

Assessing Faculty Job Satisfaction and Retention in Private Colleges

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Abstract

This study aims to elucidate the impact of job satisfaction on faculty retention, which refers to private colleges capacity to retain its employees, particularly those who possess exceptional talent. Organizations implement a range of retention activities with the aim of retaining their staff. Retention activities can be characterized as a collection of efforts that are intended to enhance the level of organizational commitment among faculty staff, providing them with a wide range of ambitious possibilities to excel and develop. The maintenance of faculty retention is crucial for the ongoing viability of college operations and has the potential to serve as a significant competitive advantage for an organization over an extended period of time. The growth of the higher education system is being threatened by faculty unhappiness and a decline in the number of qualified individuals opting for a career in academia. Within the dynamic realm of higher education, the issue of faculty job satisfaction and retention in private colleges has gained significant relevance. It is crucial for educational institutions to not only attract highly skilled instructors but also retain them in order to maintain a consistent level of academic excellence and foster institutional growth. The primary objective of this research endeavor was to investigate the many aspects of faculty job satisfaction and retention inside private institutions. Additionally, the study sought to uncover potential relationships among these dimensions. The reported findings offer valuable insights into key facets of faculty life within these institutions, offering potential guidance for the development of policies and procedures aimed at improving both teacher satisfaction and long-term dedication. This study article aims to examine the correlation between faculty job satisfaction and retention in private colleges located in Pune, Maharashtra.

Introduction

A faculty member is a someone who is expected to possess a comprehensive understanding, profound insights, and specialized competence in a certain field. They utilize these qualities to offer direction and teaching to others, namely to the faculty. The guru is widely regarded as the individual who brings enlightenment to the domain of knowledge by removing the barrier of ignorance. The importance of a faculty in influencing future generations requires that only the most outstanding, intelligent, and competent persons from our intellectual community are qualified to pursue this coveted profession. The matter of faculty retention has become a notable concern in light of the growing emphasis on retaining skilled workers within firms. Given the importance of academic institutions and their faculty, it is evident that faculty members who experience job satisfaction not only perform their responsibilities proficiently but also make valuable contributions to the cultivation of the organizational culture within the private colleges. Organizations are obligated to build a correlation between their recruitments as well as retention endeavors (Singh, et.al., 2018). Considerable investigation has been undertaken pertaining to the

subject matter of employee retention. The level of job satisfaction in colleges is mainly influenced by multiple dimensions, such as the workplace atmosphere and the physical circumstances in which persons do their duties. Hence, the operational work environment of faculty members exerts a substantial impact on their overall job satisfaction. The expansion of the higher education system is currently facing challenges due to faculty dissatisfaction and a decrease in the pool of competent individuals pursuing an academic profession. Several factors, such as compensation, opportunities for career advancement, managerial supervision, **additional** benefits, performance-based rewards, working conditions, colleagues, job characteristics, and communication, have an impact on the level of job satisfaction that faculty members experience. Consequently, these factors also affect the likelihood of faculty members staying in their current positions.

In the present era, the level of economic success or deprivation experienced by a nation is closely intertwined with the quality of its tertiary education system. India boasts a highly comprehensive Higher Education system on a worldwide scale. Management institutes are a vital element within the higher education system as they have a significant impact on molding the professional paths of young individuals, thereby exerting influence on the future prospects of the nation. The educational institutions receive assistance from several stakeholders, encompassing students, parents, educators, staff, and the broader community. The faculty members, who constitute the majority (80%) of human resources at a management institute, hold the ability and authority to form the future generation of our nation.

