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**"NON TRANSPARENT DISCRIMINATION OF
CONTRACTUAL FACULTY VIA POLICIES IN ENGINEERING
COLLEGES OF SAARC NATION LIKE INDIA"**

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ABSTRACT

The examination plans to evaluate job satisfaction and human rights for contract personnel working in government and private outlining establishments orchestrated in nation zone of area Gurdaspur (Punjab) India. It basically revolves around the diverse partition approaches executed by colleges administration towards the contract personnel and how they are abusing these faculty in the midst of their calling with the help of these courses of action. The examination incorporates 150 contract staff who responded to a survey intended to evaluate the variety of Job Satisfaction level. It is dissected that staff of the considerable number of establishments had a modest movement satisfaction level. Additionally, result speaks to the activity fulfillment level changes as for sexual orientation, teaching experience, and academic status (designation). With the help of SPSS-16 programming all the logical results of the examination have been checked.

Introduction

Job satisfaction is the principle variable in the investigation of the organizational formation and can be studied as an expression of organizational functioning. Job satisfaction is how much individuals

appreciate or despise their employments, and can be defined as the sentimental or emotional reason a personality practice in a definite job task. This manuscript designed to analyse the intensity of job satisfaction and career development opportunities among the contractual and private faculty members of engineering colleges in the Gurdaspur district, Punjab. Also, it diagnoses the impact of the variables of experience with the institution, gender, age, academic status, serving status department status, working in college or university on the job satisfaction level of faculty and to develop the contract service cycle job satisfaction model.

Literature review

Numerous investigations have been completed in the field of scholastics, however a little has been endeavoured to contrast the job satisfaction with respect to their ranks of engineering faculty in government & private institutions. Tali shefer (2018) created career model to help the clients in their profession thought with the assistance of life cycle. This model comprise of two sorts of instruments one is poll and another is pictorial show to help in discovering profession inclinations. Michael E hall (2018) has been developed dual career issues can be settled with the assistance of practical models , innovative resources and with couple counselling. Barbara Smorczevska (2018) elucidates about training of leader creates sets of abilities and information essential for playing out the part of leader (conduct as an on-screen character). In the meantime, future leader are encouraged how to manage their own conduct through their own objectives, intentions, values, also, imagined ventures (endeavoring as a specialist). Nonetheless, there is little weight on self-reflection centering on self-understanding as a creator of vocation and life. From the constructivist worldview point of view, administration ought to be seen as one's profession venture Mehta (2012) represented on work fulfilment among instructor to know whether the activity fulfilment level among the teacher was overstated by the kind of organization (private versus government) and with the sex composition (male versus female). Study results demonstrated that there would be the huge disparity in the face of employment fulfilment of government and non-public school teacher. Nagar (2012) examination on hierarchical responsibility and job satisfaction among instructor demonstrated that in term of job satisfaction and authoritative duty the mean score for male teacher was not as much as the female teacher. Mohdsuki and Uki (2011) investigated on work fulfilment and hierarchical responsibility: The reasons for sex and representative recognition towards work fulfilment and authoritative duty. The research uncovered that sexual orientation has no huge impact on his/her view towards work fulfilment level and ladies, and in addition men, have the comparative level of authoritative responsibility. Kumar and Bhatia (2011) concentrated to assess the activity fulfilment among physical training instructors and their approach towards instruction. Their investigation discoveries uncovered that the phase of occupation fulfilment and demeanour of the instructor toward educating has the scarcest impact of the sexual orientation, the conjugal status, least capability and pay gathering. Kumari and Jafri (2011) think about uncovered on authoritative duty of male and female instructors of the secondary school and furthermore investigated the general power of hierarchical responsibility of male and female educators of the auxiliary school of Aligarh Muslim University. Study results demonstrated that the aggregate level of female instructors and authoritative duty were considerably upper than male educators. As indicated by Robbins and Sanghi (2006), Job fulfilment is the assemblage of sentiment that a man

holds toward his or her activity. The top education colleges of the universities which ingest the highest point of the learning pyramid, we're burdened by the style of administration and its assorted procedures. They took after an arrangement of law, standards, and headings that they should follow in their organization to support the level of enactment completely in order to help and update their workers environment and prosperity through responding to their wants (Al-Shraideh, 2004). The teacher at the advanced education, universities hold an exceptional position in the public arena since he worked for showing signs of improvement the estimation of instruction and prospered it as per the scholarly updates and the social needs. Teacher is very important because of his academic and logical thought towards society and university where he teaches and he contributed effectively to build its students careers judiciously. The faculty at a college is seen as the hope of light who can bring changes in the minds of his students by teaching and guiding them. Teacher is also the evaluator of his students learning during the course and he is the person who transfer the right information among his students and he was the individual who executes the teaching according to the academic calendars properly (Khasawneh, 2001). The ancient times of administration alluded to the beginning of the human history when he exercised administration on his collaborators. He rehearsed it during those years when the human society was with constrained objectives or desire. It likewise goes with man in his scholarly advance till at present, and it will in any case play the indispensable capacity in the changing of man during accomplishing his fantasy and goals (Al-Khateeb et al., 2000). The administration was given due thought as one of the principal requirements for the man since it upheld him accomplished his points and entered closures as indicated by his own particular data scope in regards to himself, his connection to survival, his significance on the planet, his observation towards life, and the impression of these intense subject matters inside various conditions. In this way, the administrative style and idea differed in light of the deviation in the human thought and in view of these worries (Makhamreh et al., 2000). Robertson and Bean (1998) discover that the components that affected the level of occupation fulfilment for the female employees through inspecting what has been imprinted regarding this matter on the planet, and on the college administrations, contending the exemption of these variables on account of the divergence in sexual orientation for the advantage of females. Liacqu and Schumacher (1995) describes that satisfaction of job variable is known as rousing components are outlined by the assumption of accomplishment, the likelihood of development and others' adoration. They saw that when the needs are satisfied by the organisation promptly resultant in expansion in the job satisfaction level and advancement in execution level. Though the components that direct towards disappointment level (solid elements) on the off chance that they don't exist are associated with compensation, the association's strategy, specialized supervision, individual connections, working conditions, association with chairpersons, and the societal position. Ely (1994) builds up that he hardly any differences among male and female when analysed against different variables like age, scholarly level, teaching loads, long stretches of involvement, and the years experience in the present school with respect to job satisfaction. Variables prompting fulfilment are moral qualities, social administration and imagination were the most, while the scarcest factor that offers fulfilment were: pay, advance, and fellowship practice and duty were the most contacting factor in recognizing the educators' satisfaction. Luthens (1989) distinguished satisfaction of job as a circumstance of serious and idealistic sentiments arises in the mind of worker about the job depends on person perception towards his job. There are normally three estimations for the activity fulfilment: The principal

