi Vigyan Kendras of India also established that age of the respondents were not associated with their professional satisfaction.

Relationship between Job Satisfaction and Gender

Variable	Group	Number	Mean	S. D.	Computed F-and t-Values	p -Value	Degrees of Freedom	Tabulated Values	
								5%	1%
Gender	Male	129	3.5848	0.2841	F =1.1421 t =0.2003	0.321	128, 40	1.51	1.80
	Female	41	3.5949	0.2658				168	1.96

The sample consists of 129 male and 41 female teachers. In order to examine whether there exists any significant difference in level of job satisfaction between male and female faculty members, t-test was used. For the male faculty members (N=129), the mean is 3.584 and S.D. is 0.284 and for the female faculty members (N=41), they are 3.594 and 0.265 respectively. In applying t-test, the following statistics are reported:

$t(168, N=170) = 0.20, p = 0.841 > 0.05$. Hence, the result shows that there is no significant difference in job satisfaction among male and female faculty members.

In a study of teachers engaged in agricultural education, Cano & Miller (1992b) found that both males and females were equally satisfied with their jobs. The findings of the study conducted by Oshagbemi (2000) showed that gender does not directly affect the job satisfaction of the United Kingdom University academic staff. The study of Brown and Sargeant (2007) and Sheroder (2008) also indicated that there exists no significant difference between male and female faculty members in terms of their job satisfaction. In their studies, Platsidou and Diamantopoulou (2009) found that gender does not have any effect of job satisfaction on Greek faculty members. Further, as reported by Fauziah and Kamaru Zaman (2009), there is no significant differences between male and female academic staff in terms of their general satisfaction. According to Hesli and Lee (2013), men and women do not differ significantly from one another in their satisfaction level.

In 1997, Thomson and McNamara reviewed all job satisfaction studies published in the 'Educational Administration Quarterly' over the past six years and showed no significant difference between male and female satisfaction levels. In his investigation, Petput (1971) summarized that no significant relationship was found between marital status and job satisfaction of Thai University personnel.

Relationship between Job Satisfaction and Marital Status

Variable	Group	Number	Mean	S. D.	Computed F-and t-Values	p -Value	Degrees of Freedom	Tabulated Values	
								5%	1%
Marital Status	Married	118	3.5777	0.2688	F =1.2684 t =0.6645	0.148 0.507	51, 117	1.47	1.71
	Unmarried	52	3.6088	0.3027				168	1.96

To find out whether there exists any significant difference in level of job satisfaction between married and unmarried teachers, t-test was applied. For the married teachers (N = 118), the mean is 3.577 and S.D. is 0.268 and for the unmarried teachers, they are 3.608 and 0.302 respectively. On applying t-test, the following statistics are reported:

$t(168, N = 170) = 0.664, p = 0.507 > 0.05$, both married and unmarried faculty members have same variance. As such, there is no significant difference in the job satisfaction level of married and unmarried faculty members i.e. job satisfaction of faculty members is not related to their marital status.

The results of the studies conducted by Wong and Heng (2009), Paul and Phua (2011) and Sayagi et al. (2011) supported the findings of this study.

Relationship between Job Satisfaction and Educational Qualification

Variable	Groups	Number	Mean	S. D.	Computed F- and t-Values	p -Value	Degrees of Freedom	Tabulated Values	
								5%	1%
Education	Ph.D.	35	3.5691	0.2479	F =1.3426 t =0.4275	0.160 0.670	134, 34	1.57	1.91
	PG	135	3.5919	0.2873			168	1.96	2.58

Based on educational level the respondents are categorized into two groups, faculty members who have done Ph.D. and teachers who have done masters (PG) in their respective fields. Majority of the teachers (135) belong to non-Ph.D. category. In order to examine the relationship between job satisfaction and educational qualification, t-test was used. For the faculty members having Ph.D. (35), the mean is 3.569 and S.D. is 0.247 and for the teachers having PG degree (135), they are 3.591 and 0.287 respectively. On applying t-test, the following statistics are reported:

$t(168, N = 170) = 0.4275, p = 0.670 > 0.05$, both Ph.D. and PG degree holders have the same variance. Hence, there is no significant statistical difference in job satisfaction among Ph.D. and PG degree faculty members.

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. The studies conducted by Griffin, 1984; Cano and Miller, 1992b; Castillo et al., 1999; Scott, 2005; Malik, 2011 showed that there is no significant difference in the job satisfaction level between faculty members having different qualifications. The findings of studies conducted by Wong and Heng (2009), Paul and Phua (2011) also advocated the results of this study.

