

Examining College Faculty Satisfaction: Climate, Support, Development, and Compensation Insights from Survey Data

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ABSTRACT

This paper examines the organizational climate at a college through survey data, revealing generally positive perceptions among faculty members. The majority feel supported by leadership and agree that professional development opportunities are readily available. Communication between administration and faculty is also positively perceived. Despite these strengths, there is a need for improvement in recognizing and rewarding faculty achievements, as some responses were neutral or dissatisfied. The survey data shows a mixed view on compensation and benefits. Many faculty members are satisfied with their compensation and benefits, with opportunities for bonuses and incentives contributing to job satisfaction and motivation. However, neutral responses suggest some ambivalence or lack of awareness about the compensation structure. Enhancing communication about benefits could further elevate satisfaction and morale. Professional development programs are positively received, with many respondents affirming their effectiveness in enhancing teaching skills and feeling supported by the administration. A significant portion believes the organizational climate promotes continuous learning and finds the programs relevant to their job requirements. However, some neutral and dissenting responses indicate areas for improvement. Addressing these concerns could ensure all faculty members fully benefit from professional development initiatives, enhancing teaching quality and job satisfaction.

Keywords: Positive Faculty Perceptions; Support, Communication, Development, Recognition, Compensation, Improvement Needed.

1. INTRODUCTION

The field of education plays a pivotal role in shaping the future of nations and individuals alike. In the pursuit of knowledge dissemination and skills development, educational institutions, particularly professional colleges, stand as bastions of higher learning, offering specialized training in fields essential for societal progress. The effectiveness and quality of education delivered in these institutions depend, to a significant extent, on the faculty members who dedicate themselves to the noble profession of teaching [1]. Their job satisfaction and overall wellbeing within the organizational context are crucial factors that can influence the educational outcomes and experiences of students. This research endeavour embarks on an exploration into the complex interplay between organizational climate and job satisfaction among the esteemed teaching fraternity in professional colleges, with a specific focus on Ghaziabad District [2]. The organizational climate within educational institutions encompasses an array of factors, including institutional culture, leadership style, communication practices, and resource availability, all of which contribute to the overall work environment experienced by teachers. Job satisfaction, on the other hand, is a multifaceted construct that encapsulates teachers' contentment, engagement, and fulfilment with their roles, responsibilities, and work conditions [3-8]. The decision to undertake this study in the unique context of Ghaziabad District is driven by the district's position as a dynamic educational hub within the state of Uttar Pradesh, India. Ghaziabad District hosts a diverse range of professional colleges, offering programs across various disciplines. Understanding the dynamics of organizational climate and job satisfaction among teachers in this region is not only academically pertinent but also holds practical implications for educational institutions, policymakers, and educators themselves [9-11]. By delving into the intricacies of this relationship, this study aims to shed light on the factors that contribute to or hinder job satisfaction among teachers in professional colleges. In doing so, it seeks to provide empirical evidence and insights that can inform strategies for enhancing the educational ecosystem in Ghaziabad District, thus contributing to the broader goals of educational excellence and teacher wellbeing. In the subsequent sections of this research, we will delve into the theoretical framework guiding this study, review relevant literature, elucidate the research methodology, present the findings, and discuss their implications for both academic discourse and practical application in the realm of education in Ghaziabad District. Through this comprehensive exploration, we endeavour to contribute to the ongoing dialogue on teacher satisfaction and the optimization of educational environments in professional colleges [12]. The title you provided, "Organizational Climate and Job Satisfaction Among the Teachers of Professional Colleges with Special Reference to Ghaziabad District," suggests a research study or academic paper that likely explores the relationship between organizational climate and job satisfaction among teachers in professional colleges located in Ghaziabad District, India. Here's a breakdown of what this title might imply:

- a) **Organizational Climate:** This term typically refers to the overall atmosphere, culture, and working environment within an organization. In the context of your title, it suggests that the study may examine the conditions, culture, and practices within professional colleges in Ghaziabad District.

- b) **Job Satisfaction:** Job satisfaction is a measure of how content and fulfilled employees or teachers are with their jobs. In this study, it implies that the research will investigate how satisfied teachers in professional colleges in Ghaziabad District are with their teaching positions.
- c) **Teachers of Professional Colleges:** This specifies the group of individuals being studied teachers working in professional colleges. Professional colleges typically offer specialized education and training in fields such as engineering, management, medicine, or law.
- d) **Ghaziabad District:** Ghaziabad is a district in the Indian state of Uttar Pradesh. This geographical reference indicates the specific location where the study was conducted, suggesting that the findings may be relevant to this region or provide insights into the experiences of teachers in Ghaziabad District [13-15].

2. LITERATURE REVIEW

Sharma, B., Sharma, R., & Tyagi, D. (2022), This paper had reviewed how education institutions in Ghaziabad, Uttar Pradesh had formulated their recruitment policies for hiring faculty members. The factors affecting the recruitment in educational organizations were studied and discussed in the aforementioned paper. This research was conducted using methods including sampling of employees, among others. The data collection was carried out on both primary and secondary bases. The methodology was adopted in the form of questionnaires, personal interviews, and so on. The data had been presented with the use of graphs and pie charts. The conclusion of the study had shown how the policies were crafted and adhered to in accordance with the prevailing environment, and it had suggested potential changes that could be made to enhance the policies based on the requirements at the time.