estimation: the enthusiastic level which was hidden about satisfaction. The second estimation: is that the job fulfilment was typically perceived by the measure of similarity between the satisfaction needs and trust, and how much these wants fulfill the expectations. The last one is the third estimation: was the activity fulfilment communicates various interconnected accepts. Again Mobey and Lockey (1970) enunciated as a view that "Occupation fulfilment and disappointment are the errand of the apparent connection between what one envision and pick up from one's activity and how much esteem or worth one describes to it." Situated on the above composing, the sensible model attempted in this paper which has not been executed in the past research about contract personnel specially in SAARC nations like India, Pakistan, Sri-lanka, Bangladesh, Nepal and so on. The factors which are included essentially speaks to the policies issues which are countered by these employees amid their standard life . Essentially its a non-transparent segregation of educated highly skilled labour by the organization of these institutions by means of medium of these strategies is displayed in study. There are part of laws and acts in these nations to remove the discriminations of un talented and semi talented labour but there are no laws to annul the policies issues of misuse of these exceptionally gifted talent which resultant in dissatisfaction and peril signs for these nations.

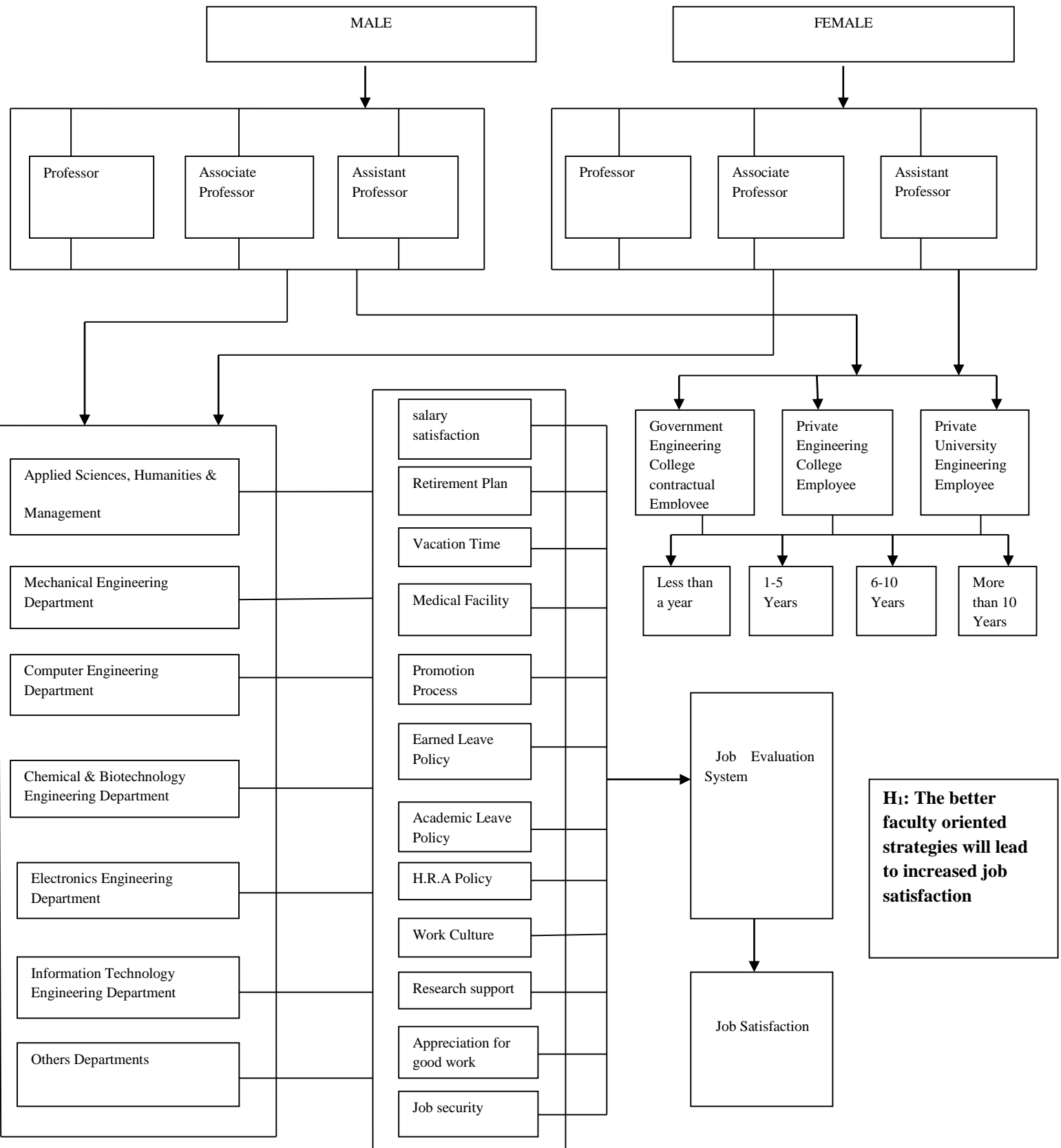


Figure 1: Conceptual model of job comfort of engineering faculty in Gurdaspur district

Positioned on the above literature, the conceptual model tested in this manuscript is presented in Figure 1.

