

**“Academic and Administrative Responsibilities as Determinants
of Faculty Job Satisfaction: A Comparative Study of Self-
Financed Commerce Colleges Affiliated to Veer Narmad South
Gujarat University, Surat ”**

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Abstract:

Faculty job satisfaction is a crucial element in maintaining the quality and effectiveness of higher education (Johnsrud & Rosser, 2002). In self-financed commerce colleges affiliated with Veer Narmad South Gujarat University (VNSGU), Surat, faculty members are required to manage both academic and administrative responsibilities—each influencing their job satisfaction in distinct ways. Core academic roles such as teaching, research, and student assessment constitute the primary professional functions of faculty, while administrative duties—including examination coordination, accreditation processes, and institutional governance—often contribute to increased workload and stress (Shin & Jung, 2014). Although previous studies have explored factors such as workload, recognition, and work–life balance (Acker & Armenti, 2004; Winefield et al., 2003), there is limited research that directly compares the impact of academic versus administrative responsibilities on faculty job satisfaction. To address this gap, the present study adopts a descriptive and comparative research design. Faculty members from self-financed commerce colleges under VNSGU will be selected using convenience sampling, focusing on individuals actively engaged in both academic and administrative roles. Data will be collected through a structured questionnaire and analyzed using statistical methods. The study aims to compare the effects of academic and administrative duties on overall job satisfaction, while also considering demographic variables such as age, gender, and teaching experience. Additionally, factor analysis will be employed to identify key determinants of faculty satisfaction.

Introduction:

The overall quality of higher education is deeply influenced by faculty members' levels of professional satisfaction, their academic performance, and their active engagement in institutional activities (Altbach, 2009). In the dynamic educational environment of Gujarat, Veer Narmad South Gujarat University (VNSGU), located in Surat, plays a significant role through its affiliation with numerous self-financed commerce colleges. These institutions make meaningful contributions to the academic development of the region by offering accessible, specialized programs. Faculty members in these colleges are not limited to conventional responsibilities like teaching, student assessment, and research supervision; they are also actively involved in administrative and institutional functions such as coordinating university examinations, participating in accreditation and quality assurance initiatives, managing student services, and contributing to the overall governance and strategic planning of their institutions (NAAC, 2022; VNSGU IQAC Report, 2022).

Review of Literature

1. Faculty Job Satisfaction in Higher Education

Faculty job satisfaction has been a crucial theme in higher education research, as it significantly affects teaching quality, research productivity, and institutional reputation. Johnsrud and Rosser (2002) emphasized that faculty morale, driven by institutional support and recognition, is key to retention and performance. Similarly, Elliott and Healy (2001) found that supportive work environments and professional growth opportunities are strongly correlated with job satisfaction. Conversely, dissatisfaction often leads to absenteeism, high turnover, and disengagement, which harm institutional outcomes. In the Indian context, the expansion of self-financed institutions has further highlighted the importance of addressing faculty satisfaction amid increasing workloads and resource limitations.

2. Academic Responsibilities and Their Influence on Job Satisfaction

Academic responsibilities such as teaching, research, student mentoring, and evaluation form the intellectual foundation of faculty work. Barkhuizen, Rothmann, and van de Vijver (2014) found that opportunities for academic development and recognition of teaching performance significantly enhance job satisfaction and engagement. Similarly, Winefield et al. (2003) highlighted that institutional support for research and manageable workloads contribute positively to faculty motivation and a sense of professional accomplishment. However, when academic responsibilities are paired with high workloads and limited resources, they may lead to stress and job dissatisfaction. Overall, while academic duties are intellectually rewarding, misalignment between expectations and institutional support can diminish satisfaction.

3. Administrative Responsibilities and Their Influence on Job Satisfaction

In addition to their academic roles, faculty members are often responsible for a wide range of administrative tasks, including examination coordination, participation in accreditation processes, committee involvement, and institutional governance. Gmelch and Burns (1994) observed that these responsibilities, while essential for institutional operations, can become burdensome and detract from teaching and research. O'Laughlin and Bischoff (2005) further noted that increased administrative workload often correlates with higher stress levels and reduced job satisfaction among faculty. Similarly, Creswell (1990) highlighted that when faculty members feel overwhelmed by non-academic duties, their motivation for scholarly work may decline, particularly in institutions with limited support systems.

4. Workload, Work–Life Balance, and Stress Factors

Workload management and work–life balance are central concerns in studies on academic job satisfaction. Thrivenip and Dsouza (2020) report that excessive workloads often correspond with heightened stress and reduced satisfaction among faculty, especially where gender and family roles shape workload perceptions. Research by Jacobs and Winslow (2004) highlights how the long hours expected of professors may clash with family life, affecting particularly those in dual-career or parenting roles. Furthermore, a study by Mayya et al. (2021) in India shows that female faculty frequently experience helplessness in reducing stress, struggle to detach from work mentally, and have limited time for leisure or personal life. Overall, institutions that provide flexibility, equitable workloads, and supportive policies tend to have more satisfied and engaged faculty members.