Jora, R. B., & Mehra, S. (2022), Most studies conducted surveys to determine the employee satisfaction level in organizations, and improvement strategies were suggested based on the attributes that showed a low satisfaction level. It was not always right to make improvement plans based on these identified attributes. Sometimes these attributes included the low-quality attributes as well. Low-quality attributes were items that were not crucial for employees' motivation and performance. Thus, this study adopted and applied the importance-satisfaction model (Yang, 2003) to analyze the improvement areas based on both 'importance' and 'satisfaction' criteria. A questionnaire consisting of 53 items, under eight dimensions, was administered to 385 faculty members of higher education institutions in India. Results highlighted that fair and equal treatment, transparency in the organization's policies and procedures, pension and security benefits, job security, fair and timely promotion systems, and opportunities for advancement were the high-quality attributes for faculty. Implications of these findings and the scope for future research were discussed.

Singh, J., Nakave, P., & Shah, B. (2022), The higher education sector was considered one of the most fundamental contributors to a country's international, native, and country-wide assets. Work-life balance was deemed to be a substantial element in determining work satisfaction and the quality of work among academicians. Throughout the coronavirus pandemic, the Indian system of education

encountered a variety of obstacles, making it challenging for academicians to sustain a healthy sense of balance between professional and private life while delivering a high quality of education. The focus of that research was to analyze the association between work-life balance and a variety of characteristics such as designation, remote work, and social responsibilities among teaching professionals in the higher educational sector. 136 teaching professionals from numerous establishments with varied designations were chosen indiscriminately for that study. Primary data was collected for the purpose of study. SPSS software was used for the research analysis where chi-square test was carried out to find out the results for the study.

Varma, A., & Malhotra, G. (2022), The study aimed to ascertain the mediating effect of task performance (TP) on the linkage between psychological empowerment (PE) and job satisfaction (JS) of professional accountants. Primary data had been collected through a questionnaire-based survey of 132 professional accountants who had been the units of analysis for the study. These accountants had been domiciled in 11 Indian cities and had worked in both service and manufacturing firms. The data had been analyzed using the partial least squares structural equation modeling method. The study had found that TP had mediated the linkage between PE and JS, although, contrary to observations in developed economies, one of its sub-constructs – competence – had displayed no such mediation capability. Counterintuitively, it had been empirically observed that the accountants' gender had had no bearing on the mediating effect of TP. The study had made three distinct contributions. First, it had empirically confirmed that the intrinsic motivation theory had applied to accountants in the context of operations in emerging markets. Second, the paper had contributed to the accounting behavioural literature by observing that competence, as a sub-dimension of the PE construct, had not significantly impacted the JS level of accountants. Finally, the study had also contributed to the development of sound business practices by confirming that gender differences had not impacted the satisfaction levels of accountants in emerging markets.

Singh, G., Garg, V., & Tiwari, P. (2022), The emphasis of that paper was to explore the factors related to traits that were internal and to analyse their impact on the performance of SMEs in Delhi & NCR. The paper aimed at exploring the linkage between individual traits and organizational performance and understanding how they managed their business. A mixed method was employed for data collection from different target respondents. Data were collected through surveys, i.e., questionnaires. Data had been collected with the help of convenience sampling. For the survey, entrepreneurs who owned SMEs and had been running them successfully for the last ten years were selected. 86 SMEs were selected for the survey. To analyse the data, factor analysis and correlation methods were used. Results indicated a strong positive association between an individual's psychological traits and business performance. The findings had practical implications for SME owners in maintaining the sustainability and growth of their organizations.

Varma, A., & Malhotra, G. (2022), The study aimed to ascertain the mediating effect of organizational commitment (OC) on the linkage between task performance (TP) and job satisfaction (JS) of accountants. Primary data had been collected through a structured questionnaire administered to accountants from India. The partial least squares structural equation modelling method had been

used to analyse the data. The results had revealed that OC mediated the linkages between TP and JS. It had also been empirically confirmed that neither age nor gender of the accountant had had any significant effect on the relationship between TP and JS. The study had made three distinct contributions. Firstly, it had been empirically observed that OC mediated the linkage between TP and JS. This had meant that even when the accounting tasks being performed by the accountants were interesting and challenging, organizations should still have invested in getting the accountants deeply committed to organizational values and goals for them to experience JS. Secondly, this focus on commitment had been independent of gender and age differences. Accountants at all levels and of both genders would have experienced higher levels of JS once they had been more committed to the organization. Finally, the study had had ramifications for global accounting professional practices, as accounting firms from the USA and the European Union had been outsourcing their services to firms in countries such as India.