Aim of the study

The aim of the study is to analysing the intensity of job satisfaction among the faculty members of engineering colleges in the Gurdaspur district, Punjab. Mainly, this research explores to answer the subsequent questions: To find job satisfaction among the contractual faculty members of engineering colleges in the Gurdaspur district, Punjab in relation to the variables of department satisfaction index, employee category, gender, years of experience, age and academic status. salary satisfaction, retirement plan, promotion process, research support, job security and policies of earned leave, academic leave, house rent allowance and medical facility.

Table 1: Demographic profile of respondents

Demographic Profile			
		Frequency	%age
Academic Status	Professor	03	2.0
	Associate Professor	05	3.3
	Assistant Professor	142	94.7
Gender	Male	82	54.7
	Female	68	45.3
Contract Faculty	Government College	60	40.0
	Private Colleges	72	48.0
	Private University	18	12.0
Departments Faculty	Applied Sciences & Management	48	32.0
	Mechanical Engineering	23	15.3
	Computer Engineering	34	22.7
	Electronics Engineering	16	10.7
	Chemical & Biotechnology Engineering	12	8.0
	Information Technology Engineering	07	4.7
	Others	10	6.7

Tools and Techniques

Commune of the research & its sample

Centre of the population and the sample of the research was consist of all the contractual and private teaching faculty working for the engineering Institution in the Gurdaspur district, Punjab, India. The demographic profile of respondents revealed in Table.1. A likert scale (five point) technique was utilized to measure the reactions ranging from strongly satisfied, somewhat satisfied, neutral, dissatisfied and strongly dissatisfied. Many scholars analysed that statistical packages are the most reliable and appropriate tools for meaningful analysis the broad set of data (Buglear, 2005). Hence the statistical analysis is carried out with the help of version 16.0 of "StatisticalPackage for Social Sciences", (SPSS) for the primary objectives of the study.

Parameters of the study

Once investigating the hypothetical literature, associated with job satisfaction and reassess its earlier research and studies, a questionnaire was formulated and utilized

for collection of data and information associated with the job satisfaction level among the contract faculty (Professors, Associate Professor and Assistant Professor) of engineering institutions in the Gurdaspur district. After the literature review on job satisfaction, the questionnaire was designed which divided into two parts: The first section comprised of 9 items of general information. The second section contained 12 items for analysing satisfaction in the different area of concern which are:

(1) Salary satisfaction, (2) Retirement plan, (3) Vacation time, (4) Medical facility, (5) Promotion process, (6) Policy of earned leave, (7) Policy of academic leave, (8) Policy of house rent allowance. (9) Work culture, (10) Research support, (11) Appreciation by the college/university for good work and (12) Job security.

Clotting the level of job satisfaction

For more accuracy, the parameters employed in the job satisfaction variables are classified into three levels: 1. Low (less than 2.60), 2. Medium (2.60 – 3.00), 3. High (more than 3.00), with the goal that the size of the elective reaction of the instrument things was scattered into 12 territories of worry of job satisfaction factors which additionally dispensed towards seven departments of different engineering institutes at the Gurdaspur district, Punjab, India.

The Instrument's validity

The instrument validity was guaranteed through the technique of content, legitimacy, where the opinion poll was observed by the expert from the teaching faculty of engineering institutions in the Gurdaspur district, Punjab, India, who have vast expertise within the field of engineering. They were requested to explain their judgment about the level of everything fit into the territory, the level of clarity and precision for the things, lingo, and including the level of these things in the space and they also watch the sensible changes if required. In the brilliance of their comments, a couple of things were not particularly related to the study were ousted since they don't fit into the zones, they were changed with new things in the wake of affirming their method of reasoning authenticity. At last, the quantity of the things progressed toward becoming 13 after Cronbach alpha disseminated among fulfilment territory of concern, achieve an acknowledgment from the expert observation.

The Instrument's stability

The Cronbach alpha formula was utilized to ensure the instrument's strength and (0.932) was the stability coefficient, which is adequate and significant for this research. As seen in the Table. 2 reliability statistics table were calculated for the instrument stability.

Table 2 : Reliability statistics and matrix of items with Cronbach Alpha

Reliability statistics	Matrix of items		Cronbach Alpha
	Job Evaluation System	Total No. of items =13	.932
	Variables		
	Salary satisfaction	Item Statistics	.927
	Retirement Plan		.928
	Vacation Time		.924
	Medical Facility		.924
	Promotion Process		.922
	Earned Leave Policy		.927
	Academic Leave Policy		.930
	House Rent Policy		.930
	College/University work culture		.925
	Research Support		.927
	Job Security Feeling		.925
Appreciated by College/University	.931		

Analysis

Results will be revealed and talk about as per their inquiries: Essential inquiry: Find out the intensity of job satisfaction of the contractual and private faculty of engineering institutions at the Gurdaspur area of Punjab, India? To answer this inquiry, standard deviations and means index for the engineering faculty were ascertained as found in Table 3.