The phenomenon of employee turnover continues to pose a substantial obstacle within the realm of business. Therefore, the significance of job satisfaction is growing, not only in modern business settings but also in educational sectors facing a scarcity of highly qualified and competitive educators. The impact of job satisfaction among faculty personnel on institutional and student development is evidently substantial. Acquiring knowledge on variables such as job satisfaction, staff retention, and turnover among faculty members can aid policymakers in appreciating a vital aspect of society. This particular component plays a crucial role in determining the trajectory of the nation and its future generations. In recent years, there has been a notable increase in the establishment of educational institutions specializing in management education at the tertiary level. Nevertheless, the proliferation of educational institutions and concomitant surge in student enrollment has not been met with a proportional growth in the teaching population. Numerous higher education institutions across the nation are presently grappling with a pronounced dearth of faculty members, specifically those of exceptional caliber. In light of the faculty shortage, educational institutions are progressively resorting to the utilization of ad hoc, part-time, or visiting faculty members who deliver instruction for a restricted number of hours. The faculty' level of dedication towards the institute is relatively diminished as a result of their involvement in several employment alternatives to maintain their livelihood. As a result, individuals encounter emotions characterized by irritation and a diminished sense of motivation. Paradoxically, the students are burdened with the repercussions of staff attrition, despite their lack of culpability in this particular issue. It is crucial to investigate the elements related to faculty job satisfaction and retention and develop suitable solutions to tackle these issues. The studies related to job satisfaction have predominantly focused on employee in an organizations & industries (Kaye, et al., 2003). In contrast, there is a limited body of literature that addresses the topic of job satisfaction specifically among academic personnel, as noted by Smith, et al. (1969). However, the ultimate efficacy of educational institutions is dependent on the performance of their faculty members and their degree of job satisfaction. Job satisfaction, within the scope of this discussion, pertains to a state of contentment and favorable emotional disposition that emerges from the assessment of one's occupation or experiences associated with it, including duties, work setting, and interpersonal interactions with coworkers. The present study aims to analyze the multifaceted factors that lead to job satisfaction and therefore impact job retention.

Assessing the Dimensions of Faculty Job Satisfaction and Retention

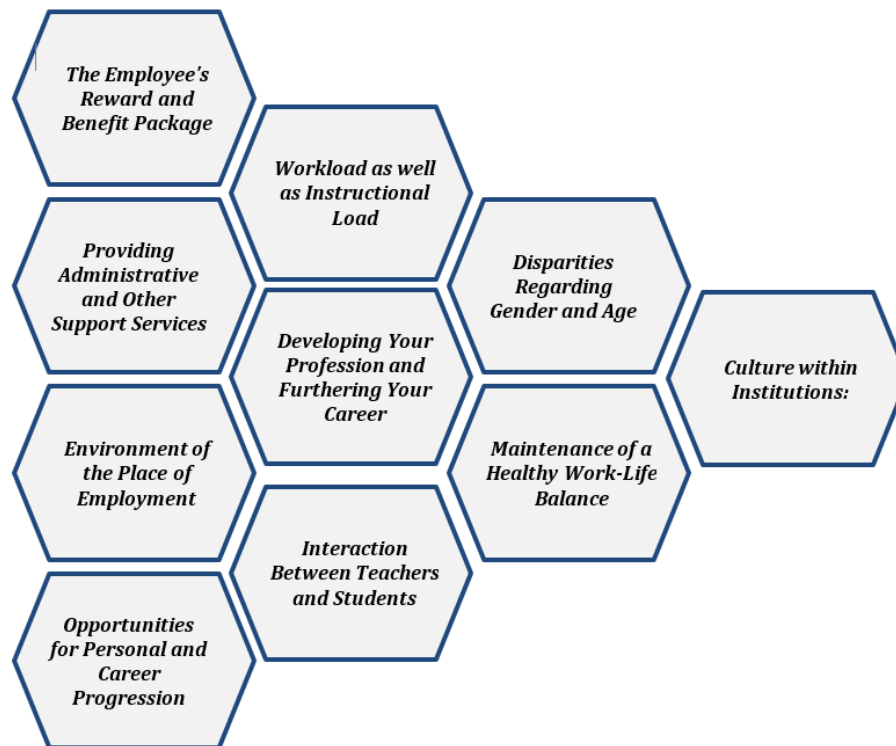


Figure 1: Major Dimensions of Faculty Job Satisfaction and Retention

1. The connection between professor pay and levels of job satisfaction has been the subject of investigation in a great number of research. These studies frequently investigate how factors such as income levels, health benefits, retirement plans, and other financial incentives influence the contentment of faculty members as well as their choice of whether or not to remain in their current employment (Mane, P., 2017).
2. The influence of teaching loads on faculty happiness and retention is a topic that is frequently investigated in research. The purpose of these studies is to study the ways in which the balance of teaching, research, and administrative tasks influences the well-being and dedication of faculty members.
3. Several studies have investigated the relationship between administrative assistance and faculty happiness. These services could include helping with grant applications, providing access to research resources, or streamlining administrative procedures. In this line of research, the impact on faculty members of the quality of administrative support is investigated (Gupta, et.al., 2019).
4. The accessibility of career development options for faculty members is a common topic of investigation. These chances might take the form of access to research resources, conferences, workshops, and professional development programs. Studies are being conducted to evaluate how the availability of these possibilities affects the levels of work satisfaction and retention among professors.
5. Several studies have investigated the effects of the physical and social components of the environments in which people work. The extent to which campus infrastructure, campus culture, and the overall climate contribute to teacher satisfaction and retention is a topic that is frequently investigated in research.
6. Another popular area of investigation is the nature of the interaction between teachers and students. It's possible that future research will investigate the ways in which job happiness and faculty retention are influenced by factors such as close relationships with students, individualized mentorship, and the sense of accomplishment that comes from teaching.

