



# Academic Psychological Contract and the Diverse Academic Obligations of Self-Financing College Faculty with Reference to Arts and Science Colleges, Chennai City

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## KEYWORDS

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## ABSTRACT:

A Nation's ability to advance is largely determined by the caliber of its educational Institutions and system. Academic staff, student body, curriculum, and infrastructure are the primary factors that determine the effectiveness of any given educational system. The entire educational system in higher education depends on academic faculties, who play a crucial role in this regard. Scholars are expected to perform research, write for prestigious journals, and offer professional advice in addition to teaching. The researcher's focus on psychological contracts in the academic setting stemmed from the evolving nature of academia. The study concentrated on investigating the duties connected with self-financing college faculties of arts and science colleges as well as the existence of a psychological contract that exists in the academic environment. In an academic setting, the paper emphasizes the teaching, research, and administrative responsibilities of self-financing college faculties as "obligation of teaching fraternity" to their employers. Self-administered questionnaires were distributed to all 100 female faculty members in Chennai city to investigate the perceptions of duties in the academic setting.

## 1. INTRODUCTION

This study's main goal is to define the academic psychological contract and the self-financing college faculty's required academic obligations and to evaluate their impact on faculty job performance. The study explores the several academic responsibilities, including teaching, research, and administration, that contribute to the formation of faculty identity. It emphasizes the importance of giving equal consideration to these distinct roles in order to accurately represent the expectations of an academic setting.

Self-financing colleges have become significant players in the academic arena in the constantly changing landscape of higher education. These establishments are essential for educating students and influencing their futures. But academic duties and obligations are often multifaceted and complex for faculty members in self-financing colleges, especially in Chennai City's science and arts colleges. In order to clarify the different responsibilities that faculty members have in this special learning environment, this article will examine the academic psychological contract.

## Understanding the Academic Psychological Contract:

The academic psychological contract refers to the unwritten expectations and obligations that exist between faculty members and their institutions. It encompasses the mutual understanding of roles, responsibilities, and expectations that guide the academic relationship. In self-financing colleges, this contract takes on added significance due to the unique nature of these institutions.

## 2. ACADEMIC RESPONSIBILITY AND OBLIGATIONS:

**2.1 Teaching:** The primary responsibility of faculty members in self-financing colleges is to deliver high-quality education to students. This includes designing and delivering courses, preparing and delivering lectures, conducting assessments, and providing timely feedback. The academic obligations in this domain are significant, requiring faculty members to possess subject expertise, pedagogical skills, and a commitment to student success.

**2.2 Research and Publications:** While research is often emphasized in traditional universities, self-financing colleges also place importance on faculty engagement in



research activities. Faculty members are expected to contribute to their respective fields through research, publishing scholarly articles, and presenting at conferences. This obligation helps in enhancing the academic reputation of the institution and fostering a culture of inquiry and intellectual growth.

**2.3 Student Mentoring and Guidance:** Faculty members are responsible for guiding and mentoring students, both academically and personally. This includes providing career guidance, counseling, and fostering a supportive learning environment. In self-financing colleges, where students often come from diverse backgrounds, faculty members play a crucial role in nurturing their overall development.

**2.4 Administrative Duties:** Faculty members are often required to take on administrative responsibilities, such as serving on committees, participating in curriculum development, and contributing to the overall governance of the institution. These obligations ensure the smooth functioning of the college and contribute to its growth and development.

### **2.5 Women Faculty in Self-Financing Colleges:**

In the context of self-financing colleges, it is important to acknowledge the unique challenges faced by women faculty members. Balancing personal and professional responsibilities can be particularly demanding for women, often resulting in additional pressures. Institutions must recognize and address these challenges by providing supportive policies and a conducive work environment that promotes gender equality and work-life balance.

## **3. NEED FOR THE STUDY**

Keeping up with the ever-increasing demands of research, teaching, and administration in today's higher education system is a major challenge for academics. Therefore, the attitudes, emotional intelligence, dedication, Addressing Faculty Satisfaction and Retention, Improving Institutional Policies and Practices, Enhancing Teaching and Learning Outcomes, Contributing to Academic Discourse and academic obligations of self-financing college faculty members are reflected in their reactions to the multifaceted responsibilities facing their institutions at the present time.

