

Examining Faculty Work Culture and Job Satisfaction in Self-Financing Colleges: A Study Based on Empirical Insights

Dr.K.Jothimani ¹, Mrs. Poornima. G ²

¹ Department Head and Research Guide, Department of Business administration, Angappa College of Arts and Science, Seerapalayam, Coimbatore -641105, Tamilnadu mukunth01@gmail.com

² Research Scholar, Department of Business Administration, Angappa College of Arts and Science, Seerapalayam, Coimbatore -641105, Tamilnadu

How to cite this article: Poornima. G, K.Jothimani (2024) Examining Faculty Work Culture and Job Satisfaction in Self-Financing Colleges: A Study Based On Empirical Insights. Library Progress International, 44(3), 11035-11042.

Abstract

The study explores the work culture and job satisfaction among faculty members in self-financing colleges, focusing on the dynamics that shape their professional experiences. Using empirical data collected through surveys and interviews, the research delves into the factors influencing job satisfaction, such as institutional support, work-life balance, administrative policies, and peer relationships. The findings reveal a nuanced picture of how work culture impacts faculty morale and performance, highlighting key areas for improvement. The study also provides insights into the role of leadership and policy interventions in fostering a positive work environment.

Keywords: Job satisfaction, Self-financing colleges, Faculty experience, Institutional support

INTRODUCTION:

In recent years, self-financing colleges have become a significant part of the higher education landscape, particularly in developing countries. These institutions play a pivotal role in expanding access to education, often offering specialized programs that cater to emerging fields of study. However, the rapid growth of self-financing colleges has raised concerns about the work environment and job satisfaction of faculty members, which are critical factors influencing the quality of education delivered.

Faculty work culture is a key component in shaping job satisfaction, influencing faculty retention, productivity, and overall institutional success. Work culture encompasses the institutional values, norms, leadership practices, and interpersonal relationships that define the working environment. In self-financing colleges, where resources may be limited and job security often hinges on student enrolment, faculty members may face unique challenges compared to their counterparts in government-funded institutions.

This study aims to examine the work culture in self-financing colleges and its impact on faculty job satisfaction. Through empirical data collection and analysis, the research seeks to uncover the factors that contribute to or detract from a positive working environment for faculty members. Specifically, the study focuses on aspects such as institutional support, work-life balance, administrative policies, leadership, peer relationships, and professional development

opportunities. By understanding these dynamics, the study hopes to provide actionable insights for improving faculty satisfaction and fostering a more supportive work environment in self-financing colleges.

REVIEW OF THE LITERATURE

According to Mahajan and Saravanan (2019), faculty job satisfaction is directly linked to the work culture in educational institutions. They highlight that a supportive work environment, clear communication channels, and opportunities for professional development are vital to fostering job satisfaction. Faculty members who feel valued and supported by their institutions tend to exhibit higher levels of engagement and productivity, which, in turn, enhances student outcomes.

A study by Kumar and Mehta (2020) emphasizes the impact of administrative policies on faculty satisfaction in self-financing colleges. They note that transparent and fair administrative policies, particularly those related to workload distribution and appraisal systems, are crucial in shaping faculty morale. In their analysis, they found that faculty members in institutions with supportive leadership and equitable policies reported significantly higher job satisfaction.

The issue of work-life balance is another critical factor affecting job satisfaction. Patel and Srinivasan (2018) explored the challenges faced by faculty members in maintaining a balance between professional and personal life in self-financing colleges. Their study found that institutions with flexible policies and support systems for work-life balance reported higher retention rates and job satisfaction among faculty. However, they also noted that many self-financing colleges lacked adequate support structures for faculty well-being.

Leadership plays a crucial role in shaping the work culture of educational institutions. According to Nair and Gupta (2021), effective leadership is characterized by transparency, collaboration, and a focus on faculty development. Their study found that faculty members who reported working under visionary and supportive leaders experienced greater job satisfaction and demonstrated a stronger commitment to their institutions. This finding underscores the importance of leadership in fostering a positive work culture.

Peer relationships and institutional support systems are also significant determinants of job satisfaction. In their study, Singh and Reddy (2022) examined the role of peer relationships and collaboration in self-financing colleges. They found that institutions that encouraged peer collaboration and fostered a supportive environment saw higher levels of faculty satisfaction. Faculty members who felt connected to their colleagues and supported by the institution were more likely to be satisfied with their jobs and less likely to experience burnout.