5. Demographic Variables and Faculty Satisfaction

Demographic characteristics such as age, gender, and teaching experience have also been studied in relation to faculty satisfaction. Thrivenip and Dsouza (2020) emphasized that younger faculty members often seek recognition and career advancement opportunities, while senior faculty may prioritize stability and autonomy. Gender differences also influence satisfaction, with women sometimes reporting greater challenges in balancing professional and personal roles. Institutional type has further been identified as a variable, with faculty in self-financed colleges often facing more stress compared to those in government institutions.

6. Comparative Perspectives: Academic vs. Administrative Roles

Administrative burdens among academic palliative care faculty are substantial, with tasks consuming approximately 5,300 minutes annually—equivalent to nearly 11 full clinical days—thereby significantly reducing professional productivity and job satisfaction. This high administrative workload contributes to burnout and decreased fulfillment, highlighting the critical need for organizational strategies to minimize such burdens and support faculty well-being (Ritchey, Thomas, & Anderson, 2024).

7. Research Gap

While considerable literature exists on faculty job satisfaction, most studies have examined individual factors such as workload, recognition, or compensation. Limited attention has been given to the comparative influence of academic and administrative responsibilities, particularly in the context of self-financed commerce colleges. In Gujarat, and specifically in Surat under Veer Narmad South Gujarat University (VNSGU), very few studies have addressed this issue.

This gap highlights the need for a focused analysis on how these dual responsibilities affect faculty satisfaction, providing the basis for the present study.

Objectives of the Study

1. To study the effect of academic and administrative responsibilities on faculty job satisfaction.
2. To examine the role of age, gender, and experience in this effect.

Hypotheses

1. H0: How do academic and administrative responsibilities affect faculty job satisfaction?
2. H1: How do factors like age, gender, and experience influence this relationship?

Research Methodology

The study follows a descriptive and comparative research design. Faculty members from self-financed commerce colleges affiliated with VNSGU, Surat will be selected through convenience sampling, including those handling both academic and administrative responsibilities. Data will be collected using a structured questionnaire covering job satisfaction, responsibilities, and demographic details (age, gender, experience). The data will be analyzed using descriptive and comparative techniques to examine the impact of academic and administrative responsibilities on faculty job satisfaction.

Limitations

1. The scope of the study is confined exclusively to the city of Surat.
2. The data collected from respondents reflect their personal perceptions and subjective viewpoints.

Findings and Interpretation

Section 1 –Demographic Questions

Table 1: Gender of Respondent

Gender	Frequency (n)	Percentage (%)
Female	71	61.2069
Male	45	38.7931
Total	116	100

(Source: Primary data)

Table 1 shows that out of 116 faculty members, 61.2% are female and 38.8% are male, indicating a higher representation of female faculty in self-financed commerce colleges affiliated with VNSGU, Surat.

Table 2: Age of Respondent

Age Group	Frequency (n)	Percentage (%)
Below 30	88	75.9
31–40	18	15.5
41–50	4	3.4
Above 50	6	5.2
Total	116	100

(Source: Primary data)

Table 2 shows that the majority of faculty members (75.9%) are below 30 years of age, while 15.5% are in the 31–40 age group, 3.4% are in the 41–50 age group, and 5.2% are above 50 years. This indicates that most faculty in self-financed commerce colleges affiliated with VNSGU, Surat are relatively young.

Table 3: Marital Status of Respondent

Status	Frequency (n)	Percentage (%)
Single	74	63.8
Married	39	33.6
Divorced/Separated	3	2.6
Total	116	100

(Source: Primary data)

Table 3 shows that the majority of faculty members (63.8%) are single, 33.6% are married, and only 2.6% are divorced or separated. This indicates that most faculty in self-financed commerce colleges affiliated with VNSGU, Surat, are unmarried.

Table 4: Number of years employed

Status	Frequency (n)	Percentage (%)
Less than 5 years	76	64.95726
5–10 years	25	21.36752
11–20 years	4	3.418803
More than 20 years	11	9.401709
Total	116	100

(Source: Primary data)

Table 4 shows that most faculty members (64.96%) have less than 5 years of teaching experience, 2.37% have 5–10 years, 3.42% have 11–20 years, and 9.40% have more than 20 years of experience. This indicates that a majority of the faculty in self-financed commerce colleges affiliated with VNSGU, Surat are relatively new to the teaching profession.

Table 5: Designation Condition of Service

Designation	Frequency (n)	Percentage (%)
Principal	5	4.3103
Professor	13	11.2068
Associate Professor	9	7.7587
Assistant Professor	29	25
Ad hoc Faculty	27	23.2759
Visiting Faculty	33	28.4483
Total	116	100

(Source: Primary data)

Table 5 shows that among the faculty members, the majority are Visiting Faculty (28.45%) and Assistant Professors (25%), followed by Ad hoc Faculty (23.28%). Professors constitute 11.21%, Associate Professors 7.76%, and Principals only 4.31% of the faculty. This indicates that most faculty in self-financed commerce colleges affiliated with VNSGU, Surat hold junior or temporary positions, with fewer senior or administrative roles.