## **4. BACKGROUND OF THE STUDY**

According to Taylors (1999) in his study on "making sense of academic life," the abilities and competencies

related to teaching, research and publications, and administration are the key factors that determine academic success in the emerging role of the academic. This study's goal was to show the employer institution that choosing self-financing universities is a viable way to fulfill "academic responsibilities."

## **5. OBJECTIVES OF THE STUDY**

- ❖ This study looks at the demographics of college instructors employed by self-financing institutions in Chennai.
- ❖ Understanding how faculty members' sense of duty influences their work-related productivity in terms of teaching, research, and administration is the main objective of this study.

## **6. RESEARCH METHODOLOGY**

To gain a comprehensive understanding of the academic psychological contract and diverse obligations of self-financing college faculty, a rigorous research methodology was employed. The research methodology involved both qualitative and quantitative approaches to ensure a holistic perspective.

### **6.1 RESEARCH QUESTION**

The purpose of this study is to investigate whether there is a psychological contract specific exists among Arts and Science institutions that are self-financing, and to record the tasks and responsibilities that are integral to define the perceived obligations.

### **6.2 Research Design**

The research design employed was a mixed-methods approach, combining interviews, surveys, and observations. This approach allowed for a deeper exploration of the faculty's experiences, perceptions, and challenges they face in fulfilling their academic obligations.

### **6.3 Sample Technique**

A purposive sampling technique was used to select participants for this study. Self-financing college faculty members from arts and science colleges in Chennai City were chosen based on their experience, expertise, and willingness to participate. The sample size was carefully determined to ensure a diverse representation of faculty members across different colleges and disciplines.

### **6.4 Sample Design**

The sample design consisted only female faculty members from various age groups and academic ranks. This diversity ensured a comprehensive understanding of the academic psychological contract and diverse



obligations faced by faculty members in self-financing colleges. The sample design aimed to capture a wide range of perspectives, experiences, and challenges faced by faculty members in fulfilling their academic obligations.

## 6.5 Sample Size and Data Collection:

To gain insights into the academic psychological contract, a diverse sample size of faculty members from arts and science colleges in Chennai has been selected. This sample size ensures a comprehensive understanding of the experiences and obligations of self-financing college faculty. Hundred respondents are selected as sample size out of 110 respondents.

## 6.6 Tools Used

To collect data, a combination of tools was employed. Firstly, semi-structured interviews were conducted with faculty members to gain insights into their experiences and perceptions. These interviews provided a platform for faculty members to express their views on the academic psychological contract and the challenges they face in fulfilling their obligations.

## 7. REVIEW OF LITERATURE ON PSYCHOLOGICAL CONTRACT

unique ways, making the psychological contract perceptive, dynamic, and developing.

Rousseau, 1995, defined, the reason psychological contracts differ from legally binding contracts is that the pledges made by each party are based on their ideas of their own obligations and entitlements, which are not often explicitly stated.

According to Robinson, 1996, revealed, one essential aspect of contracts is the idea of 'promise.' In this way, the organization legally or informally confirms some of the expectations of its employees. "Only those expectations emanating from perceived implicit or explicit promises by the employer are part of the psychological contract," he added.

Turnley & Feldman, 1999, inferred that, psychological contracts, according to social exchange theory, are more like unspoken "give and take" agreements than formal promises.

Rousseau, 2001, suggested that, A key feature of a psychological contract is the perception held by the individual that the agreement is mutual. This means that

they perceive a shared understanding that links them to a particular plan of action.

Conway & Briner, 2005, p.23, considered, "assumptions and duties as components of the psychological contract, provided that they were founded on promises."

## 8. LITERATURE REVIEW ON ACADEMIC PSYCHOLOGICAL CONTRACT

Several things impacted the anticipation of being a professor in an academic institution. Some institutions demanded research-based output, while others focused on teaching excellence; the expectations of these institutions were very different.

Harris & Caine, 1994, revealed that, Research performance was good at the Australian university. There was a connection between this and networking with other academics and staff at other institutions, making connections with colleagues at home and abroad, giving presentations at conferences, and serving as journal editors and referees.

Lee, 2003, describes the duties that "an academician faces within the areas of research, publication, teaching and administration along with the responsibilities documented effectively" and provides interpretations and information from a variety of sources.

