



# A STUDY ON THE PERCEIVED ACADEMIC PSYCHOLOGICAL CONTRACT AND THE MULTI- FACETED ACADEMIC RESPONSIBILITIES OF SELF - FINANCING COLLEGE FACULTIES OF ARTS AND SCIENCE COLLEGES, CHENNAI.

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## ABSTRACT

The progress of any Nation depends upon the standards of its educational system and educational Institutions. The successful running of any educational system depends mainly upon the academicians, the students community, the curriculum and the infrastructure. Academic faculties plays a pivotal role in the Higher Education Sector on whom the entire educational structure rests. Academicians are not only required to deliver education but also expected to provide professional consultations, conduct research, and publish articles in top journals. The changing character of academia inspired the researcher to study the psychological contracts within the academic environment. The research focused on examining the existence of a psychological contract that exists in academic environment and the responsibilities associated with self-financing college faculties of arts and science colleges. The paper highlights the multi-faceted responsibilities of self-financing college faculties in the area of teaching, research and administration as an 'obligation of teaching fraternity' to its employers in an academic environment. The self-administered questionnaires were circulated among the 50 women faculties of Chennai city to examine the perceived obligations in the academic environment.

**Keywords:** Psychological contract, academic responsibility, women faculty, obligations, Higher education, self-financing college environment.

## 1. INTRODUCTION

The main purpose of this research is to identify what represents academic psychological contract and an obligatory academic responsibilities of self-financing college faculties, how does it impact job performance of the faculties. The paper addresses the issue of different range of academic responsibilities that may shape the identity of the faculty such as teaching, research and administration placing an equal weight to capture the reality of what is expected in an academic environment.

## 2. NEED FOR THE STUDY

In the present scenario in higher education field, the responsibilities of an academic have become more challenging with research, teaching and administration which make the academic sense of identity. Thus, the Multifaceted responsibilities of self-financing college faculties reflects their attitudes, emotional intelligence, commitment and their academic responsibilities through their responses experiencing currently in their Institutions.

## 3. BACKGROUND OF THE STUDY

Taylor, 1999, in his findings from 'making sense of academic life' claimed that the emergent educational role of an academic is associated with skills and competencies in the area of teaching, research & publications, administration as the determinants of academic success. Researcher in this study intended to choose self-financing colleges to exhibit the 'reality' in performing 'academic responsibilities' to their employer Institution.

## 4. RESEARCH QUESTION

To examine the existence of psychological contract that is unique to the academic environment of self-financing faculties of arts and science colleges, to capture the perceived obligations by undertaking the duties and responsibilities within the Institutional environment.

## 5. OBJECTIVES OF THE STUDY

To study the demographic characteristics of the faculties employed in self-financing colleges at Chennai.

To study the perceptions of the faculties obligation towards academic responsibilities (teaching, research and administration) and its impact on job performance.

## 6. RESEARCH METHODOLOGY

The primary data obtained through on line questionnaires, gathered data from 60 faculties where 50 responses found suitable for analysis and interpretation. Simple frequency distribution and t-test were applied to evident the academic psychological contract among the self-financing college faculties, Chennai.

## 7. REVIEW OF LITERATURE ON PSYCHOLOGICAL CONTRACT

Rousseau, 1989, Psychological contract is perceptual, dynamic, and evolving in nature, as employees understand and interpret their employment relationships in their own way.

Rousseau, 1995, defined, "Psychological contracts are different from written or legally binding contracts because the set of reciprocal promises are primarily perceptions of responsibilities and entitlements and are often not clearly expressed".

According to Robinson, 1996, revealed, "The concept of 'promise' is an important part of contract; some of the employees' expectations are formally or informally confirmed by the organization". He also stated that, "Only those expectations emanate from perceived implicit or explicit promises by the employer are part of the psychological contract".

Turnley & Feldman, 1999, inferred that, "In social exchange theory asserts that psychological contracts are implicit agreements of 'give and take' rather than an explicit commitment".

Rousseau, 2001, suggested that, "Important characteristics of psychological contract is the individuals belief that the agreement is mutual, meaning that she perceives there to be common understanding that binds the parties to a specific course of action".

Conway & Briner, 2005, p.23, considered, "expectations and obligations as part of psychological contract, only if they were based on perceived promises".

