THE CONTEXTUAL ANTECEDENTS OF UNIVERSITY FACULTY'S WORK RELATED PERCEPTIONS AND SATISFACTION SENSE-MAKING IN NCR (AN AGE BASED PERSPECTIVE)

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ABSTRACT

The societal contextual elements have been observed as possessing the enormous power in deciding the career cycle of men and women alike across sectors of economy and career determination in academia is no exception as such.The existing literature points towards the prevalence of the individual, organizational and cognitive contexts of the faculty's career growth and progression in developing nations.The resource based view of faculty's accumulation of proficiencies regard the scenario as determined by individual differences, own drives to accumulate and orient the energies towards the acquisition of the capabilities that are worthwhile in academia and might prove a lifelong asset with regard to academic profession.The existing studies espouse the prevalence of the lateral and direct impact of the surrounding social structures on the faculty's abilities to perform or under perform in the environments or the work climates that are made available to them across their current employment position.The existing academic attempts at understanding the crucial role of work climate and campus in faculty success have been concentrated across select parameters yet no comprehensive research has ever been conducted across publically and privately funded educational institutions in perspective of developing countries especially India.

Keywords : Societal Contextual Faculty's Carrier, Academia

UNDERSTANDING CONTEXTUAL ANTECEDENTS

The academia's sense of satisfaction at work place is not aloof from the influences that are more contextual(GAPPA, Austin, 2009) rather than the chance factors. The academic careers have been observed as an outcome of the social interactions which are unique and characteristic of individual's unique and particular situations and surrounding conditions that are occasionally uncontrollable for each and every concerned individual (MAYRHOFER, 2007). Such contextual elements have been observed as possessing the enormous power in deciding the career cycle of men and women alike across sectors of economy and career determination in academia is no exception as such.

PROBLEMS OF INDIAN ACADEMIA

The academia in developing nations is under severe pressure from the societal intentions to deplore the profession. The Indian academic institutions like their global counterparts are being observed to negate the academics and academic career as a not so prized possession and strategy. The existing literature further points towards the dominance of the contrast between the individual attributes and the unionized aspirations in diminishing the personal competencies and foster an environment of collectiveness. The Ideal work force development practices (SMYLIE, Konkol, n.d.) have been observed to focus on the aspects of ideal and talented faculty recruitment and sustenance yet the work place climate does impact the perception formation with regard to bias across teaching experiences, research experiences and the service related contributions. The work place related bargaining and collectivism (JULIUS, Di Giovanni, 2016) is in fact impacting the realization of talents and capabilities across the academic work place in diverse patterns and contexts.

INDIVIDUAL CONTEXTS

The faculty's work experience, task mastery, job history and individual's professional capital as well as professional vitality are largely observed as a result of one's own efforts and aspirations. As per the "human resource management"

paradigm, the faculty's internal resources and competencies are accumulated and acquired across their entire career life span. The "resource based view" of faculty's accumulation of proficiencies regard the "scenario" as determined by individual differences, own drives to accumulate and orient the energies towards the acquisition of the capabilities that are worthwhile in academia and might prove a lifelong asset with regard to academic profession. The "human capital perspective" regards the faculty's education, accumulation of experience, learning ability and training as developing a state of human capital in form of faculty. Such a state is further speculated to impact the respective career outcomes across the faculty in terms of internal competitiveness, external image and competitiveness as well as a sense of career related satisfaction and pride.

The recent focus of academic research on the "factors" and the "contexts" influencing the Indian faculty's accumulation of worthy and respectable work experience(GAPPA, Austin, 2009) is rather dismal and fragmented.The current focus on evolution of impact of organizational climate on the faculty's internal capabilities has provided some meaningful insights into the phenomenon in context of developing nations and their educational institutions. The current research on the dominant trifocal division of labor namely the teaching, research and service as essential components; has not been able to interpret the impact of climate on the respective abilities of the faculty across these three areas of expertise(GAPPA, Austin, 2009).