Baruch & Hall, 2004, The study examines the presence of a psychological contract in the academic setting and explores a corporate career model to assess the level of duties that influence the faculty's individual identity in terms of research, administration, and teaching.

Gendron, 2008, in his study of, the academic performer acknowledges that their identity is closely tied to being a scholar who is evaluated based on the number of publications in prestigious journals. It is crucial for them to maintain a high level of production, as failing to do so puts their career at risk of failure.

## 9. ANALYSIS AND INTERPRETATION OF THE STUDY

As perceived in the areas of academic responsibilities (teaching, research, and administration), the findings of the scholarly psychological agreement among faculty members revealed their ties to their present institutions and brought to light a few issues with their expectations



and satisfaction. To determine how job performance affected the belief that self-financing professors fulfilled

their academic responsibilities to their employers, a t-test was used.

**Table No. 1 Age**

Age	Frequency	%	Cumulative %
24-34	54	54.0	54
35-45	40	40.0	94
46-56	2	2.0	96
Above 56	4	4.0	100
	100	100.0	

Source: Primary Data

Table 1 displays the percentage of responders as well as the frequency of each age group. The 24-34 age group comprises the majority of respondents (54 percent), suggesting a notable presence of younger individuals within the sample. With forty percent of the sample, respondents between the ages of 35 and 45 make up the next largest group. In the 46-56 age range, the percentage of responders drops dramatically, with only

2 percent falling into this group. There are just 4% of respondents who are older than 56. The cumulative percentage shows that only a small proportion of respondents are older, with the bulk being comparatively younger. All things considered, the data point to a sample that is primarily younger and has fewer respondents in older age groups.

**Table No. 2 Income level**

Income level (Rs)	Frequency	%	Cumulative %
15,000-25,000	62	62.0	62
26,000-36,000	36	36.0	98
37,000-47,000	2	2.0	100
	100	100.0	

Source: Primary Data

Table 2 presents the salary levels of the respondents. It is evident that the majority of respondents, or 62% of them, earn between Rs 15,000 and Rs 25,000, which is the most common income bracket in the sample population. Respondents with incomes between Rs 26,000 and Rs 36,000 make up the next important group, accounting for 36% of the sample as a whole. Only 2 percent of respondents make between Rs 37,000 and Rs

47,000 a year. With a comparatively small percentage in the higher-income bracket, the cumulative percentage shows that most respondents are in the lower to middle-income range. All things considered, the data points to a sample population that is primarily made up of people with lower to middle income levels; only a small proportion of people have higher incomes.

**Table no. 3. Educational level**

Educational level	Frequency	%	Cumulative
PG	6	6.0	6
M.Phil.	46	46.0	52
Research scholar	24	24.0	76
Ph.D	24	24.0	100
	100	100.0	

Source: Primary Data

The table presents the distribution of respondents according to their educational levels. The majority of respondents have M.Phil. degrees, comprising 46% of the total sample. Ph.D. holders and research scholars each represent 24% of the sample population, indicating a significant presence of individuals pursuing advanced degrees or engaged in research activities. PG degree

holders constitute the smallest group, comprising only 6% of the total sample. Overall, the data suggests that the sample population consists predominantly of individuals with advanced educational qualifications, particularly M.Phil. and Ph.D. holders, reflecting a focus on research and academic pursuits among the respondents.

**Table no. 4 Academic experience**

Experience in the current position	Frequency	%	Cumulative %
Less than one year	6	6.0	6
1-2 years	6	6.0	12
3-5 years	34	34.0	46
Above 5 years	54	54.0	100
	100	100.0	

Source: Primary Data

The table presents the distribution of respondents based on their experience in their current positions. The majority of respondents (54%) have above 5 years of experience in their current positions, indicating a significant presence of experienced professionals in the sample. Respondents with 3-5 years of experience represent the next largest group, comprising 34% of the

total sample. Both respondents with less than one year of experience and those with 1-2 years of experience each constitute 6% of the sample population. Overall, the data suggests that the sample population consists mainly of experienced professionals in their current positions, reflecting stability and tenure in their roles.

