

Factors Influencing the Holistic Well-being of Teaching Staff in Private Colleges in Erode District

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Abstract—This study examines the holistic well-being of teaching staff in private colleges, with a focus on identifying key factors influencing satisfaction, engagement and retention. Conducted in six private colleges in Erode district using Garrett's Ranking Technique, the research evaluates twelve dimensions including leadership, career growth, decision-making autonomy, workplace conditions, peer collaboration, job security, recognition and compensation. Results reveal that recognition and appreciation, leadership and institutional support and fair compensation are the most influential factors, while mid-tier aspects such as collegial relationships, professional growth and physical health also play a significant role. Lower-ranked factors like job security, physical work conditions, environmental elements and decision-making autonomy, though less impactful, remain essential for a supportive work environment. The findings suggest that strengthening leadership practices, providing meaningful recognition, ensuring competitive rewards and fostering collaborative cultures can enhance faculty well-being, thereby improving institutional performance, retention and academic outcomes.

Index Terms—Well-being, Teaching Staff in Private Colleges.

1. INTRODUCTION

Faculty well-being is a critical determinant of institutional performance, directly influencing teaching quality, research output and long-term retention. Understanding the factors that drive faculty satisfaction enables universities to design targeted strategies for improvement. In this study, key elements of faculty well-being and institutional satisfaction were examined, covering leadership quality, career growth opportunities, decision-making autonomy,

workplace conditions, peer collaboration, job security, performance recognition and compensation structures. The among faculty members, with leadership support, professional development opportunities and autonomy emerging as the most valued aspects of their professional environment. Meanwhile, factors such as job security, appreciation and infrastructural conditions, though important, hold relatively lower influence compared to the need for strong administrative backing and a positive collaborative culture. These findings provide a focused framework for institutional leaders aiming to enhance faculty engagement, satisfaction and retention.

2. PURPOSE OF HOLISTIC WELL-BEING OF TEACHING STAFF IN PRIVATE COLLEGES

The purpose of holistic well-being for teaching staff in private colleges is to create a supportive, balanced and enriching work environment that nurtures both personal and professional growth. It focuses on recognizing contributions, ensuring fair compensation, fostering positive relationships and promoting physical, mental and emotional health. By addressing these interconnected needs, colleges can enhance job satisfaction, improve performance and sustain long-term institutional success.

3. OBJECTIVES OF THE STUDY

- To study the various Factors Influencing the Holistic Well-being of Teaching Staff in Private Colleges.
- To analyse the desired and present level of Holistic Well-being of Teaching Staff in Private Colleges.

4. REVIEW OF LITERATURES

Literature survey looks at the current and past theories that are behind the research subject. Several researchers have addressed different methods and techniques for obtaining the competency maps and gap analysis. Let us have a brief look at few of them.

Chitra Devi (2025) identifies the stress level of academic faculty and their influence towards the top authority at time accreditation period. The study approaches the various level of stress in top private colleges (25Nos) in Chennai district. Quantitative research techniques were adopted with specific tertiary institution in Chennai was used to draw sample from the total population. Total sample of 115 retrieved questionnaire by accidental sample techniques were used for data collection. Among 115 sample 82% responded gave their proper rating were taken into consideration for research purpose. Data analysis tools multiple regression, standard deviation and multivariate regression analysis were taken into consideration, among the tools and techniques the majority of respondent emphasis the health-related stress activities to be given for the faculty.

Natia Gegelashvili and Vakhtang Charaia (2024) this study considers both sectors, offering a more nuanced understanding of the differences in well-being levels. By conducting in-depth interviews with academic staff who also hold administrative roles and serve as experts in authorization and accreditation for the Georgian National Center for Educational Quality Enhancement, this study uncovers previously underexplored insights into the well-being dynamics within academic institutions. Importantly, it identifies a direct link between well-being and factors such as salary, working environment, university policies and management style. Furthermore, this study sheds light on the impact of workload, especially for academic staff navigating multiple university commitments, highlighting its detrimental effects on both physical and mental health. In conclusion, this research underscores the critical importance of prioritizing the well-being of academic staff and calls for increased attention from educational policymakers and university administrators.

Abou Assali, Mouna & Abdouli, Khameis (2024) revealed that there is no important association between the respondents' years of work experience and their overall level of stress management. Furthermore, the

results show that there is no important association between the respondent's monthly income and level of stress management. It explains that the respondents' monthly income has no impact on the stress management level of college teachers.

5. BENEFITS OF HOLISTIC WELL-BEING OF TEACHING STAFF IN PRIVATE COLLEGES

- Clear insight into faculty needs – Identifies what truly matters to staff for well-being and performance. Resource optimization – Directs budgets and efforts toward the most impactful areas.
- Strength reinforcement – Maintains and enhances top-performing factors like leadership support and team culture. Weakness improvement – Proactively addresses low-scoring factors such as job security and environment. Higher morale & retention – Improves satisfaction, reducing turnover and boosting loyalty.
- Enhanced institutional reputation – Positions the institution as a supportive and desirable workplace.
- Better academic outcomes – Leads to improved teaching quality, research productivity and student success.