Section 2 – Academic Questions (Likert Scale)

No	Question	mean	SD	Interpretation
1	I receive sufficient academic freedom in teaching methods and evaluation.	3.6	1.16	“Agree tendency, Moderate variation”
2	Student-related responsibilities (mentoring, guiding projects, remedial teaching) are manageable.	3.7	1.10	“Agree tendency, Moderate variation”

3	I am satisfied with the number of teaching hours allotted to me.	4.1	0.75	“Agree tendency, low variation (Positive)”
4	I get enough time to prepare for my lectures.	4.1	0.82	“Agree tendency, low variation (Positive)”
5	The Head/Principal is approachable and supportive towards faculty.	3.7	1.31	“Agree tendency, Moderate variation”
6	The classrooms and teaching facilities are adequate for effective learning.	4.1	0.73	“Agree tendency, low variation (Positive)”
7	I am satisfied with my current salary package.	3.2	1.21	“Neutral tendency, Moderate variation”
8	I am satisfied with research opportunities provided by the college.	3.4	1.30	“Neutral tendency, Moderate variation”

Faculty are generally satisfied with academic freedom, workload management, teaching hours, preparation time, administrative support, and classroom facilities (Q1–Q6), showing mostly Agree tendency with low to moderate variation. However, salary and research opportunities (Q7–Q8) show Neutral tendency with moderate variation, indicating a need for improvement in these areas.

Section 3 – Administrative Questions (Likert Scale)

No	Question	mean	SD	Interpretation
1	The administrative rules and policies of the college are clear and well-communicated.	4.01	0.86	“Agree tendency, low variation (Positive)”
2	I am satisfied with the administrative workload assigned to me.	3.54	1.25	Agree tendency, Moderate variation
3	I am given adequate autonomy in handling administrative responsibilities.	4.06	0.83	“Agree tendency, low variation (Positive)”
4	I receive adequate support from the management/administration.	3.56	1.25	Agree tendency, Moderate variation
5	Committee/coordination work (admissions, exams, events) is fairly distributed.	4.27	0.67	“Strong Agree tendency, low variation (Positive)”

6	I feel my administrative contributions are valued and recognized.	3.60	1.19	Agree tendency, Moderate variation
7	I receive timely communication and guidance regarding administrative tasks.	3.97	0.93	“Agree tendency, low variation (Positive)”
8	Administrative responsibilities do not interfere excessively with my teaching duties.	3.22	1.30	“Neutral tendency, Moderate variation”

Faculty are generally satisfied with academic freedom, workload management, teaching hours, preparation time, administrative support, and classroom facilities (Q1–Q6), showing mostly Agree tendency with low to moderate variation. However, salary and research opportunities (Q7–Q8) show Neutral tendency with moderate variation, indicating a need for improvement in these areas.

Section 4 –Job Satisfaction Questions (Likert Scale)

No	Question	mean	SD	Interpretation
1	I see opportunities for career growth and development here.	3.62	1.24	Agree tendency, Moderate variation
2	The college culture promotes teamwork and collaboration among faculty.	3.62	1.27	Agree tendency, Moderate variation
3	I feel motivated to continue working in this institution.	3.33	1.20	“Neutral tendency, Moderate variation”
4	The work environment encourages mutual respect and cooperation among staff.	3.59	1.28	Agree tendency, Moderate variation
5	The balance between academic and administrative work keeps me satisfied.	3.63	1.11	Agree tendency, Moderate variation
6	I would recommend this institution as a good workplace to others.	3.60	1.27	Agree tendency, Moderate variation
7	Overall, I am satisfied with my current job.	3.36	1.26	“Neutral tendency, Moderate variation”

Faculty perceptions indicate general agreement that the college provides opportunities for growth, fosters collaboration, and maintains a respectful work environment (Q1, Q2, Q4, Q5, Q6). However, overall motivation and job satisfaction (Q3, Q7) show a neutral tendency with moderate variation, suggesting that while many faculty are satisfied, a significant proportion have mixed feelings about continuing in the institution.

Suggestions

The findings suggest that faculty in these self-financed commerce colleges are largely satisfied with teaching-related aspects and collaborative culture. Administrative responsibilities are generally manageable but can create stress if support or recognition is insufficient. Salary, research opportunities, and overall motivation emerge as key areas for improvement. Addressing these factors can enhance faculty engagement, satisfaction, and retention, contributing positively to institutional effectiveness.

Conclusion

The faculty largely express positive perceptions regarding teaching and administrative aspects, while job satisfaction reflects a blend of agreement and neutrality. These findings highlight strengths in academic freedom, infrastructure, and collaborative culture, while identifying areas such as salary, research opportunities, and overall motivation for potential enhancement. Addressing these areas can help the institution improve faculty engagement, satisfaction, and retention.

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