Table 3 : Standard deviation & Mean index for the engineering faculty

Variables	Rank	Mean	Standard Deviation	Satisfaction Level
Job Security	1	3.39	1.30	High
House Rent Policy	2	3.10	1.16	High
Vacation Time	3	3.07	1.44	High
Medical Facility	4	3.05	1.37	High
Retirement Plan	5	3.02	1.26	High
Promotion Process	6	2.97	1.40	Medium
Earned Leave Policy	7	2.86	1.26	Medium
Research Support	8	2.85	1.23	Medium
Appreciated by College/University	9	2.79	1.19	Medium
Salary Satisfaction	10	2.71	1.29	Medium
Work Culture	11	2.69	1.21	Medium
Academic Leave Policy	12	2.59	1.20	Low

Standard Deviation & Mean index for the engineering faculty on the job satisfaction area of concern expose the result that job security, house rent allowance policy, vacation time, medical facility, retirement plan have occupied first, second, third, fourth and fifth ranks respectively with a mean of 3.39, 3.10, 3.07, 3.05 and 3.02 respectively and standard deviation of 1.30, 1.16, 1.44, 1.37, 1.26 respectively were high in level, whereas the area of concern variables of promotion process, policy of earned leave, research support, appreciated by the college/university, salary satisfaction, and work culture have occupied fifth, six, seven, eight, nine, ten and eleven ranks respectively with a mean of 2.97, 2.86, 2.85, 2.79, 2.71 and 2.69 respectively and standard deviation of 1.40, 1.26, 1.23, 1.19, 1.29 and 1.21 respectively were medium in level and area of concern variables like policy of academic leave was twelfth in rank in survey with a mean of 2.59 was low in level. This result can be explicated that feeling of job security, house rent allowance, vacation time, medical facility, retirement plan policy is higher among different engineering institutions of Gurdaspur district means faculty in this area feel good job security, satisfied with the house rent allowance policy, vacation time, medical facilities, retirement plan policies which were given by the respective institutions. But the feelings of variables like promotion process, the policy of earned leave, research support, appreciated by the college/university, salary satisfaction, and work culture are medium in nature that is faculty is not much satisfied with all these variables. So the engineering institutions of Gurdaspur have to work on all these variables to improve the satisfaction level, and status of employees in society, especially salary satisfaction is must for developing the learning standards in the district. In contrast, the variable of the policy of academic leave was the least at a satisfactory level. Therefore, engineering institution must think about this variable also, so that academic leave should be offered to faculties for raising their knowledge and teaching standards.

Parallel inquiry: Does level job satisfaction level among the contract faculty of engineering institutions in the Gurdaspur area, Punjab, India fluctuate/diverge about the variables of the satisfaction index of departments, employee category, gender, years of experience, age and academic status? To answer this inquiry, standard deviation means calculated to locate the level of job satisfaction for different departments and also standard deviation, means and (T-test) were figured from the contrasts for the double level and with some tri-level factors. For some tri-level and more than tri-level factors, F-test and the Tukey HSD test was utilized for present research on recognizing the contrasts between the variables.

First: To find the difference in the satisfaction index about different departments of engineering institutions were figured as found in Table 4.

Table 4 : Mean satisfaction level index of different departments of engineering institutions

Department	Mean	Standard Deviation	Satisfaction Level
Information Technology Engineering	3.14	1.21	High
Others	2.80	0.79	Medium
Applied Sciences & Management	2.60	1.36	Medium
Chemical & Biotechnology Engineering	2.42	0.90	Low
Mechanical Engineering	2.39	0.99	Low
Computer Engineering	2.32	0.88	Low
Electronics Engineering	2.13	0.72	Low
Total	2.48	1.08	Low

In above Table.4 satisfaction level index with respect to contractual faculty reveals the result that information technology, engineering department with a mean of 3.14 and standard deviation of 1.21 was high in level, whereas satisfaction index of other departments and applied sciences, humanities & management department are concluded with a mean of 2.80 and 2.60 respectively, and standard deviation of 0.79 and 1.36 respectively was medium in level.

In contrast, the satisfaction index of departments of chemical engineering, mechanical engineering, computer science engineering and electronics engineering with the mean of 2.42, 2.39, 2.32 and 2.13 respectively, and standard deviation of 0.90, 0.99, 0.88 and 0.72 respectively were low in level. If we calculated the overall satisfaction index of all departments in engineering institutions at the Gurdaspur district, Punjab, India, the results were very shocking which reveals that total means of all departments are 2.48 and standard deviation of all departments are 1.08 which is low in level. So the administration of all institutions should seriously think about this fact to improve the satisfaction index in the border area of engineering institutions .

Second: To discover contrasts in connection to the gender variable. To discover the essentials of contrasts as per the sex variabl between the male and females, (T-test), Standard deviation and means were ascertained as found in Table 5

Table 5 : T-value, mean satisfaction index and significance level according to variable of gender

Total	Gender	Frequency	Mean satisfaction index	Standard Deviation	T-Value	Significance Level
	Male	82	2.49	1.12	0.04	0.04
	Female	68	2.47	1.03		

* significance level ($\alpha \leq 0.05$)

In above Table.5, there are factually critical contrasts for the job satisfaction level of the contractual and private faculty interms of gender variable (male, female) which resultant in the support of male faculty, which describes the mean for the male faculty was (2.49), while the female faculty was (2.47). This presumed male faculty has a more elevated amount of satisfaction of job than the female. This results can be elucidated that the number of female contract faculty at engineering institutions in Gurdaspur region is lesser than the number of male contract faculty, and that decreases the odds of job satisfaction with ewith job security, house rent allowance policy, vacation time, medical facility, retirement plan, promotion process, policy of earned leave, research support, college/university appreciation, salary satisfaction, work culture and academic leave policy between the females, not at all like the male faculty who are more in number. This exploration comes about concurred with the investigations of: (Omar Tayseer Bataineh 2014), (Roberson, 1998) and (Odeh, 1992) that the power of employment fulfilment in the male staff was higher than female personnel.