Relationship between Job Satisfaction and Teaching Experience

Variable	Groups	Number	Mean	S. D.	Computed F-Values	p -Value	Degrees of Freedom	Tabulated Values	
								5%	1%
Teaching Experience (In Years)	0	4	3.5479	0.3352	F = 0.0879	0.994	5, 164	2.21	3.02
	1 - 5	12	3.6209	0.2284					
	6 - 10	82	3.5842	0.2980					
	11 - 15	58	3.5899	0.2615					
	16 - 20	10	3.5959	0.3292					
	20+	4	3.5266	0.2200					

Based on teaching experience, the respondents are categorized in 6 groups namely experience less than 1 year (N = 4), 1-5 years (N = 12), 6-10 years (N = 82), 11-15 years (N = 58), 16-20 years (N = 10) and more than 20 years (N=4). To find out the relationship in job satisfaction and teaching experience, ANOVA test was applied. The ANOVA result shows that tabulated $F = 2.21 > \text{calculated } F = 0.087$ and $p = 0.994 > 0.05$ and hence there is no significant difference in the job satisfaction level between faculty members having different total years of work experience.

This finding is similar to the results of Castillo & Cano (2004), Schroder (2008), Wong and Heng (2009) and Paul and Phua (2011). 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.

Relationship between Job Satisfaction and Academic Rank

Variable	Groups	Number	Mean	S. D.	Computed F-Values	p -Value	Degrees of Freedom	Tabulated Values	
								5%	1%
Rank	Assistant Professor	136	3.5957	0.2921	F =0.5373	0.585	2, 167	3.00	4.61
	Associate Professor	18	3.5225	0.2377					
	Professor	16	3.5877	0.1999					

In order to find out whether there exists any significant difference in level of job satisfaction among Professor, Associate Professor and Assistant Professor, ANOVA test was applied. For the Professors (N = 16), the mean is 3.587 and S.D. is 0.199. For the Associate Professor (N = 18), the mean is 3.522 and S.D. is 0.237 and for Assistant Professors (N=136), they are 3.595 and 0.292 respectively. The ANOVA result (Tabulated $F = 3.00 > \text{calculated } F = 0.537$) and $p = 0.585 > 0.05$ shows that there is no significant difference in job satisfaction level of faculty members of different academic rank (i.e., Professor, Associate Professor and Assistant Professor).

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. Attuwaybi (1975) found that no significant differences in job satisfaction were found between teachers classified according to levels. In a research conducted in Cyprus, Eyupoglu and Saner (2009a) found no evidence that the degree of job satisfaction is increased by academic rank of staff members.

Limitations:

- (1) The findings of this study may not be generalized to other Institutions of higher education other than the faculty members of the private Engineering & Technology Colleges under the Maulana Abul Kalam Azad University of Technology, Kolkata.
- (2) The factors used in the analysis to determine the level of job satisfaction and dissatisfaction of the faculty members are limited to the demographic factors that are included in the questionnaire of the study. Hence, there is no control of the factors other than those stated in the study.
- (3) Faculty members working on contractual basis are not considered at all.
- (4) The results of this study are based on a self-reported data that are obtained through the use of survey instrument which is subject to biasness in responses. The accuracy of the results depends upon the authenticity of the information provided by the respondents.

Conclusion:

From the literature review, it is found that little research on job satisfaction of faculty members in Engineering Colleges have been done in West Bengal. Hence, this study has made an attempt to find out the relationship between job satisfaction of faculty members working in the private Engineering Colleges under the Maulana Abul Kalam Azad University of Technology, Kolkata and the selected demographic factors namely age, gender, marital status, educational qualification, teaching experience and academic rank.

The findings of the study reveal that faculty members by and large are satisfied with their job. In relation to age, job satisfaction is highest (3.64) in the age group of 25 to 29 years and it is least (3.48) in the age group of 45 to 49 years. Job satisfaction is higher (> 3.6) in the age group of 35 to 39 years, unmarried and teaching experience below 5 years, whereas job satisfaction is low (< 3.53) in the age group of above 50 years and teaching experience of more than 20 years. The result of the analysis indicates that the selected demographic factors namely age, gender, marital status, educational qualification, teaching experience and academic rank have no significant impact on the job satisfaction of the faculty members, which implies that these demographic factors are stable with regard to their overall job satisfaction. It may be mentioned that job satisfaction also depends on factors like the nature of job itself, the compensation, growth opportunity, career advancement, behaviour of the supervisors and co-workers and organisational climate and these independent factors would have more impact on job satisfaction of faculty members than the demographic factors. The findings of the study may help the administrators and management of the private Engineering Colleges under the Maulana Abul Kalam Azad University of Technology, Kolkata to frame an appropriate and suitable strategy to further enhance their job satisfaction level in order to retain faculty members with the educational Institution.

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