## 8. LITERATURE REVIEW ON ACADEMIC PSYCHOLOGICAL CONTRACT

The expectations of working as a faculty in higher education were influenced by various factors. The expectations are associated with the institutions varied considerably while some warranted research based output while other explore on teaching excellence.

Harris & Caine, 1994, revealed that, Australian university experienced good research performance. This was linked to Networking with academic members, staff from other institutions, contact with colleagues in universities and overseas, by presenting papers in conferences, taking part as journal referees and journal editors.

Lee, 2003, interprets and gives wide range of sources of the obligations that, “ an academician faces within the areas of research, publication, teaching and administration along with the responsibilities documented effectively”.

Baruch & Hall, 2004, focuses on, “the existence of psychological contract in the academic environment and a corporate career model to think about the extent of responsibilities that may shaped the faculty as individual identity on research, administration and teaching”.

Gendron,2008, in his study of , “constituting the academic performer recognized that identity is associated with being an academician linked to performance measures associated with the number of publications in the top journals, ensure they have displayable productivity ,otherwise their career are at risk perishing”.

## 9. ANALYSIS AND INTERPRETATION OF THE STUDY

Findings of the academic psychological contract of faculty perceived in the area of academic responsibilities (teaching, research and administration) revealed their obligations in their Institutions where they are employed currently, and expressed few concerns about their expectations and fulfillment. To analyze the perception of self-financing faculty in discharging academic responsibilities to the employer, t-test was carried out to measure the impact of job performance.

**Table 1. Age**

Age	Frequency	%	Cumulative %
24-34	27	54.0	54.0
35-45	20	40.0	94.0
46-56	1	2.0	96.0
Above 56	2	4.0	100.0
	50	100.0	

*Source: Primary Data*

Table 1, reveals the age group frequency and the percentage of respondents. 54% of the faculty falls under the age group of 24-34 and 40% falls under 35-45 age group.

**Table 2. Income level**

Income level (Rs)	Frequency	%	Cumulative %
15,000-25,000	31	62.0	62.0
26,000-36,000	18	36.0	98.0
37,000-47,000	1	2.0	100.0
	50	100.0	

*Source: Primary Data*

Table 2. indicates the income level of respondents, where 62% responded between 15,000-25,000 ceiling and 36% respondents fall under 26,000-36,000 INR, reveals pay structure of their Institution.

**Table 3. Educational level**

Educational level	Frequency	%	Cumulative
PG	3	6.0	6.0
M.Phil.	23	46.0	52.0
Research scholar	12	24.0	76.0
Ph.D	12	24.0	100.0
	50	100.0	

*Source: Primary Data*

Table .3, identified the educational qualification of respondents , faculties qualified with M.Phil., 46%, Research scholars 24% and Ph.D holders 24% resulted on the fact that more emphasis required on developing research skills.

**Table 4. Academic experience**

Experience in the current position	Frequency	%	Cumulative %
Less than one year	3	6.0	6.0
1-2 years	3	6.0	12.0
3-5 years	17	34.0	46.0
Above 5 years	27	54.0	100.0
	50	100.0	

Source: Primary Data

Table no.4 shows the academic experience of the faculty of the self- financing college. The study infers 54% of the faculty possess more than 5 years of experience and 34% falls under between 3-5 years. The academic experience indicates the length of service of the faculties working in self-financing arts and science colleges at Chennai.

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

Total no of papers presented	Frequency	%	Cumulative %
Below 5 papers	32	64.0	64.0
Above 5 papers	18	36.0	100.0
	50	100.0	

Source: Primary Data

Table no 5 shows the number of papers presented in their academic career. 64% of the self- financing faculties fall under the category of below 5 numbers of count in paper presentations , where 36% of the faculties restore in the above 5 number of count in presentation of papers.

**Table 6. Research and publications / papers published in refereed journals**

Papers published in refereed journals	Frequency	%	Cumulative %
Below 5 papers	40	80.0	80.0
Above 5 papers	10	20.0	100.0
	50	100.0	

Source: Primary Data

Table no.6 reveals the data of paper published in refereed journals, where 80% respondents published in refereed journals, falling in the category below 5.

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

Citations	Frequency	%	Cumulative %
Yes	05	10.0	10.0
No	45	90.0	100.0
	50	100.0	

Source: Primary Data

Table no.7 shows the details of citations in journals, the data infer that only 10% of the self-financing faculties having citations as their credit in research performance.