6. RESEARCH METHODOLOGY

To assess the Holistic Well-being of Teaching Staff in Private Colleges and the dimensions are derived for results Twelve factors to Holistic Well-being. Convenience sampling method was used to collect the data from the respondents to give the objective of the study has been accomplished with the help of final data collected from 113 respondents. Among the districts of Tamilnadu the study has been conducted in the Erode district. Field survey has been conducted in the Erode district which comprises different Private Colleges. The tool used for analysis is Garrett's ranking techniques. This technique is used to priority factor in the specified private colleges in Erode District.

7. ANALYSIS AND INTERPRETATION

The factors selected for the rank analysis are Clarity of Role and Responsibilities Compensation and

Rewards, Physical Work Conditions Peer Interaction and Team Culture, Leadership and Institutional Support Growth and Advancement Opportunities, Job Security and Employment Stability Appreciation and Performance Feedback, Decision-Making Autonomy, Clarity of Role and Responsibilities Compensation and Rewards, Physical Work Conditions Peer Interaction and Team Culture, Leadership and Institutional Support Growth and Advancement Opportunities, Job Security and Employment Stability Appreciation and Performance Feedback, Work performance is about getting tasks done , Environmental factors include support from the institution and Physical health includes things like having chronic illnesses.

A. Garrett’s Ranking Method

Garrett’s ranking method is used to rank the factor with the following formula

$$\text{Percent position} = \frac{100(R_{ij} - 0.5)}{N_j}$$

Where,

R_{ij} : Rank given for the i^{th} factor by the j^{th} sample respondent.

N_j : Number of factors ranked by the j^{th} sample respondent.

By referring the Garrett’s table, the percent position estimated is converted into scores. The scores of each respondent are added and then mean: value is calculated. The factors having highest mean: value is considered to be the most important. The same procedure is to be followed for the other factors. Hence the scale values for the twelve factors are as follows:

Table No. 1

Scale Values of the Different Level of Factors

R_{ij}	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
Percent Position	4.167	12.500	20.833	29.167	37.500	45.833	54.167	62.500	70.833	79.167	87.500	95.833
Scale value	84	73	67	62	58	53	50	46	42	37	33	15

Table No. 2 Ranking the Factors Influencing the Holistic Well-being of Teaching Staff in Private Colleges: By Using Garrett’s Ranking Technique

S. No	FACTOR	Rank	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL SCORE	MEAN SCORE	RANK	
		x	84	73	67	62	58	53	50	46	42	37	33	15				
1	Clarity of Role and Responsibilities	F	11	5	6	8	1	1	3	6	2	1	6	6	8	113	50.4247	IX
		Fx	924	365	402	496	388	590	389	502	422	562	228	280	5698			
2	Compensation and Rewards	F	12	11	6	6	1	1	8	1	5	6	8	1	6	113	54.5486	III
		Fx	1008	803	402	922	544	400	530	350	596	963	900	630	6164			
3	Physical Work Conditions	F	6	11	6	6	1	1	6	6	6	3	8	1	7	113	50.4955	VII I
		Fx	504	803	402	722	663	530	306	666	566	466	963	105	5706			
4	Collegial relationships	F	11	6	16	3	8	1	6	7	6	6	1	6	2	113	52.6194	IV
		Fx	924	438	1072	864	643	502	302	322	502	278	098	180	5946			
5	Leadership and Institutional Support	F	16	13	8	1	6	7	6	1	6	1	1	2	6	113	54.6991	II