Professional development opportunities are another key factor influencing job satisfaction. Sharma and Thomas (2023) argue that access to continuous learning and growth opportunities contributes significantly to faculty satisfaction. Their research found that faculty members who had access to training, workshops, and research opportunities reported higher job satisfaction and a stronger sense of belonging within their institutions.

STATEMENT OF THE PROBLEM:

Self-financing colleges have emerged as vital contributors to higher education, yet faculty members in these institutions often face unique challenges related to work culture and job satisfaction. The problem lies in the growing concern that inadequate institutional support, rigid administrative policies, limited professional development opportunities, and insufficient work-life balance are negatively impacting faculty job satisfaction. This study seeks to address these issues by examining the work culture in self-financing colleges and its direct influence on faculty morale, retention, and performance, aiming to identify key factors that contribute to a more supportive and satisfying work environment for faculty members.

OBJECTIVES OF THE STUDY:

- To examine the influence of work culture on faculty job satisfaction in self-financing colleges.
- To identify the key factors, such as institutional support, administrative policies, and leadership, that impact faculty morale and performance.

- To analyze the relationship between work-life balance and job satisfaction among faculty members.
- To provide recommendations for improving faculty satisfaction and retention in self-financing colleges through empirical insights.

SCOPE OF THE STUDY:

- This study focuses on examining the work culture and job satisfaction of faculty members in self-financing colleges, with an emphasis on identifying the key factors that influence their professional experiences.
- The research is limited to faculty members from a select number of self-financing institutions, primarily in higher education, and explores areas such as institutional support, administrative policies, work-life balance, leadership, peer relationships, and opportunities for professional development.
- The study aims to provide empirical insights that can guide institutional reforms and improve faculty satisfaction, potentially leading to better educational outcomes in self-financing colleges.

RESEARCH METHODOLOGY

Type of Research:

This study adopts a descriptive research design, aimed at examining the work culture and job satisfaction of faculty members in self-financing colleges. The research focuses on systematically analyzing factors influencing faculty perceptions and experiences within their institutions.

Source of Data Collection:

Primary Data: Data was collected through structured questionnaires distributed to 150 faculty members across different self-financing colleges. The questionnaire covered various dimensions such as work culture, job satisfaction, institutional support, and administrative policies.

Secondary Data: Secondary data was gathered from relevant websites, academic journals, reports, and online sources that provide context and theoretical background related to work culture, job satisfaction, and higher education institutions.

Sampling Method:

Simple random sampling was employed to select the faculty participants from self-financing colleges. This method ensures that every faculty member in the selected institutions had an equal chance of being included in the study.

Sample Size:

The study was conducted with a sample size of 150 faculty members from various self-financing colleges across different fields, including Arts & Science, Engineering, and Management.

Tools Used for the Study:

Percentage Analysis: This method was used to analyze the demographic distribution of faculty members and their responses to different factors related to work culture and job satisfaction.

Descriptive Statistics: Descriptive statistics, including mean and standard deviation, were used to summarize and describe the characteristics of faculty responses across various dimensions of the study.

One-Way ANOVA: One-way ANOVA was employed to examine whether there were any significant differences in faculty perceptions of work culture, job satisfaction, institutional support, and administrative policies across different types of institutions.

LIMITATIONS OF THE STUDY:

- The study is limited to faculty members from a specific number of self-financing colleges, which may not fully represent the broader faculty population in different regions or countries.
- The study relies on self-reported data, which may introduce response bias. Faculty members' perceptions and experiences could be subjective, potentially affecting the accuracy of the findings.
- The relatively small sample size of 150 participants may not capture the full diversity of faculty experiences across different types of institutions, limiting the generalizability of the results.

- The study focuses on descriptive and comparative analysis using one-way ANOVA, which may not explore deeper causal relationships between work culture, job satisfaction, and other influencing factors.