ORGANIZATIONAL CONTEXTS

In view of the academics as a social activity, such an action can never ever escape the impact of the resultant and surrounding sociological and organizational norms, policies, institutional mechanisms and existing structures(SOKOL, Gozdek,Figurska,Blaskova, 2015). As such teaching, research and service across the faculty lives is not aloof from the social and institutional influences and contexts.A study underlined the prevalence of the lateral and direct impact of the surrounding social structures on the faculty's abilities to perform or under perform in the environments or the work climates that are made available to them across their current employment position. Indik's research framework further validated the existence of the impact of the organizational processes on the constituent employee's levels of satisfaction, patterns of perceptions and individual's state of psychology. A research across Asia on the exploration of climate generated psychological safety as an outcome of impact of surrounding structures (SHEN, Yuzhong,Martin,Koh, 2015) further established the key role of the external and surrounding structures on the residual employee's ability to realize their own potential. As such it's evident that the neighboring environment impacts the individual's capacity to unleash his true potential and the role of work climate and the faculty's perceptions regarding the pattern of organizational climate would definitely exert a lasting impact on the latter's performance (FINKELSTEIN, Seal,Schuster, 1998). Yet the studies have been non convergent with regard to the interpretation of the organizational and structural characteristics that severely impact the faculty "outcomes" and the "perceptions" regarding wage levels in the longer run as well as the shorter time frame (KLEIN, Fan,Preacher, 2006). The "campus climate" is often interpreted as the those behaviors or the learning environments that impact the individuals(faculty's) sense of being safe, being respected and listened to and being treated fairly and sense of belongingness. The American "climate brochure" highlights the commonly observed negative concerns (WISELI, 2015) of the faculty with regard to department climate as:

- Lack of consideration, politeness and respect
- Lack of recognition, visibility and value
- Insufficient sense of community or belongingness
- Lack of support
- Inequitable access to professional development opportunities
- Difficulties with regard to work life balance achievement
- Illegal behaviors and gender based stereotyping
- Tenure of women faculty

The earlier academic attempts at understanding the crucial role of work climate and campus in faculty success have been concentrated across select parameters yet no comprehensive research has ever been conducted across publically and privately funded educational institutions in perspective of developing countries especially India. A study on the existing "chilly climate" across American academia identified the individual antecedents as percentage of women in department, extent of fairness of procedures and extent of gender based equity prevalent in the existing organizational unit. These antecedents were interpreted as impacting the content of women's exclusion from decision making platforms across the organization. The organizational support especially the organizational environment has been observed as vital for career advancement in academia across the recent studies on the topic (BALDWIN, Chang, 2006).

Cognitive contexts

The university faculty's "perceived self-efficacy beliefs" have been observed as instrumental in perusal of career sustenance. The organization has a direct and lateral role in shaping the faculty's notions and practice of self-efficacy based competences and experiences. In academic terms, faculty self-efficacies are been interpreted as the driving the self-based experiences and mastery of the aforesaid disciplinary course or stream of learning. The experience accumulation and self-assessed masteries of the subject are essential for teaching and research based self-confidence and capabilities. The contextual factors (especially the employing organization) figures among the most proximate source of teacher's efficacy based perceptions regarding the own capabilities to teach, to instruct, to research and to administer the higher education institutions (ADAMS, Forsyth, 2006). It was observed that the contextual variables impact the formation and application of teacher's self-efficacy based beliefs.

The study further concluded that the "school structure" or the organizational context accounted for maximum possible variation in determining the proximate levels of the teacher's efficacy perceptions.A study across the lecturers(HEMMINGS, Kay, 2009) determined the dimensions of self-efficacies in academic workforce and observed the prevalence of the gender bias in findings.The faculty's sense of self efficacy has also been interpreted in terms of its relationship with overall academic job satisfaction and other faculty related expectations in terms of career advancement and intentions to leave academia(GKOLIA, Belias,Koustelios, 2014). The study acknowledged the blooming relationship between the self-efficacy and the faculty's job satisfaction across the higher educational institutions. The earlier attempts to develop and validate a scale with regard to measurement of teacher's self-efficacies across three domains of teaching, research and management; were studied in detail across the Spanish higher education institutions(VERA, Salanova,Rio, 2011).

A study across the 192 employees in Korean banks revealed the existence of a relationship between the self-efficacy, pay satisfaction and the benefits satisfaction. The study further observed the prevalence of the centrifugal impact of self-efficacies in shaping the individual's self confidence levels(KIM, 2001) which were ultimately observed to reflect across the native's aspirations ad performance across the pay levels as well as benefits related satisfaction perceptions. Another study supported the existence of relationship between the faculty perceptions of self-efficacy and the respective levels of job satisfaction(DIPASUPIL, Ham,Min, 2015). The faculty's self-efficacy has been observed as a prime determinant of professional identity development in academia(CANRINUS, Lorenz,Hofman, 2012). The study opinioned that the faculty's classroom self-efficacy and respective perceptions of job satisfaction; play a crucial role in faculty's professional identity development. Faculty's self-efficacy has also been interpreted in relation with the possible outcomes and career goals across the career conscious academia.