Pandit, D., & Agrawal, S. (2022), This work was an attempt to explore aspects of online teaching and its related impact from the perspective of stakeholders in education. The paper outlined faculty experience and effectiveness in the online teaching environment, perspective requisition of students, and the support and resource building called for from academic leaders. They used observations, viewpoints, practical steps taken or needed by higher education institutions and universities in India. The primary and secondary data were content analyzed and were further informed by literature. They stated that academic leadership, collaborative peer learning, know-how of digital technology and online learning tools, training of faculty, dean review, readiness of students, and discourse were important to create an ecosystem for effective online teaching. The article highlighted the need for long-term perspective from academic leaders and the significance of blended teaching for faculty, in response to readiness in uncertain times. This paper reflected on the need for educational institutes to respond to the pandemic by building resources and factors and taking actions that resulted in an effective learning environment. They needed to ensure training of all stakeholders and availability of technology and related resources, along with building a community for peer learning."

Pillai & Mallah (2022), The Quality of Work Life (QWL) as a construct had been extensively researched since the 1970s. The concept had experienced fluctuations over the years. Following a brief decline in prominence in the 80s, the concept swiftly regained strength and was widely investigated by scholars worldwide as of that time. QWL had been a multifaceted aspect for every working individual, representing a complex structure to comprehensively study and analyze. While the overall quality attained by an individual in work-life had a significant impact on their productivity and life satisfaction, these latter parameters could conversely affect the QWL as well, giving rise to highly interlinked dimensions. Therefore, a careful selection of the QWL parameters had been of utmost importance in any such scientific study and subsequent analysis. The primary purpose of that paper had been to systematically review the existing QWL studies in the education sector during the preceding 10 years. This could have benefited researchers as well as other stakeholders in education, allowing them to comprehend the various QWL dimensions that had been recently utilized and their implications. The findings had clearly revealed the most frequently studied

QWL facets in the education segment. The study had been based on an exhaustive review of approximately 90 articles which had been published in the field of QWL since 2010.

Bhaskar, A. U., Baruch, Y., & Gupta, S. (2022), In the past, visual impairment, recognized as a type of disability, was not adequately studied within the area of employment and occupations. These characteristics enabled them to become 'situational experts.' In contrast, characteristics of participants with low levels of job attainment included unquestioning acceptance of their fate, high levels of doubt, and a sense of responsibility to support their families. These factors had led them to become 'victims of the situation. Their contributions have expanded the literature on the nature of work and the sustainability of work by including more people and elucidating the processes that influence work. The findings have important policy implications for people with low vision, as well as other disabilities, organizations, and governments. People are encouraged to challenge normal habits, persevere, and improve their performance. Organizations are advised to think in a new way to attract and utilize latent talent, thereby gaining competitive advantage for talented people.

Prakash, C., Chandra, S., & Chandrashekar, H. (2021), The paper said that CSR support to government primary schools has been a great help in achieving Universal Elementary Education in the country. It emphasized that primary school teachers are important people in the school system, and emphasized the importance of strengthening their job satisfaction and success through CSR programs. This newspaper reported part of the findings of a large-scale study conducted in 100 government primary and lower schools in rural and urban districts of Bengaluru. Two hundred teachers responded to a semi-structured interview schedule, which included the Job Satisfaction Scale (JSS) developed by Dixit (2013) and the Teacher Effectiveness Scale (TES) by Kulsum (2011). Research has shown a positive correlation between job satisfaction and teacher achievement. It also found that only job satisfaction showed a significant relationship with CSR satisfaction, while teacher effectiveness did not. The paper concludes by suggesting that CSR programs should focus more on teachers as stakeholders and involve them in planning and implementing programs in schools, thus ensuring maximum impact.

Rani, L., & Arora, M. (2021), To survive in the 21st century, it was believed that organizations need to be spiritually supported. It was thought that this would lead to employees being satisfied with all their work experience. In order to gain an improved understanding of workplace behavior, workers were recommended to be studied from a physical, mental, and spiritual perspective. Although the physical and mental dimensions of individuals at work had been extensively studied, the spiritual dimension had been neglected for many years. The purpose of the present study was to find the relationship between workplace spirituality and positive work-related attitudes, that is, job satisfaction of school teachers.

3. CONCLUSION

The survey results reflect a generally positive organizational climate at the college, with 74.9% of faculty feeling supported by leadership and 89% appreciating professional development opportunities and a conducive teaching environment. Communication between administration and faculty is

positively perceived by 86.7% of respondents. However, there is room for improvement in recognizing and rewarding faculty achievements, as 25.4% remain neutral or dissatisfied in this area. Compensation and benefits also show mixed responses: 56.9% find compensation fair, 61.6% are satisfied with benefits, and 74.9% appreciate bonuses and incentives. Despite these positive perceptions, some faculty express neutrality or lack of awareness, suggesting a need for better communication about benefits. Professional development programs are viewed positively, with 80.5% agreeing they enhance teaching skills. However, addressing areas of dissent could further improve these programs. Work-life balance is also generally favorable, with 85.6% satisfied. Yet, 77.5% acknowledge job demands impact personal lives, indicating a need for better balance. Overall, while the climate is supportive and effective, targeted improvements in recognition, compensation communication, and work-life balance are needed to enhance faculty satisfaction and institutional effectiveness.

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