DATA ANALYSIS AND INTERPRETATION**Demographic variables of the respondents**

Demographic variables	Particulars	Frequency	Percent
Gender	Male	69	46.0
	Female	81	54.0
Age	25-30 years	46	30.7
	31-35 years	16	10.7
	36-40 years	32	21.3
	41-45 years	33	22.0
	46 and above	23	15.3
Marital Status:	Single	39	26.0
	Married	111	74.0
Educational Qualification	Master's Degree	62	41.3
	M.Phil	63	42.0
	Ph.D.	25	16.7
Designation	Assistant Professor	53	35.3
	Associate Professor	21	14.0
	Professor	28	18.7
	Lecturer	48	32.0
Years of Experience	0-5 years	42	28.0
	6-10 years	28	18.7
	11-15 years	27	18.0
	16-20 years	15	10.0
	21 years and above	38	25.3
Type of Institution	Arts & Science College	70	46.7
	Engineering College	15	10.0
	Management College	40	26.7
	Others	25	16.7
	Total	150	100

Gender: The sample consists of a relatively balanced gender distribution, with 54.0% female respondents and 46.0% male respondents.

Age: The largest age group among faculty members is between 25-30 years (30.7%), followed by 41-45 years (22.0%) and 36-40 years (21.3%).

Marital Status: A majority of the respondents, 74.0%, are married, while 26.0% are single.

Educational Qualification: The highest proportion of faculty holds an M.Phil degree (42.0%), closely followed by those with a Master's Degree (41.3%). A smaller proportion, 16.7%, have a Ph.D., reflecting a varied educational background among faculty members, with a strong focus on postgraduate qualifications.

Designation: The sample includes faculty members across different ranks, with Assistant Professors making up the largest group at 35.3%, followed by Lecturers (32.0%), Professors (18.7%), and Associate Professors (14.0%).

Years of Experience: A significant portion of faculty members have 0-5 years of experience (28.0%), indicating a relatively young and less experienced workforce. 25.3% of faculty have 21 years and above experience, reflecting the

presence of seasoned professionals. The remaining respondents are spread across the 6-10 years (18.7%), 11-15 years (18.0%), and 16-20 years (10.0%) categories, demonstrating a diverse range of experience levels within the sample.

Type of Institution: The majority of faculty members are employed in Arts & Science Colleges (46.7%), followed by Management Colleges (26.7%). Engineering Colleges account for 10.0% of the sample, while 16.7% are from other types of institutions.

Descriptive Statistics for various dimension

		N	Mean	SD
Work Culture	The institution provides a supportive work environment	150	2.95	1.330
	I feel that my work is valued and appreciated by the management	150	3.52	1.394
	There is a healthy relationship between faculty members	150	2.36	1.089
	The institution encourages teamwork and collaboration	150	2.35	.976
	The institution promotes a culture of open communication	150	2.28	1.075
Job Satisfaction	I am satisfied with my current job position	150	2.21	.887
	My workload is manageable and reasonable	150	3.36	1.317
	I feel a sense of job security in my institution	150	3.14	1.215
	My job allows me to balance work and personal life effectively.	150	3.02	1.266
	I have opportunities for professional development and growth.	150	3.41	1.106

The descriptive statistics provide insights into various dimensions of work culture and job satisfaction among faculty members in self-financing colleges. The mean scores suggest that faculty members generally feel neutral to dissatisfied in terms of the supportiveness of the work environment (Mean = 2.95, SD = 1.33) and the presence of healthy relationships between faculty members (Mean = 2.36, SD = 1.09). Teamwork, collaboration, and open communication are also perceived as areas of concern, with mean scores of 2.35 and 2.28, respectively. In terms of job satisfaction, faculty members report moderate satisfaction with their workload (Mean = 3.36, SD = 1.32) and job security (Mean = 3.14, SD = 1.22), though overall job satisfaction (Mean = 2.21, SD = 0.89) and work-life balance (Mean = 3.02, SD = 1.27) are relatively lower. Opportunities for professional development receive a moderately positive response (Mean = 3.41, SD = 1.11), indicating a need for improvement in several areas related to work culture and satisfaction.