The faculty based self-efficacies (MORAN, Hoy, 2001) have been observed to be positively related to their sense of persistence across time, levels of enthusiasm, patterns of commitment to profession, overall instructional behavior as well as the relative student outcomes and student achievement patterns. Another study highlighted the existence of relative relationship between the teacher's self-efficacy based perceptions and the levels of Job satisfaction(KARABIYIK, Korumaz, 2013). Self-efficacy levels across faculty in higher academia have been observed to be related with the respective faculty's job related performance outcomes(STAJKOVIC, Luthans, 1998).

Any change or transformation across the faculty's mastery experience has been observed to substantially raise the levels of their expertise and efficacy based expectations(LADNER, 2008). In fact the phenomenon of faculty's academic self-efficacy has been defined across the literature as involving the faculty's self-assessment regarding the sense of confidence in one's ability to perform various academic tasks like the teaching(instructional delivery),research, management, and the service; in a university work environment (LANDINO, Owen, 1988). This attribute of self-efficacy has also been observed to possess implications for faculty's organizational behavior and perception formation with regard to organizational supports(GIST, 1987).

RESEARCH HYPOTHESIS

H1 : There are significant differences with regard to age across the work based experiences

H2 : There are significant differences with regard to age across the faculty's sense of satisfaction

RESEARCH METHODOLOGY AND FACTOR ANALYSIS

The current research operationalizes the core constructs of "faculty work experience" and "salary satisfaction" on the basis of Gappa, Austin, Trica (2007) conceptual model of variables envisions the crucial role of three aspects of faculty work experiences (academic freedom and autonomy,

professional growth, collegiality) and three characteristics of academic organizations (resources, leadership, rewards).The construct of "organizational context of work experience" has been a widely researched aspect of impacts on faculty's functioning and perception formation regarding the academic work related satisfaction or non–satisfaction.

The review of literature on Indian educational institutions suggest the non-existence of the suitable research framework and the measures further complicate the problem evaluation in Indian context. The current research is basically quantitative in nature and its sole focus is on the interpretation of the relations that exist across the faculty's perceptions of work experience across Indian educational institutions and salary expectations. The unit of analysis comprises those tenured faculties across Indian universities or the higher education institutions that have prior teaching and research experience across their respective disciplines of study across UGC recognized educational institutions with effective student enrollment and optimum budgetary allocation for the education. The choice of such a population segment is consistent with earlier studies on the faculty's perceptions. The "tenured and permanent faculty" members across the various disciplinary schools of study would only be considered for this research exercise. The rationale for selection of tenured faculty stems from the need of separating the worthwhile faculty from the non-serious faculty members (DUBNER, 2013).The individual measurement scales were analyzed collectively for extractive factor analysis for further extraction of context specific significant factors representing the phenomenon for research.

Pattern Matrix[a]

	Component										
	1	C	CLI	W	Valig	Vital	Ten	T	P	Sal	Cont
Climate_1			.950								
Climate_2			.798								
Climate_3			.867								
Climate_4			.920								
Climate_5			.881								
Climate_6			.931								
Climate_7			.944								
Climate_8			.927								
Climate_9			.934								
Climate_10			.932								
Valign_2					-.848						
Valign_3					.921						
Valign_4					.880						
Valign_5					-.975						
Valign_6					.945						
Vital_1						.982					
Vital_2						.978					
Vital_3						.978					
C1		.922									
C2		.970									
C3		.960									
C4		.977									
C5		.900									
C6		.935									
C7		.883									
C8		.942									

C9		.925									
P1									.757		
P2									.870		
P3									.820		
P4									.821		
W1				.931							
W2				.991							
W3				.994							
W4				.998							
AccR1	.562										
AccR2	.839										
AccR3	.835										
AccR4	.818										
AccR5	.861										
AccR6	.689										
AccR7	.757										
AccR8	.845										
AccR9	.817										
TenureExp_2							.866				
TenureExp_3							.975				
TenureExp_4							.857				
TenureExp_5							.887				
TenureExp_6							.811				
TenureExp_7							.583				
TenureExp_8							.675				
Control_1											.818
Control_2											.929
Salary_2										.697	
Salary_3										.725	
Salary_4										.889	
Salary_5										.869	
Salary_6										.766	
Salary_7										.803	
T1								.979			
T2								.982			