7. Studies frequently investigate the effect that tenure, promotion, and other chances for professional progression play in determining faculty happiness and retention. The researchers investigate the impact that well-defined career paths for faculty members and public acknowledgement of their accomplishments have on the level of dedication they have to the institution.
8. The research on faculty satisfaction places a significant emphasis on the importance of maintaining a healthy work-life balance. There may be studies that study how the retention of faculty members is affected by policies that are family-friendly, flexible work hours, and support for personal well-being.
9. A number of studies investigate the gender and age gaps that exist in the areas of work satisfaction and retention among academic members. They investigate the ways in which younger and older members of the faculty have different objectives, as well as the ways in which these differences might be addressed to achieve fair treatment (Verma, et.al., 2019)
10. Research frequently evaluates the impact that institutional culture and leadership have on the level of satisfaction and retention experienced by faculty members. These studies investigate the ways in which good leadership, shared governance, and a deep commitment to academic ideals might help to develop a positive culture that encourages faculty members to remain employed.

Review Literature

F. Herzberg proposed a standard framework in 1968 that differentiates between hygiene elements, which are factors that, when absent, might lead to job unhappiness, and motivators, which are factors that, when present, lead to increased job satisfaction. The research conducted by Herzberg is the cornerstone of our understanding of the factors that are responsible for job happiness. The employment features Model, which was established by Hackman and his colleagues in 1976, identifies essential employment features that can lead to higher job satisfaction. These include autonomy, feedback, task identity, task relevance, and a choice of skill sets to choose from. According to research conducted by (Judge et al., 2001), the relationship between the job satisfaction & performance was investigated. It frequently reveals a positive association, which suggests that happy workers have a tendency to be more productive and dedicated to their work. According to Bass et al. (1994), a large number of studies have been conducted to study the relationship between leadership strategies & associated behaviors and job satisfaction. The positive influence that transformative leadership may have on the happiness of one's workforce is frequently the subject of research. According to Greenhaus et al. (2003), achieving a healthy balance between one's personal life and professional life is essential for feeling fulfilled in one's career. Studies investigate the relationship between flexible work arrangements (such telecommuting and flexible hours) and increased levels of job satisfaction. (Lu, H., et al., 2005) The topic of job satisfaction is frequently investigated in the context of specific professions or businesses, such as healthcare, education, or information technology. The factors that are particular to various situations are investigated in these research as they relate to the job satisfaction. According to Schneider et al. (2013), the culture of a business can have a major influence on how satisfied employees are in their jobs. Research has been done to investigate the ways in which a supportive and pleasant workplace culture can affect the happiness of employees.

(Julka, et.al., 2018). The primary objective of this study is to examine the conceptual aspects of employee training and development programs and their impact on both individuals and organizations. This research investigates the composition and components of training and development initiatives, and elucidates the beneficial impact of such programs on both individuals and organizations. In the current context of intense competition, organizations face significant challenges in not just surviving but also attaining a competitive edge vis-à-vis their rivals. Employees are often recognized as the most valuable assets of a company, and the overall performance of the organization is heavily reliant on their contributions. Organizations allocate substantial resources on staff training and development. Furthermore, it is imperative that the training and development program places a strong emphasis on the acquisition of experience and information. Extensive study has been undertaken on the efficacy of training and development programs. This paper presents a meticulous examination of the existing literature pertaining to the framework of employee training and development programs, as well as the associated benefits for both employees and organizations.