**Table no.5 Research and publications / No of Papers presented**

Total no of papers presented	Frequency	%	Cumulative %
Below 5 papers	64	64.0	64
Above 5 papers	36	36.0	100



	100	100.0	
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Source: Primary Data

A sizable section of the sample population has a relatively lower level of presentation activity, as evidenced by the majority of respondents (64 percent) having presented fewer than five papers. A lower percentage of participants (36%) reported having presented more than five papers, indicating a subset of individuals with a greater degree of engagement in

scholarly talks, conferences, and seminars. In summary, the data indicates that a significant proportion of the sample population has given less than five presentations, while a smaller minority has given more presentations. This distribution might be a reflection of respondents' differing degrees of participation in academic conferences and dissemination initiatives.

**Table no.6. Research and publications / papers published in refereed journals**

Papers published in refereed journals	Frequency	%	Cumulative %
Below 5 papers	80	80.0	80
Above 5 papers	20	20.0	100
	100	100.0	

Source: Primary Data

Eighty percent of the respondents had published fewer than five papers in refereed journals, suggesting that a sizeable portion of the sample population has a relatively lower output of publications. A lesser percentage of respondents (20%) have published more than five papers in peer-reviewed journals, indicating a group of people with possibly more extensive research

experience and a higher level of scholarly productivity. In summary, the data indicates that a significant proportion of the sample population has fewer than five publications in refereed journals, while a smaller minority has more publications. This distribution might be an indication of respondents' differing degrees of productivity and research activity.

**Table no.7 Research and publications/ no: of citations if any.**

Citations	Frequency	%	Cumulative %
Yes	10	10.0	10
No	90	90.0	100
	100	100.0	

Source: Primary Data

The information presented in Table no.7 indicates that only 10% of the self-financing faculties receive credit for citations in their research performance.

**Table no.8 Research and publications/publication of books**

Publications	Frequency	%	Cumulative %
Yes	16	16.0	16



No	84	84.0	100
	100	100.0	

Source: Primary Data.

The above table illustrates the publication of books in the academic or research field. Merely 16% of participants have authored books during their academic tenure. The majority of the responders lacked any publications. Analysis of the table, research findings, and publication data succinctly identified the areas of improvement that self-financing colleges should prioritize in order to enhance their research capabilities and networking, thereby achieving exceptional performance.

### 10.T-TEST

A five-point Likert scale is employed to assess the perception of faculty in self-financing institutions. This study work utilized the 'one sample t-test' to determine the overall responsibilities of the faculties using a parametric technique, as described below:

### TEACHING FACULTIES PERCEPTION ON ACADEMIC RESPONSIBILITY – AN OBLIGATION TO THE EMPLOYER.

**Table No.9 one sample statistics on the perceptions of academic responsibilities (Teaching, research and Administration)**

Academic responsibilities	N	Mean	SD	S. Error	t	P value
Teaching represents significant part in academia	100	4.50	.647	.091	49.195	< 0.001**
I offer high-quality instruction and strive to foster the holistic growth of kids.	100	4.60	.700	.099	46.477	< 0.001**
I value feedback system on performance	100	4.58	.575	.081	56.358	< 0.001**
I highly appreciate peer review as a means of overseeing and assessing the quality of my work.	100	4.32	.768	.109	39.789	< 0.001**
Do scholarly work and publish	100	2.48	1.313	.186	13.355	< 0.001**
A significant portion of my employment revolves around administrative responsibilities.	100	4.44	.611	.086	51.346	< 0.001**
I possess a support structure that assists me in carrying out my administrative duties.	100	2.30	1.249	.177	13.016	< 0.001**
Openness of communication for mutual trust	100	2.50	1.432	.203	12.344	< 0.001**





I possess the capability to effectively handle the demands and stress associated with my job.	100	2.42	1.326	.188	12.903	< 0.001**
Research is a substantial portion of the current workload.	100	2.30	1.249	.177	13.016	< 0.001**
Research is given importance in performance appraisal.	100	3.40	.639	.090	37.631	< 0.001**
My institution provides suitable resource platforms to assist with my study.	100	2.48	1.313	.186	13.355	< 0.001**
Exploration of the feasibility of using flexible working hours in research work	100	3.00	.926	.131	22.913	< 0.001**
Utilized the overdraft facility in order to participate in a conference or workshop.	100	3.40	.639	.090	37.631	< 0.001**
Recognize research performance with salary increases.	100	2.42	1.326	.188	12.903	< 0.001**

Source: Primary Data

#### Inference:

The given table presents the results of t-tests conducted on various aspects related to academic responsibilities and work environment in academia. Here are the inferences drawn from the provided data:

**Teaching Significance:** The mean score for the item "Teaching represents a significant part in academia" is 4.50 with a standard deviation of 0.647. The extremely low p-value (< 0.001) indicates strong evidence that teaching is considered a significant aspect of academia.