		Fx	13 44	94 9	53 6	6 8 2	3 4 8	3 7 1	3 0 0	5 0 6	2 5 2	4 0 7	3 9 6	9 9 0	618 1		
6	Growth and Advancement Opportunities	F	6	11	12	6	6	1	1	8	1	6	7	1	113	51.1 238	V
		Fx	50 4	80 3	80 4	7 2	4 8	8 8	6 0	3 5	6 6	4 2	2 2	2 1	1 5		
7	Job Security and Employment Stability	F	6	6	16	1	3	1	6	7	1	1	6	2	113	50.7 610	VII
		Fx	50 4	43 8	10 72	8 6	4 4	5 3	3 0	3 2	4 2	4 2	1 7	1 8	8 0		
8	Recognition and appreciation	F	6	16	13	1	1	6	1	2	2	8	1	6	113	55.6 548	I
		Fx	50 4	11 68	87 1	8 2	6 8	3 8	1 0	6 5	5 3	3 0	4 6	1 7	9 8		
9	Decision-Making Autonomy	F	6	12	8	1	6	1	2	6	6	6	3	1	113	49.1 681	XII
		Fx	50 4	87 6	53 6	8 2	4 8	5 3	0 0	7 6	7 2	8 1	6 3	6 5	6 5		
10	Balance Between Work and Personal Life	F	8	11	6	1	2	6	6	3	1	1	1	7	113	50.3 362	X
		Fx	67 2	80 3	40 2	6 2	9 6	1 8	0 0	9 8	4 0	6 2	4 6	3 1	1 5		
11	Environmental factors include support from the institution	F	6	1	12	6	6	3	1	1	1	8	7	1	113	49.3 805	XI
		Fx	50 4	73	80 4	7 2	2 8	8 9	5 0	5 6	4 2	2 6	2 1	2 5	1 5		
12	Physical health includes things like having chronic illnesses	F	19	10	4	1	1	4	0	8	5	3	9	9	113	50.7 876	VI
		Fx	15 96	73 0	26 8	8 2	3 2	3 0	0 0	3 0	2 0	1 6	3 3	2 7	3 5		
TOTAL			11 3	11 3	11 3	1 3											

Source: Primary Data Note: x: Scale value, f: Number of respondents, fx: Score value

The Garrett’s Ranking analysis indicates that Recognition and Appreciation is the most influential factor in the well-being of teaching staff in private colleges, attaining Rank I with a mean score of 55.65, showing that acknowledgment of efforts is highly valued. Leadership and Institutional Support holds Rank II with a mean score of 54.70, underlining the importance of effective governance and supportive administration. Compensation and Rewards follows closely at Rank III with a mean score of 54.55, reinforcing that fair remuneration remains a critical motivator. Mid-tier factors include Collegial Relationships at Rank IV with a mean score of 52.62,

Growth and Advancement Opportunities at Rank V with a mean score of 51.12 and Physical Health at Rank VI with a mean score of 50.79, which emphasize collaboration, career growth and overall well-being. Job Security and employment stability at Rank VII with a mean score of 50.76 and Physical Work Conditions at Rank VIII with a mean score of 50.49 are viewed as fundamental necessities rather than exceptional motivators. Clarity of Role and Responsibilities at Rank IX with a mean score of 50.42 is followed by Work-Life Balance at Rank X with a mean score of 50.34 and Environmental Factors at Rank XI with a mean score of 49.38, both with slightly

lesser influence. The lowest-rated factor, Decision-Making Autonomy, at Rank XII with a mean score of 49.17, suggests that independence in decision-making, while appreciated, has less overall impact compared to recognition, leadership and compensation.

8. SUGGESTIONS

Based on the analyzed rankings, several actionable suggestions can be made to enhance faculty satisfaction and institutional effectiveness.

- Recognition and Appreciation (Mean Score: 55.65): Implement structured recognition initiatives such as faculty excellence awards, appreciation events and public acknowledgment of achievements to motivate teaching staff.
- Leadership and Institutional Support (Mean Score: 54.70): Encourage transparent governance and supportive administration through participative decision-making, mentoring programs and open communication channels.
- Compensation and Rewards (Mean Score: 54.55): Ensure fair and competitive remuneration with periodic salary revisions, performance-based incentives and non-monetary rewards like research grants or sabbaticals.
- Collegial Relationships (Mean Score: 52.62): Promote teamwork and collaboration by encouraging inter-departmental projects, academic retreats and peer support networks.
- Growth and Advancement Opportunities (Mean Score: 51.12): Offer clear promotion pathways, regular faculty development programs and support for higher education and research to enhance career growth.
- Environmental Factors (49.38) & Decision-Making Autonomy (49.17): Maintain a safe, clean and eco-friendly campus environment while ensuring reasonable academic autonomy in teaching and research to enhance faculty satisfaction.
- Overall, to create a thriving academic environment, institutions must adopt a holistic approach balancing autonomy, leadership, collaboration and tangible support to elevate both faculty morale and institutional reputation.

9. CONCLUSION

The present study have been attempted to identify gaps in the Holistic Well-being of Teaching Staff in Private Colleges in Erode district. A total of twelve dimensions have been used to assess the performance level and identify the gaps. The findings clearly indicate that faculty well-being is driven primarily by effective leadership, robust institutional backing and clear opportunities for career advancement. Decision-making autonomy and strong peer relationships further enhance job satisfaction, reflecting the value placed on professional trust and collaborative engagement. While aspects such as job security, recognition and fair rewards remain essential, they function more as baseline expectations than as distinguishing contributors to satisfaction. The lower rankings of certain environmental and infrastructural factors highlight potential gaps that institutions can address to strengthen overall faculty experience. Ultimately, prioritizing leadership quality, professional autonomy and a positive team culture can significantly improve faculty satisfaction, retention and long-term institutional success.

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