

Chapter 17

Comparative Analysis of Job Satisfaction Between Permanent and Temporary Faculty in Self-Financing Colleges

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ABSTRACT

This chapter analyzes the work satisfaction levels among solid and brief staff in self-supporting schools. The study's primary objective is to determine how the two types of faculty differ in key job satisfaction factors. Using a mixed procedures approach, data were accumulated through surveys and gatherings from representatives in various self-subsidizing schools. The results exhibit enormous differences in work satisfaction levels, with very strong staff overall enumerating higher satisfaction differently concerning their short-lived accomplices. The stability of the employer, a balance between work and fun, opportunities for professional advancement, and support from the institution were found to play a significant role in shaping job satisfaction. The transitory workforce frequently voiced concerns about their professional stability and the lack of opportunities for professional success, which harmed their overall job satisfaction.

INTRODUCTION

With the higher education scene changing fast, self-financing colleges have entered it significantly due to the proliferation of academic programs and increased student community (Gupta et al., 2020). This is common in institutions with a blend of regular and temporary faculty members (Rafiq and Subbulakshmi, 2024). It is imperative to understand the levels of job satisfaction among these faculty members for their wellbeing and productivity, thereby enhancing the quality being delivered to them (Thakur and Sharma, 2021). The study aims to compare job satisfaction among permanent and temporary faculty working in

DOI: 10.4018/979-8-3693-9375-8.ch017

self-financing colleges, focusing on their unique challenges or motivations (Balaji and Menon, 2021). Job satisfaction is a multidimensional concept with different aspects, including job security, work-life balance, professional development opportunities, compensation, and institutional support (Venkateswaran et al., 2023). Job satisfaction is one of the most powerful influences on faculty performance, retention, and institutional effectiveness (Ramos et al., 2023). Permanent faculty tend to be more secure and stable with the prospect of a long career, resulting in greater job satisfaction (Wang, 2022; Aravind et al., 2023).

On the other hand, temporary faculty often employed on precarious contracts (short-term, reliant affinity care, and limited benefits) may have specific challenges that reduce their job satisfaction (Mubiana and Nithyanantham, 2024). For instance, self-financing colleges with financial autonomy may develop variable employment practices to handle their staff (Nidhi et al., 2024). Might these behaviors translate to different experiences and levels of job satisfaction between tenure-track faculty members (game theorists) and adjuncts & postdoc instructors fished out by the worst Common Tragedies? Full-Time or Career: Tenured faculty typically receive job stability, growth potential, and resources from the institution (Patel, 2022; Rajest et al., 2023).

On the contrary, temporary faculty may face job insecurity due to a lack of clear career prospects and insufficient resources, which can hurt their experience in the teaching profession (Gada et al., 2023). The present study seeks to explore the intricate mechanism of job satisfaction among faculty members and, specifically, how they compare in this respect across two major categories of permanent/regular versus temporary/ad-hoc colleges running on self-financing lines (Gada & Chudasama, 2024). This study, through a methodological approach that combines survey and interview data, made robust by reaching saturation on many themes for each group of faculties (permanent and temporary), aims to determine what predicts job satisfaction in the context (Kanike, 2023). Data analysis collected across a wide range of faculty will pinpoint which aspects related to the work environment (compensation, professional development opportunities) and job security are common, as well as specific factors that contribute significantly towards the overall rate or level of all five domains overarching job satisfaction (Guiamalon, 2022; Padmanabhan et al., 2023). Additionally, the research aims to untangle how institutional policies and practices impact LGBTQ2+ employees versus what it is like for racialized people with intersecting identities (e.g., a Black queer woman in her 50s) (Lumapenet, 2022).

We will also investigate administrative support, collegial relationships, and recognition as independent influences on the faculty experience and satisfaction (Shen et al., 2023). This study's findings are expected to significantly contribute to the relevant parts of the job satisfaction literature, specifically the Job Satisfaction of academic staff within self-financing institutions with different set-ups compared to publicly funded Colleges and Universities (Sadath et al., 2024). Finally, differences and similarities in job satisfaction determinants between permanent and temporary faculty are examined so that researchers can help institutional decision-makers with actionable recommendations (Obaid et al., 2024).

The proposals will be tailored to ideas that can improve job satisfaction for all (external stakeholders), leading to an overall teamwork attitude and a better place-to-work concept (Kem, 2023). For example, expanded equity in compensation practices, increased access to robust professional development and career advancement opportunities, or improved job security and work-life balance (Tripathi & Al Shahri, 2019). This study thus aims not only to build upon a wider knowledge base regarding facilitators of faculty job satisfaction but also (1) provide practical implications that educational institutions can utilize in creating productive and positive working for all their faculty members (Tripathi & Al Shahri, 2016). In doing so, the needs and concerns of both permanent and temporary faculty can be targeted, thereby leaving institutions in a stronger position to support their workforce, resulting in satisfaction among

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