Descriptive Statistics for various dimension

		N	Mean	SD
Institutional Support	The institution provides adequate resources for teaching and research.	150	3.29	1.240
	I receive sufficient support from the administration to perform my duties effectively.	150	3.27	1.187
	The institution provides a conducive environment for research activities.	150	3.25	1.264
	The management addresses faculty concerns promptly and effectively.	150	2.93	1.354
	The institution offers financial and non-financial incentives to faculty members.	150	2.14	1.493
Administrative Policies	The administrative policies are transparent and fair.	150	3.51	1.284
	I am satisfied with the institution's evaluation and appraisal system.	150	3.81	1.191
	The promotion policies in the institution are fair and based on merit.	150	2.99	1.298
	The institution provides clear guidelines on workload and responsibilities.	150	2.75	1.332
	I am satisfied with the institution's grievance redressal mechanism.	150	3.53	1.350

The descriptive statistics provide an overview of faculty perceptions regarding institutional support and administrative policies in self-financing colleges. Faculty members report moderate satisfaction with the resources provided for teaching and research (Mean = 3.29, SD = 1.24) and the administrative support they receive (Mean = 3.27, SD = 1.19). The environment for research activities is also rated moderately (Mean = 3.25, SD = 1.26), though concerns arise with how

management addresses faculty concerns (Mean = 2.93, SD = 1.35) and the provision of incentives, which has the lowest mean score (Mean = 2.14, SD = 1.49), indicating dissatisfaction in this area.

Regarding administrative policies, faculty members express relatively high satisfaction with the transparency and fairness of the policies (Mean = 3.51, SD = 1.28) and the evaluation and appraisal system (Mean = 3.81, SD = 1.19). However, perceptions of promotion policies (Mean = 2.99, SD = 1.30) and clarity on workload and responsibilities (Mean = 2.75, SD = 1.33) suggest room for improvement. The grievance redressal mechanism is viewed positively (Mean = 3.53, SD = 1.35), reflecting a fairly positive view of administrative support in addressing faculty concerns.

Comparison between demographic variables type o institution and various dimension

Ho1: There is no significance difference between demographic variables type o institution and various dimension

	Type of Institution:	N	Mean	SD	F	Sig
Work Culture	Arts & Science College	70	2.75	0.628	.768	.514
	Engineering College	15	2.75	0.410		
	Management College	40	2.60	0.475		
	Others	25	2.63	0.550		
	Total	150	2.69	0.558		
Job Satisfaction	Arts & Science College	70	3.03	0.730	1.937	.126
	Engineering College	15	3.24	0.905		
	Management College	40	3.15	0.783		
	Others	25	2.72	0.870		
	Total	150	3.03	0.794		
Institutional Support	Arts & Science College	70	2.94	0.957	2.795	.041
	Engineering College	15	3.37	1.105		
	Management College	40	3.08	0.989		
	Others	25	2.68	0.896		
	Total	150	2.98	0.979		
Administrative Policies	Arts & Science College	70	3.31	0.835	.789	.502
	Engineering College	15	3.25	0.819		
	Management College	40	3.45	0.701		
	Others	25	3.15	0.726		
	Total	150	3.32	0.781		

Work Culture:

The mean scores for work culture are relatively similar across all institution types, with Arts & Science Colleges and Engineering Colleges reporting a mean of 2.75, Management Colleges reporting 2.60, and Others reporting 2.63. The ANOVA test reveals a non-significant result ($F = 0.768$, $Sig = 0.514$), indicating that there are no statistically significant differences in perceptions of work culture across different types of institutions.

Job Satisfaction:

Faculty in Engineering Colleges report the highest mean job satisfaction score (Mean = 3.24, SD = 0.905), followed by Management Colleges (Mean = 3.15, SD = 0.783), Arts & Science Colleges (Mean = 3.03, SD = 0.730), and Others (Mean = 2.72, SD = 0.870). However, the ANOVA test results are non-significant ($F = 1.937$, $Sig = 0.126$), indicating that the differences in job satisfaction across institution types are not statistically significant.

Institutional Support:

Faculty in Engineering Colleges report the highest perception of institutional support (Mean = 3.37, SD = 1.105), while others report the lowest mean score (Mean = 2.68, SD = 0.896). Arts & Science Colleges and Management Colleges have

moderately positive perceptions of institutional support, with means of 2.94 and 3.08, respectively. The ANOVA test shows a significant result ($F = 2.795$, $Sig = 0.041$), suggesting that there are statistically significant differences in perceptions of institutional support across different types of institutions. Specifically, faculty in Engineering Colleges perceive greater institutional support compared to other institution types.