But above exploration differs from the investigation of (Tnash, 1990) which explains occupation fulfilment in female staff was higher than that of the male workforce.

Third: To find differences in the variable of employee category.To discover the significance of contrasts as indicated by the variable of contract faculty category, (T-test), Standard deviation and means were ascertained as found in Table.6.

Table 6: T-value, mean satisfaction index and significance level according to faculty institution wise category

Faculty (contract) Institution wise category	Frequency	Mean satisfaction index	Standard Deviation	T-Value	Significance Level
Government College	60	2.58	1.06	0.05	0.05
Private College	72	2.32	1.11		
Private University	18	2.78	0.94		
Total		2.48	1.08		

* significance level ($\alpha \leq 0.05$)

In above Table 6, there are measurably critical contrasts in the level of satisfaction of job in the contract faculty in relation to the faculty variable category wise (government engineering college contractual faculty, private engineering colleges faculty, and private university faculty) in the favour of private university faculty, where the mean for faculty was (2.78), whereas government engineering college contractual faculty have a mean of (2.47) lesser than previous category and private engineering colleges faculty have a least mean of 2.32 compared to above two categories.

This concluded that private university faculty has a higher level of job satisfaction than government engineering college contractual faculty and private engineering colleges faculty about the survey result.

These research findings can reveal that the private university faculty at engineering institutions in Gurdaspur district is more satisfied with job security, house rent allowance policy, vacation time, medical facility, retirement plan, promotion process, policy of earned leave, research support, college/university's appreciation, salary satisfaction, work culture and academic leave policy than their other counterparts.

Fourth: To discover contrasts in the experience variable. To discover the importance of contrasts as per the variable of years of experience, means, standard deviation and F-value (one-way ANOVA) all are computed as found in Table.7.

In Table.7, there are factually critical contrasts in the job satisfaction level of the contract faculty as indicated by the years of experience variable. The multiple comparison methods with Tukey HSD Test are utilized to close which assemble is distinctive to others in the wake of acquiring a critical factually result from an variance analysis. According to this, four gatherings were looked at in Table 7.

Table 7: One way ANOVA, F-value and mean satisfaction index according to faculty experience

	Faculty Experience	Frequency	Mean satisfaction index	Standard Deviation	F -Value	Significance Level
Total	< 1 Year	15	1.67	0.72	3.61	0.01
	≥ 1- ≤5 Years	95	2.58	0.99		
	≥ 5- ≤ 10 Years	32	2.47	1.27		
	> 10 Years	08	2.88	1.36		

* significance level ($\alpha \leq 0.05$)

In Table.8. The two most significant results in this table are Row 1 [(I) [How many years you have been with the college/ university] (J) [How many years you have been with the college/ university] and value for [Sig.] in 6th row. Each column includes comparing the one group (year) with three groups (other year groups). The second column explains the following comparisons: [less than a year] vs. [1-5 years] and [less than a year] v [More than 5-10 years] and then [less than a year] vs. [More than ten years]. To determine if a year [less than a year] and [1-5 years] are dissimilar, as shown in row 6th [Sig.]. When comparing the coulmn year [less than a year] vs. year [1-5 years], produces the result of significance level .011. The value required for statistical significance is less than the 0.05 level, therefore these two year groups are different significantly. The identical process applied for the year [less than a year] vs. year [More than 5-10 years] statistically not different significantly (sig = . 074 which is higher than. 05). Lastly the comparision of group year [less than a year] vs. year [More than 10 years], the results producesthe difference which is statistically significant (sig = 0.047 as it is less than. 05).

After comparing the one group (year) with three groups (other year groups), the final result explains that year [1-5 years] and [More than 10 years] are significantly different from year: [less than a year] and not substantially different from a year [More than 5-10 year] but year [1-5 years], [More than 5-10 years] and [More than 10 years] are not significantly different from each other.

Table 8: Multiple comparisons with Tukey HSD Test (Job evaluation of faculty)

Tukey HSD Test (Multiple comparisons)	(I) → How many years faculty member have been with the College/University?												
	(J) → How many years faculty member have been with the College/University?												
	Less than a Year			1-5 Years			More than 5-10 Years			More than 10 Years			
	1-5 Years	More than 5-10 Years	More than 10 Years	Less than a Year	More than 5-10 Years	More than 10 Years	Less than a Year	1-5 Years	More than 10 Years	Less than a Year	1-5 Years	More than 5-10 Years	
Mean Difference (I-J)	-.91228*	-.80208	-1.20833*	.91228*	.11020	-.29605	.80208	-.11020	-.40625	1.20833*	.29605	.40625	
Std. Error	.29206	.32894	.46022	.29206	.21486	.38699	.32894	.21486	.41553	.46022	.38699	.41553	
Sig.	.011	.074	.047	.011	.956	.870	.074	.956	.762	.047	.870	.762	
95% Confidence Interval	Lower Bound	-1.6713	-1.6570	-2.4044	.1532	-.4482	-1.3018	-.0528	-.6686	-1.4861	.0123	-.7097	-.6736
	Upper Bound	-.1532	.0528	-.0123	1.6713	.6686	.7097	1.6570	.4482	.6736	2.4044	1.3018	1.4861

*. The mean difference is significant at the 0.05 level

Table.9. illustrate the results of the Tukey test. The second row shows the year groups from lowest to highest mean [less than a year] = 1.6667, year [More than 5-10 year] = 2.4688, the year [1-5 years] = 2.5789 and year [More than 10 years] = 2.8750). Row 1 and 2 show that there were no differences between groups [less than a year], [More than 5-10 year] and [1-5 years] and there is also no differences between year groups [More than 5-10 year], [1-5years] and year [More than 10years].