**Quality Teaching and Student Development:** Participants generally agree (mean = 4.60) that they provide quality teaching and work towards students' overall development. The low p-value (< 0.001) signifies significant agreement across the respondents.

**Value for Feedback and Peer Review:** Both feedback systems and peer review are highly valued (mean > 4.0) by participants, as evidenced by low p-values (< 0.001) and high mean scores.

**Scholarly Work and Publishing:** On the contrary, participants seem to disagree (mean = 2.48) that scholarly work and publishing are significant parts of their responsibilities, as indicated by the low mean score and the extremely low p-value (< 0.001).

**Administration Duties:** Administration duties are considered a large part of work in academia, with a mean score of 4.44 and a highly significant p-value (< 0.001).

**Support for Administrative Responsibilities:** Participants generally disagree (mean = 2.30) that they have adequate support systems for undertaking administrative responsibilities, supported by a low p-value (< 0.001).

**Communication and Stress Management:** Openness of communication and stress management seem to be areas of concern, with mean scores of 2.50 and 2.42, respectively, and highly significant p-values (< 0.001).

**Research Importance:** Research is not perceived as a significant part of current work (mean = 2.30), as indicated by the low mean score and the highly significant p-value (< 0.001).

**Research Performance Appraisal and Resources:** While there is some recognition of research through weightage in performance appraisal, participants seem to disagree (mean = 2.48) that appropriate resource platforms exist to support their research endeavors, supported by a highly significant p-value (< 0.001).





Flexibility and Acknowledgment in Research: Flexibility in working hours during research work is somewhat acknowledged (mean = 3.00), as evidenced by a significant p-value ( $< 0.001$ ). However, the acknowledgment of research performance through increment is generally disagreed upon (mean = 2.42), with a highly significant p-value ( $< 0.001$ ).

In summary, teaching, feedback systems, peer review, and administrative duties are highly valued aspects in academia. However, there seems to be less emphasis on scholarly work, research, communication, stress management, and acknowledgment of research performance. Additionally, there appears to be a perceived lack of support and resources for research endeavors. These findings suggest areas where improvements and interventions may be needed within academic environments.

## 10. Restrictions on the Research

The researcher obtained samples from female faculty members employed at self-financing arts and science colleges in Chennai. Therefore, the findings lack generalizability. Government college academicians were excluded due to disparities in their appointment nature, benefits, and exposures compared to faculties in self-financing colleges.

## FINDINGS

- ❖ Most respondents (54%) are 24-34 years old, indicating a younger sample. From 35 to 45, 40% of the sample is next largest. Only 2% were 46–56 or older. Only 4% are 56+. The sample appears younger with fewer seniors.
- ❖ The sample's majority (62%), earn between Rs 15,000 and Rs 25,000. Next in importance is the 36% of respondents earning Rs 26,000–Rs 36,000. Only 2% make Rs 37,000–Rs 47,000. The sample appears to have low to moderate earnings and few high-earners.
- ❖ 46% have M.Phil. degrees, and 24% are PhD holders or research scholars, showing a large student and researcher pool. Only 6% are postgraduates. The sample is mostly M.Phil. and Ph.D. holders, showing a focus on research and intellectual pursuits.
- ❖ Most responders (54%) had more than 5 years of experience in their present job, indicating plenty of seasoned experts. Second-highest group: 34% had

3-5 years of experience. 6% of respondents have less than one year of experience and 1-2 years. The sample population is primarily experienced professionals in their current jobs, showing stability and tenure.