(Rathod, R. R., 2019) discussed that there exist two distinct categories of employee turnover. The topic at hand pertains to the dichotomy between usefulness and uselessness. When productive employees depart from the organization, it is referred to as voluntary turnover, while the departure of underperforming employees is termed involuntary turnover. The upkeep of representatives is widely seen as a significant concern within the data technology business. The objective of this research study is to identify some factors that contribute to employee turnover intention within the Information Technology sector. The findings of this analysis indicate that employees in the Information Technology business require substantial compensation packages and job clarity in order to mitigate turnover rates among the workforce. A systematic survey was employed for the purpose of gathering crucial information. The findings of this study indicate that employees working in the field of information technology require competitive compensation packages and clear role definitions in order to mitigate turnover intention among the workforce. Primary data collection was conducted using a structured questionnaire.

(Kumar, V., 2018) examined that employment satisfaction, also referred to as employee satisfaction, is a metric used to gauge the level of contentment or the quality of supervision. The measurement of job satisfaction encompasses three primary components: cognitive (evaluative), affective (emotional), and behavioral. Scholars have additionally observed that there exists variation across job satisfaction measures in terms of their focus on either affective job satisfaction, which pertains to feelings about the job, or cognitive job satisfaction, which pertains to cognitions about the job. One of the most frequently employed definitions in the field of organizational research, wherein job satisfaction is characterized as a condition of pleasurable or good emotions that arises from the evaluation of one's job or job-related experiences. The concept has been previously characterized as the subjective evaluation of an individual's level of satisfaction with their occupation, encompassing their own preferences and attitudes towards the employment.

Research Methodology

The study conducted on private institutions in the city of Pune, in the state of Maharashtra. In order to obtain the necessary information from the respondents, a series of questionnaires were constructed. The respondents included members of the faculty in the roles of professor, associate professor, assistant professor, and adhoc faculty. The research report presents factual and statistical information based on the data gathered from a variety of private institutions located in Pune, Maharashtra, for the year 2023. The research study makes use of the straightforward random sampling method. The scale used in the questions is Likert's five-point one, which ranges from strongly disagreeing to strongly agreeing. An initial test poll was conducted before the main data gathering began. The pilot survey was conducted with a sample size of one thirty faculty members working with a variety of private institutions in Pune, Maharashtra. The purpose of the survey was to clarify the structure of the questionnaire in a holistic manner and to prevent any interpretation issues. Primary data sources and secondary data sources are the two categories of sources that are utilized to obtain information. The core data for the current study was gathered from the respondents through the use of a questionnaire. The total number of participants came to 130, the research was conducted using a descriptive methodology, and SPSS was utilized for the analysis. In addition to demographic data analysis, the study makes use of regression and correlation analysis.

Objective of the study

- To explore the dimensions of faculty job satisfaction and retention in private colleges
- To examine & establish correlation in between dimensions of faculty job satisfaction and retention in private colleges

Hypothesis testing

- H1: There is no significant positive relationship between dimensions of faculty job satisfaction and retention in private colleges in Pune, Maharashtra
- H1: There is a significant positive relationship between dimensions of faculty job satisfaction and retention in private colleges in Pune, Maharashtra

Table 1: Demographic Profile of Respondents

Respondents		(Freq.)
		N=130
Gender	F	89
	M	41
Age	Below 26 years	05
	26-30 years	67
	30-34 years	36
	Above 34 years	22
Edu. Qualif.	Graduate	03
	PG	52
	Ph.D Holder	68
	Others	07
Designation	Asst. Prof.	72
	Asso. Prof.	38
	Dean & HoD	13
	Director	07
Experience	Below 3 yrs	19
	4-9 yrs	43
	10-15 yrs	59
	Above 16 yrs	09

Table 2: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.948 ^a	.893	.903	.817	.935	217.392	1	128	.000
a. "Predictors: (Constant), Job Satisfaction"									

Table 3: ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	110.345	1	102.126	217.392	.000 ^b
	Residual	69.117	128	.794		
	Total	179.462	129			
a. "Dependent Variable: Retention of Faculties"						
b. "Predictors: (Constant), Job Satisfaction"						

Table 4: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.761	.192		-1.063	.061
	Job Satisfaction	1.643	.117	.948	10.094	.000
a. "Dependent Variable: Retention of Faculties"						

Table 5: Correlations

		Retention of Faculties	Job Satisfaction
Retention of Faculties	Pearson Correlation	1	.987**
	Sig. (2-tailed)		.000
	N	130	130
Job Satisfaction	Pearson Correlation	.987**	1
	Sig. (2-tailed)	.000	
	N	130	130
**. "Correlation is significant at the 0.01 level (2-tailed)".			