Table 9 : Homogeneous subsets for experience with Tukey HSD test

Tukey HSD test (Homogeneous subsets)		How many years faculty member have been with the College/University?				
		Less than a Year	More than 5-10 Years	1-5 Years	More than 10 Years	Sig.
N		15	32	95	8	
Subset for alpha = 0.05	1	1.6667	2.4688	2.5789		0.05
	2		2.4688	2.5789	2.8750	0.05

Exhibits means for groups in homogeneous subsets

This shows that the only groups which are different according to Tukey HSD test are [less than a year] and [More than ten years]. To find the satisfaction level of the faculty via different groups according to the number of years experience the Tukey HSD test has been utilized for post examinations for finding variation sources as found in Table 10.

Table 10: Tukey HSD Test for positioning source of variation about the experience

	Faculty Experience	Frequency	Mean	< 1 Year	≥ 1- ≤5 Years	≥ 5- ≤ 10 Years	> 10 Years
Total	< 1 Year	15	1.67				
	≥ 1- ≤5 Years	95	2.58				
	≥ 5- ≤ 10 Years	32	2.47				
	> 10 Years	08	2.88	*	*	*	

* significance level ($\alpha \leq 0.05$)

In Table 10 there are significant statistically contrasts as per variable years of experience and in the favour of contract faculty with experience of over 10 years with a mean of 2.88, where the mean for the faculty of more than 5-10 years encounter was 2.47, though the faculty of 1-5 years encounter with a mean of 2.58 and faculty those have short of what one year involvement resultant with a mean of 1.67.

It implies that the faculty with high experience has larger amount of job satisfaction than the others according to the investigation results. These discoveries can be clarified that the contract faculty who are Professors, Associate Professors and Assistant Professors who have more than 10 year of experience have a more elevated amount of satisfaction of job as compared to other staff holding different positions.

These exploration discoveries concurred with the investigations of (Omar Tayseer Bataineh 2014) that with the passage of time, increase in years of experience the level of job satisfaction also increases. It was not related with the investigation of (Al-Shraideh, 2004) where there was no effect for the experience variable at the level job satisfaction.

Fifth: To discover contrasts in the academic rank variable. To discover the contrasts significance as per academic rank variable, means standard deviation and F-value were computed as found in Table 11.

Table 11 : Academic status among the contractual faculty of engineering institutions with One way ANOVA and Mean satisfaction index

Total	Academic Status	Frequency	Mean satisfaction index	F -Value	Significance Level
	Professor	003	1.00		
	Associate Professor	005	2.80		
	Assistant Professor	142	2.50		

* significance level ($\alpha \leq 0.05$)

Table 12: Multiple comparisons with Tukey HSD Test

(I) → Academic Status .		(J) → Academic Status					
Tukey HSD Test (Multiple comparisons)		Professor.		Associate Professor.		Assistant Professor.	
		Associate Professor.	Assistant Professor	Professor.	Assistant Professor.	Professor.	Associate Professor
Mean Difference (I-J)		-1.80000	-1.50000*	1.80000	.30000	1.50000*	-.30000
Std. Error		.77676	.62054	.77676	.48397	.62054	.48397
Sig.		.057	.044	.057	.809	.044	.809
95% Confidence Interval	Lower Bound	-3.6391	-2.9692	-.0391	-.8459	.0308	-1.4459
	Upper Bound	.0391	-.0308	3.6391	1.4459	2.9692	.8459

*. The mean difference is significant at the 0.05 level

In Table 12 significant results in above table are row 1 [(I) Academic Status] (J) [Academic Status] and row 6th [Sig.]. Every column in table include the comparison of rank group with other two groups. For example, the result shown by first row with following comparisons [Professor] vs. [Associate Professor] and [Professor] vs. [Assistant Professor].

To determine if [Professor] and [Associate Professor] are dissimilar, according to the value in row 6th [Sig.]. According to row 6th, comparison of [Professor] vs. [Associate Professor] resultant with the significance level 0.057. Since this value is higher than the 0.05 according to statistical significance, therefore these two groups are not different significantly. Rank [Professor] vs. [Assistant Professor] assessment of comparison, which resultant with difference statistically significant (sig = 0.044 as it is less than. 05). The second column that compares [Associate Professor] to each of the remaining rank shows that rank [Associate Professor] is not different from [Professor] (sig = 0.057 which is higher than 0.05) also it is not different from rank [Assistant Professor] (sig = 0.809 which is higher than 0.05).

Applying the same procedure for third column the rank [Assistant Professor] v. Rank [Professor] difference for statistically significant (sig = . 0.044 as it is less than.05) And

rank [Assistant Professor] vs. rank with [Associate Professor] statistically not significantly different ($\text{sig} = 0.809$ which is higher than 0.05). After each of the ranks has been contrasted with the other two, the last outcomes would appear that rank of [Professor] is significantly different from [Assistant Professor], but rank [Professor] and also rank [Assistant Professor] are significantly not different from [Associate Professor].