- ❖ Many in the sample have given fewer than five presentations, while a minority have given more. This distribution may reflect respondents' academic conference and dissemination attendance.
- ❖ Eighty percent of respondents had published fewer than five papers in recognised journals, showing a major portion of the sample has poor publication output. Only 20% have published more than five peer-reviewed publications, indicating higher research experience and output. A major portion of the sample has fewer than five refereed journal publications, whereas a smaller percentage has more. This distribution may show respondents' productivity and research.
- ❖ Only 10% of self-financing faculties receive research citation credit, according to the results.
- ❖ The results display academic and research book publications. Just 16% of professors have authored books. The majority of responders did not have any publications. The table, study results, and publication data provided clear guidance for self-financing colleges on how to enhance their research and networking efforts for success.
- ❖ The teaching faculties' perception of academic responsibility, or their duty to their employers, is reflected in the P value of less than 0 points001. The  $H_0$  is therefore rejected at the 1 percent significance level. Their mean value is not equal to the average mean, it is determined.

## SUGGESTIONS:

The self-financing college faculty's varied academic responsibilities and the academic psychological contract in Chennai City's arts and science colleges can be intricate and multidimensional issues. Here are some ideas and recommendations based on this subject:

- ❖ **Academia Psychological Contract:** Investigate the workings of the academic psychological contract in self-financing universities by conducting in-depth studies. Investigating implicit commitments, expectations, and views of academic staff members as well as the organizations they work for is part of this.
- ❖ **Identify Unique Challenges:** Acknowledge the distinct difficulties that self-financing college



instructors in Chennai City's science and arts colleges confront. High workloads, little funding for research, bureaucratic obstacles, and possible tensions between academic objectives and long-term financial viability are a few of these.

- ❖ **Promote Work-Life Balance:** Promote faculty well-being and work-life balance as top priorities for self-financing colleges. Creating opportunities for professional growth, fostering a friendly and cooperative work environment, and putting in place policies that support flexible working hours could all be part of this.
- ❖ **Invest in Faculty Development:** Faculty members should be given the chance to improve their administrative, research, and teaching abilities. In order to develop pedagogy, curriculum, research methodologies, and leadership skills, this could involve holding workshops, seminars, and training courses.
- ❖ **Foster a Culture of Collaboration and Collegiality:** Faculty members should be encouraged to collaborate and work across departments and in interdisciplinary fields. This could promote a sense of belonging and support amongst faculty members, which is especially crucial in self-financing colleges where they might feel alone or overburdened by their academic responsibilities.
- ❖ **Recognize and Reward Excellence:** Create clear and equitable systems to acknowledge and incentivize faculty members who excel in teaching, research, and service. This may involve offering rewards such as performance-based bonuses, accolades, and pathways for professional growth within the institution.
- ❖ **Advocate for Institutional Support:** Advocate for more financial resources, access to research facilities and libraries, administrative support for project management and grant writing, and overall institutional support for research activities.
- ❖ **Promote Diversity and Inclusion:** Encourage an inclusive and varied learning environment where faculty members with different experiences and viewpoints are valued and respected for their contributions. This could entail encouraging diversity in recruiting procedures, endorsing programs that deal with unconscious prejudice, and developing inclusive procedures and policies.

- ❖ **Encourage Faculty Empowerment and Participation:** Enable faculty members to engage in decision-making processes concerning academic policies, curriculum development, and institutional governance by creating opportunities for active participation through faculty-led committees and forums. This will allow faculty to voice their perspectives and make meaningful contributions to the decision-making process within the institution.
- ❖ **Continuous Evaluation and Improvement:** Assess the efficacy of procedures and policies on a regular basis to help self-financing college professors fulfil their various academic responsibilities. Get input from stakeholders and faculty members, then utilize this data to guide decisions and carry out ongoing enhancements.

By addressing these suggestions and recommendations, self-financing colleges in Chennai City can better support their faculty members in fulfilling their academic obligations while promoting a culture of excellence, collaboration, and well-being within the institution.

## 11.CONCLUSION

Faculty members have a wide range of responsibilities under the academic psychological contract in self-financing colleges, particularly in Chennai City's arts and science colleges. Faculty members at these universities are responsible for a wide range of tasks, including teaching, research, student mentoring, and administrative work. The success and expansion of these institutions as a whole depend heavily on acknowledging the particular difficulties faced by female faculty members and offering a supportive work environment. Faculty at self-financing colleges contribute to the overall growth of students and the development of higher education in Chennai City by carrying out their duties.

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