Interpretation of results

The values that arose from analyzing the two variables in light of the hypothesis have been identified. A value of 0.893 for R-squared shows a high degree of positive correlation between the variables. The closer the value is to 1, the stronger the relationship between the two metrics. There is a strong association between private university faculty job satisfaction and faculty retention, making it important to recognize this correlation. In addition, the significance level is 0.000, lending credence to the study's null hypothesis. Maintaining a happy and productive workplace is an ongoing process that requires the full attention and participation of management and teachers alike. Their presence is crucial to the success of the institution as a whole, as well as to the success of individual faculty members and their students.

Findings & Suggestions

The following are some hypotheses that could be tested in a study designed to investigate the factors that contribute to faculty job satisfaction and retention in private universities.

- Potentially significant results include a link between satisfied faculty members and lower turnover rates. This shows that institutions with happy faculty members keep them for longer.
- The research could reveal the most important aspects or elements that affect teacher job satisfaction. Consider factors including pay, time off, administrative help, possibilities for professional growth, and interactions with coworkers and students.
- It's possible that the study will show that male and female faculty members have different levels of work satisfaction and retention. Some younger faculty members may place a higher value on possibilities for professional growth, while their more seasoned colleagues may be more concerned with job security and compensation.
- It's possible that faculty members who have to spend all of their time lecturing will report lower levels of job satisfaction and a higher rate of turnover than their colleagues who are able to devote more time to research and other pursuits.
- Higher rates of faculty retention may be attributable to institutions that provide robust administrative support to faculty members. Some examples of this help are grant application guidance, facilitation of access to relevant research materials, and streamlining of administrative tasks.
- It's possible that the results will show that there's a direct link between faculty pay (salary and benefits) and retention. Institutions with more attractive salary packages may have a more stable student body.
- Higher levels of job satisfaction and retention among faculty members may be a result of institutions' investments in faculty development opportunities including research grants, conferences, and seminars.
- Physical amenities, faculty support services, and campus culture are all examples of environmental elements that the study suggests play a role in faculty job satisfaction and retention.
- Faculty retention may be correlated with student involvement with faculty. Faculty members who develop close bonds with their students are more likely to be invested in their work and remain at the same institution.

Conclusion

Faculty job satisfaction and retention in private colleges are becoming more important as higher education evolves. Institutions must attract and retain excellent educators to maintain academic excellence and growth. This study examined private college faculty job satisfaction and retention and sought relationships. These findings illuminate key characteristics of faculty life in these institutions and can inform policies and strategies to improve teacher happiness and long-term commitment. One of the most notable outcomes of this study is the favorable association between teacher job satisfaction and retention. Faculty satisfaction leads to longer tenures, ensuring academic stability. This association emphasizes the relevance of faculty job satisfaction in faculty retention strategies. Further analysis of faculty job satisfaction identified numerous key aspects. Salary and benefits were key. Competitive compensation packages boost faculty job satisfaction and retention. To retain and attract excellent academic talent, private universities should give competitive salaries. Administrative support was also stressed in the study. Faculty retention rates are greater in colleges that offer grant applications, research resources, and streamlined administrative processes. This suggests that schools should invest in faculty support services and

administrative infrastructure to boost retention. Teaching load affects faculty job satisfaction and retention. Teachers with a balanced workload, including time for research, professional development, and personal life, were happier at work and more likely to stay. This emphasizes workload management and the necessity for universities to value faculty work-life balance. Career development, including research tools, conferences, and workshops, also contributed to faculty job satisfaction. These chances boost teacher job satisfaction and professional progress. Faculty development initiatives help motivate and engage private college faculty. The study also found that working atmosphere affects faculty job satisfaction and retention. Faculty satisfaction is affected by university culture, faculty support services, and physical amenities. A welcoming workplace can help retain faculty and build a sense of belonging. Strong faculty-student interactions boost job happiness and fulfillment. This emphasizes the need for a supportive and collaborative classroom. In conclusion, this study sheds light on private college teacher job satisfaction and retention. These insights can help higher education institutions attract and retain top-tier faculty, which is crucial to their success. These findings should inspire administrators and legislators to emphasize faculty well-being, growth, and professional development to protect private universities. They can maintain academic quality and institutional mission in a changing educational context by doing so.

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