Table 13: Homogeneous subsets for academic status with Tukey HSD test

Tukey HSD test (Homogeneous subsets)		Academic Status			
		Professor	Assistant Professor	Associate Professor.	Sig.
N		3	142	5	
Subset for alpha = 0.05	1	1.0000	2.5000		0.05
	2		2.5000	2.8000	0.88

Exhibits means for groups in homogeneous subsets

In above table 13 presents the after effects of the Tukey test in a similar arrangement which was utilized for the S-N-K post hoc test. Subset of alpha explain the means of (Rank [Professor] = 1.0000, rank [Assistant Professor] = 2.5000, [Associate Professor] = 2.8000). Row1 and 2 of subset for alpha display that there were no differences between Rank [Professor] and [Assistant Professor] in Row [1]. In Row [2] there were no differences between Rank [Assistant Professor] and [Associate Professor]. Only group which are dissimilar in rows are [Professor] and [Associate Professor], this shows that these two groups are different i.e. [Professor] and [Associate Professor].

To perceive the sources which are statistically different significantly among the means of the satisfaction of job for the faculty when relates to the academic status variable, Tukey HSD test has been utilized for finding these sources as found in Table 5.3.12.

Table 14: Tukey HSD Test for positioning source of variation in about academic status

Total	Academic Status	Mean	Professor	Associate Professor	Assistant Professor
	Professor	1.00			
	Associate Professor	2.80	*		*
	Assistant Professor	2.50			

* significance level ($\alpha \leq 0.05$)

In above Table 14, there are contrasts which are significant statistically in relates to job satisfaction level among the faculty members for understanding the academic status variable and in the support of the individuals who grasp the rank of " Associate Professor", where the mean of the Associate Professor was 2.80, the Assistant Professor was 2.50, and for the Professor was 1.00. That implies the faculty whose academic rank is Associate Professor have a more elevated amount of satisfaction of job as compared to other faculty members which represents other academic ranks according to investigation results. This

finding can be clarified that the Associate professors felt more job security and satisfied with the promotion process in their job, and they have a high state of job satisfaction regarding their medical facility, house rent allowance policy, earned leave policy, academic leave policy, appreciation policy and other variable status not like the other positions of the faculty members. Study results reveal that the professor has less mean value than Associate Professor and Assistant Professor. This may happen due to less number of professor members in the survey.

Results

In view of the after-effects of this research, the investigation finishes up the discoveries with the assistance of follow graphical portrayal in Figure 2

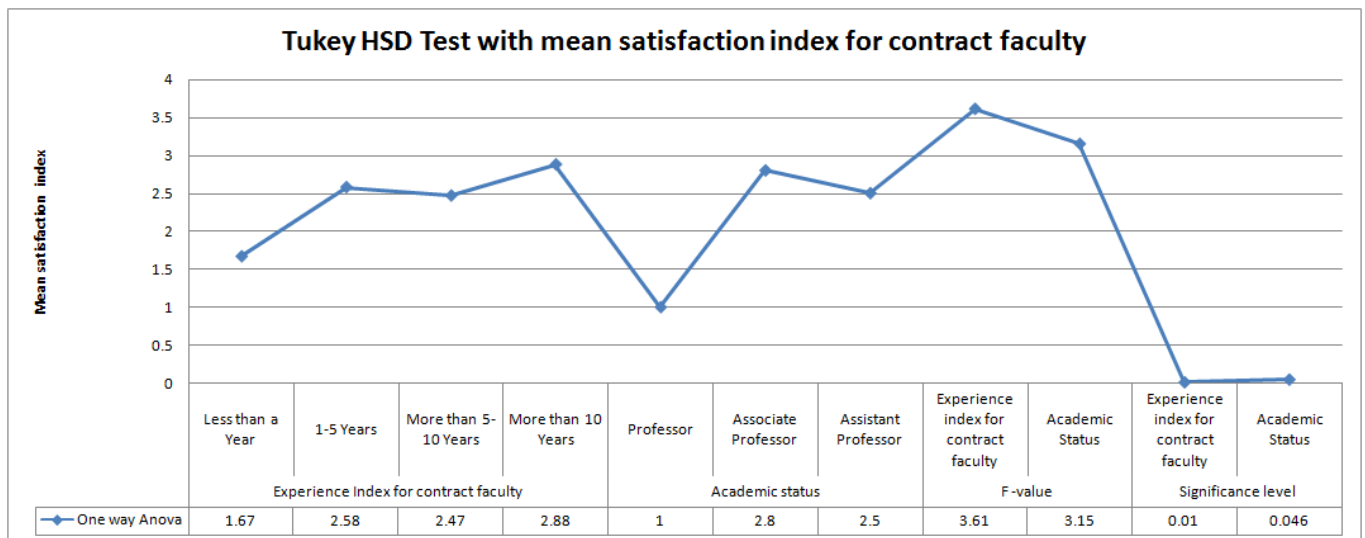


Figure 2: Tukey HSD Test with mean satisfaction index for contract faculty

During the research interaction with various contractual faculty working in government and private engineering institutions in Gurdaspur district with heavy heartedly explain their feelings that has been represented through figure 2. With the help of figure 2 of Tukey HSD test we can see that mean satisfaction index of the contract faculty member experience wise are 1.67 (less than year), 2.57 (1-5 years), 2.47 (more than 5 -10 years) and 2.88 (more than 10 years) never crosses the mean satisfaction index value of 3.00 which was the higher level of satisfaction explained earlier and same in the case of academic status wise for professor (1.00), associate professor (2.80) and assistant professor (2.5) with significance level 0.01 and 0.046 which less than 0.05.

Based on these results the satisfaction level of the contract faculty is not good in the engineering colleges of rural area of Gurdaspur district of India. In conclusion 'Contract service cycle cum job satisfaction model' for contract faculty has been developed as shown in figure 3.