**Table 8. Research and publications/publication of books**

Publications	Frequency	%	Cumulative %
Yes	08	16.0	16.0
No	42	84.0	100.0
	50	100.0	

Source: Primary Data.

Table no.8. represent the publication of books in their academic/research area. Only 16% of respondents published books in their academic career. Majority of the respondents didn't have any publications. From the table, research and publications data, in a 'nutshell' revealed the grey areas where self-financing faculties need to be focused in order to develop research skills and networking to excel in their performance.

## 10. T-TEST

To test the responses of perception of faculties in self-financing institution, 'A Likert five point scale' is used. This research paper adopted 'one sample t-test' to ascertain the overall obligations of the faculties through parametric approach as stated below:

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

Table 9. one sample statistics on the perceptions of academic responsibilities (teaching, research and administration)

Academic responsibilities	N	Mean	SD	Standard error Mean	t	P value
Teaching represents significant part in academia	50	4.50	.647	.091	49.195	.000
I provide quality teaching and work towards students overall development	50	4.60	.700	.099	46.477	.000
I value feedback system on performance	50	4.58	.575	.081	56.358	.000
I value peer review to monitor the quality of my work	50	4.32	.768	.109	39.789	.000
Do scholarly work and publish	50	2.48	1.313	.186	13.355	.000
Large part of my work is concerned with administration duties	50	4.44	.611	.086	51.346	.000
I have support system to undertake my admin responsibilities	50	2.30	1.249	.177	13.016	.000
Openness of communication for mutual trust	50	2.50	1.432	.203	12.344	.000
I am able to manage my job pressure and stress level	50	2.42	1.326	.188	12.903	.000

Research represents significant part of current work	50	2.30	1.249	.177	13.016	.000
Weightage on research is part of performance appraisal	50	3.40	.639	.090	37.631	.000
Appropriate resource platforms exist in my institution to support my research	50	2.48	1.313	.186	13.355	.000
Consideration of flexible working hours during research work	50	3.00	.926	.131	22.913	.000
Availed OD facility to attend conference/work shop	50	3.40	.639	.090	37.631	.000
Acknowledge research performance by way of increment	50	2.42	1.326	.188	12.903	.000

Source: Primary Data

Table 9, infers, the respondents perceived that, the academic responsibilities involves multi-faceted competencies and it has high noticeable impact on academic job performance. Institutions are also under more pressure to produce faculties for their impressive research profiles.

The above statistics on the 't-test' and the 'mean value' denotes the teaching responsibility, administrative duties and research skills. The respondents 'strongly agree' on the teaching responsibility on the variables such as teaching represents important role in the work, providing quality teaching, working towards students development, value feedback system, value peer review to monitor the quality teaching as the obligations provided by the faculties to their Institution. Faculties 'disagree' with the statement that 'they do scholarly article and engage in publication work'.

As part of administration duties obligated by faculties they, 'disagree' with the statements that they do 'have support to undertake admin duties and existence of openness of communication for mutual trust'. They also 'strongly agree' that 'large part of their current work is concerned with administration' only. They 'disagree' with the statement that, 'I am able to manage job pressure and stress level'.

With regards to research performance, faculties 'moderately' agreed about 'weightage on research is part of performance appraisal and Institution permits to avail OD facilities to attend conference and workshops, flexible working hours for research work to some extent by the Institutions. The faculties 'disagree' with the fact, 'the research plays significant part of current work, appropriate resource platform exist within their Institution, acknowledging research performance by way of increment'.

## 12. LIMITATIONS OF THE STUDY

The researcher collected samples from the women faculties working at Chennai, in self-financing arts and science colleges. So, the results cannot be generalized. Government/Aided/Deemed college academicians were not considered as their nature of appointment, benefits, exposures does not match with self-financing college faculties.

### 13. CONCLUSION

This study has examined how the academic responsibilities of self-financing faculties have impact on Research based job performance. The faculty perceived academic responsibilities and performance is associated with good quality of research and teaching practices. This determines the academic ability to carry out their responsibilities effectively. That's how the emergent educational role of the academic has led to 'new agenda' of work within the academic environment ,where the emphasis have been on finding a balance between academic and Institutional values, priorities and practices in order to capture the reality of 'what is expected' on an academic within the context of 'Higher Education Institutions'.

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