Administrative Policies:

The mean scores for administrative policies are quite consistent across institution types, with Management Colleges reporting the highest score (Mean = 3.45, SD = 0.701) and Others reporting the lowest (Mean = 3.15, SD = 0.726). Arts & Science Colleges and Engineering Colleges report similar mean scores of 3.31 and 3.25, respectively. The ANOVA test reveals a non-significant result ($F = 0.789$, $Sig = 0.502$), indicating no statistically significant differences in perceptions of administrative policies across institution types.

FINDINGS

- The largest age group among faculty members is between 25-30 years (30.7%)
- A majority of the respondents, 74.0%, are married
- The highest proportion of faculty holds an M.Phil degree (42.0%)
- Assistant Professors making up the largest group at 35.3%
- A significant portion of faculty members have 0-5 years of experience (28.0%), indicating a relatively young and less experienced workforce
- The majority of faculty members are employed in Arts & Science Colleges (46.7%), followed by Management Colleges (26.7%).
- There are no significant differences in work culture, job satisfaction, and administrative policies across different types of institutions, perceptions of institutional support do vary significantly, with faculty in engineering colleges feeling better supported compared to other institutions.

SUGGESTIONS:

- Given that a significant portion of the faculty members are young and less experienced, institutions should invest in mentorship programs, continuous professional development, and opportunities for skill enhancement to ensure their growth and effectiveness.
- Since faculty in engineering colleges report feeling better supported compared to others, institutions, especially Arts & Science and Management Colleges, should assess their current support structures and look for ways to provide better resources for teaching, research, and professional development.
- Institutions should consider revising their financial and non-financial incentive systems, especially as faculty members have reported low satisfaction in this area. Competitive compensation, rewards for research contributions, and recognition of teaching excellence could boost morale and retention.
- As many faculty members are in the early stages of their careers and a majority are married, work-life balance is likely to be a priority. Institutions should implement policies that allow flexibility in scheduling, encourage work-life balance, and provide support for managing personal responsibilities alongside professional duties.
- Despite no significant differences in work culture across institutions, faculty members rated work culture dimensions relatively low. Institutions should focus on creating a collaborative and communicative work environment by encouraging teamwork, healthy peer relationships, and open communication channels to enhance overall faculty satisfaction.
- Although administrative policies were viewed positively, management's responsiveness to faculty concerns received moderate ratings. Institutions should work towards establishing more efficient grievance redressal mechanisms to ensure that faculty concerns are addressed promptly and effectively.

- Institutions should tailor their strategies for institutional support based on the unique needs of their faculty. For example, Arts & Science and Management Colleges may need to evaluate and improve their infrastructure and resources for research activities to match the level of support perceived in engineering colleges.

CONCLUSION:

This study provides valuable insights into the work culture and job satisfaction of faculty members in self-financing colleges. The findings highlight that the faculty workforce is relatively young, with a significant portion of members aged 25-30 and holding M.Phil degrees. Most of the respondents are Assistant Professors with 0-5 years of experience, indicating the presence of a less experienced and developing workforce. The majority of faculty members are employed in Arts & Science and Management Colleges.

Although there are no significant differences in work culture, job satisfaction, and administrative policies across institution types, the study reveals that faculty in engineering colleges feel better supported by their institutions compared to their counterparts in other fields. This suggests that institutional support plays a key role in shaping faculty experiences and satisfaction. Addressing gaps in support structures and fostering a more collaborative work environment could enhance overall job satisfaction and retention across various institutions.

REFERENCES

- Mahajan, R., & Saravanan, R. (2019). Faculty job satisfaction and work culture in educational institutions. *International Journal of Education and Development*, 45(3), 122-138.
- Kumar, P., & Mehta, A. (2020). Impact of administrative policies on faculty satisfaction in self-financing colleges. *Journal of Educational Management*, 32(2), 79-94.
- Patel, K., & Srinivasan, S. (2018). Balancing work and life: Faculty challenges in self-financing colleges. *Journal of Higher Education Studies*, 27(4), 56-70.
- Nair, R., & Gupta, A. (2021). The role of leadership in faculty job satisfaction in higher education. *Journal of Educational Leadership*, 15(1), 39-55.
- Singh, V., & Reddy, K. (2022). Peer relationships and faculty satisfaction in self-financing colleges. *Indian Journal of Educational Studies*, 18(2), 89-105.
- Sharma, A., & Thomas, M. (2023). Professional development and its influence on faculty job satisfaction. *Journal of Education and Training*, 38(1), 65-82.