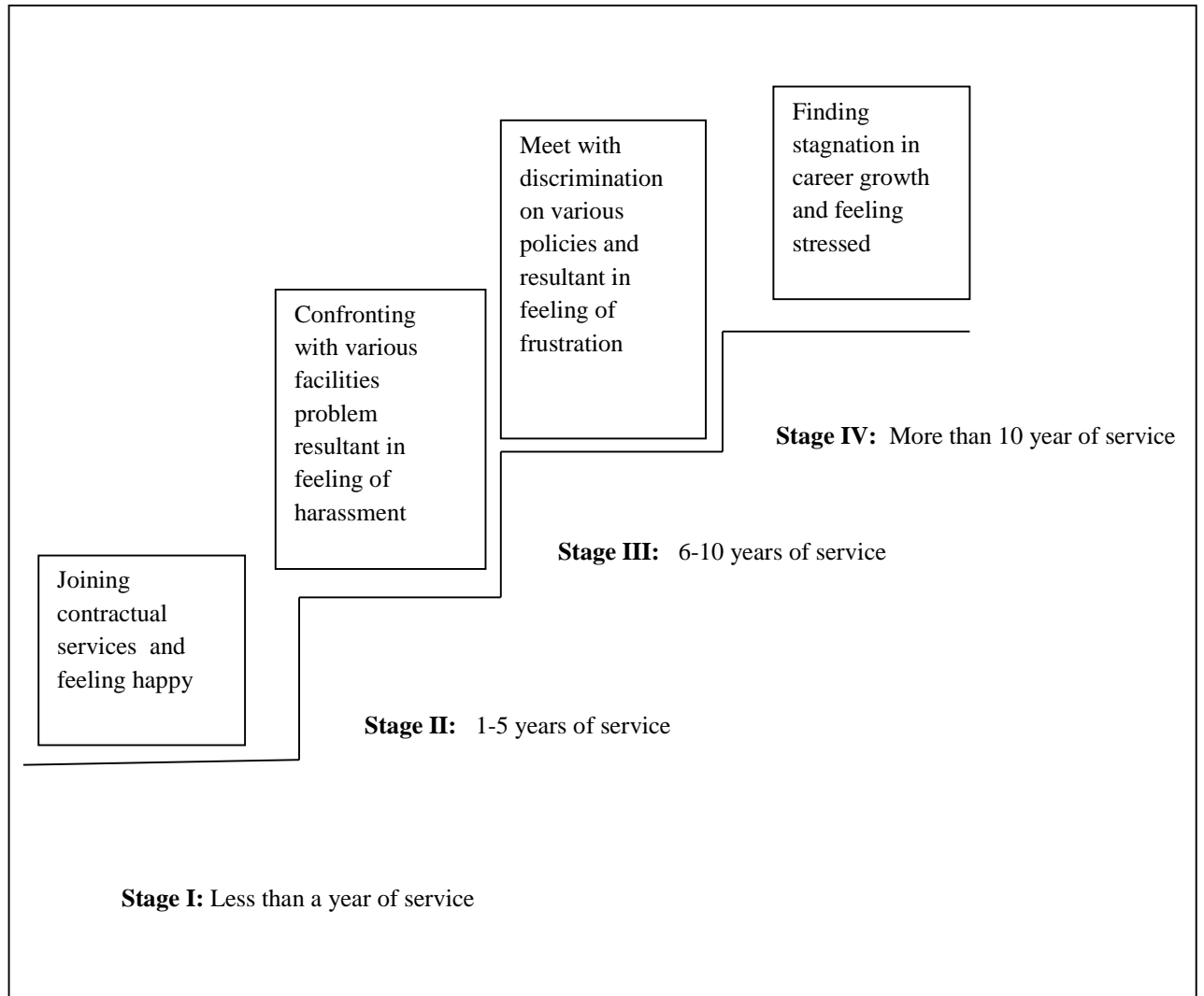


Figure 3: Contract service cycle cum job satisfaction model

Stage I: During the study it is discovered that joining the contract job become a need as there is shortage of consistent occupations now a days in technical education in the country zone like Gurdaspur, India. Individuals joining these sorts of employments not only because of their will but due to various obligations in their life. So during stage (I) of their service cycle individuals feel happy as they got the job as 63.3 percent of populace reacting the survey are working in engineering institutions less than a year or more than one year. It's a significant substantial number.

Stage II: The investigation of this exploration uncovered the outcomes that during stage (II) of their service cycle contract faculty confronted with discrimination between various facilities like the policies of earned leave with a mean score of 2.86, academic leave with a mean score of 2.59 and other various types of allowances bringing about sentiment of harassment. It is prescribed that these facilities to be enhanced by enhancing the mean level, which ought to be in excess of 3.0 thus the job satisfaction level of contract faculty in government engineering and private engineering institutions in the region ought to be made strides.

Stage III: The research additionally revealed that during stage (III) of their service cycle the government and private contract faculty in the area feeling lesser salary satisfaction with a mean score of 2.71 and a negligible chance of promotion with a mean score of 2.97 which brought about the sentiment of frustration. This is the noteworthy disadvantage in the territory, one side we are discussing digital India, other side faculty members who are building our nation, not remunerated with the full compensation resultant decrease in the level of job satisfaction. Thus, the study recommends improvement in the in the pay framework with the assistance of change in the mean level which ought to be more than 3.00 and furthermore the new mechanism of promotion framework ought to be created to increase job satisfaction level and career development of contractual faculty in the region.

Stage IV: The research uncovered another zone of result that during stage (IV) of their service cycle, the position of contract faculty of private and government institutions in regards to research support is low with the mean score of 2.85 which make the faculty feeling stressed as they feel stagnant in their career growth after all these discrimination levels such a significant number of years. If faculty members of engineering institutions don't get such support, faculty cannot raise their teaching standards and develop their career without research support. Subsequently, the exploration suggests need of improvement in the research support system by enhancing its mean level more than 2.85 and rank level more than 4.

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