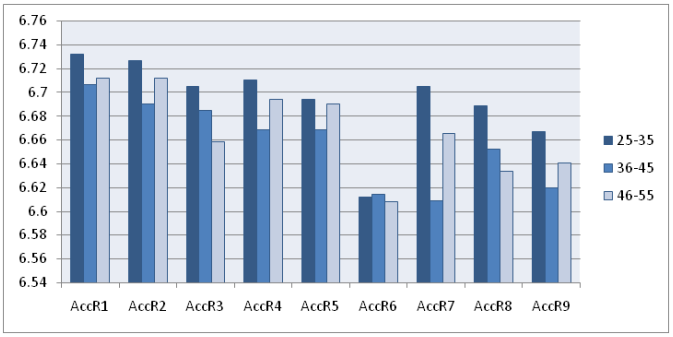
Extraction Method: Principal Component Analysis.

Rotation Method: Oblimin with Kaiser Normalization.[a]

a. Rotation converged in 7 iterations.

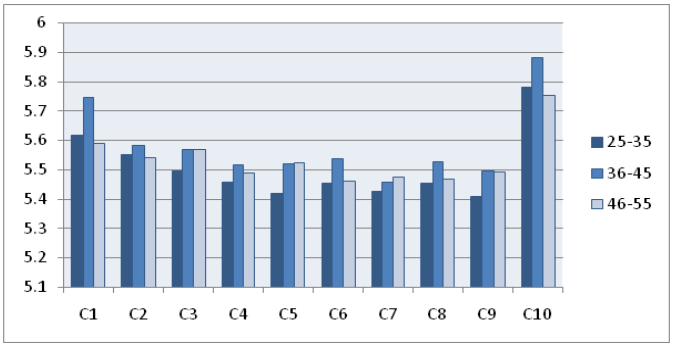
FINDINGS

The work experience as earlier mentioned has been measured with aid of faculty's perceived collegiality, faculty's perceptions of access to academic and professional resources and training opportunities, perceptions of work life balance and person organization fit and the sense of perceived tenure related equity. In terms of faculty's access to resources and training opportunities across the various age bands, the variations were observed with regard to the all the constituent items. This essentially illustrates that the cross age variations are not similar and nor are the variations across factor based items equal in content and scope. For instance, the first item "Accr_1" attracted maximum score of 6.73 across the age group 25-35 which subsides to 6.71 and 6.7 across the band two and three respectively. The sixth item"AccR_6" however found a lesser favor across the respondents whereas the items numbered "AccR_7" to "AccR_9" attracted moderate response turnout.



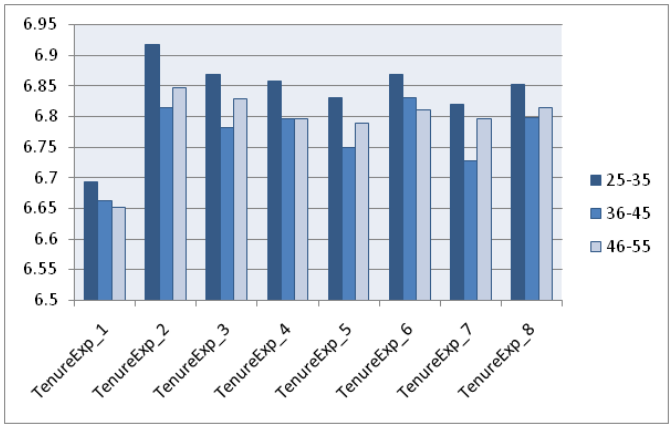
Variations for Access to resources by age bands

With regard to the collegiality, the responses varied in declining order from the item number one to item numbered five. The cross age variations in other words confirm the global and existing research that inverted U-type observations have been evident on account of age bands. In terms of their aspirations with regard to collegial relations in the organizational perspective, the respondents in age group 25-35 were observed as less favorable yet the respondents in age band from 36-45 seemed to prefer the same as their age rises and tenure expectations are also on the rising trend.

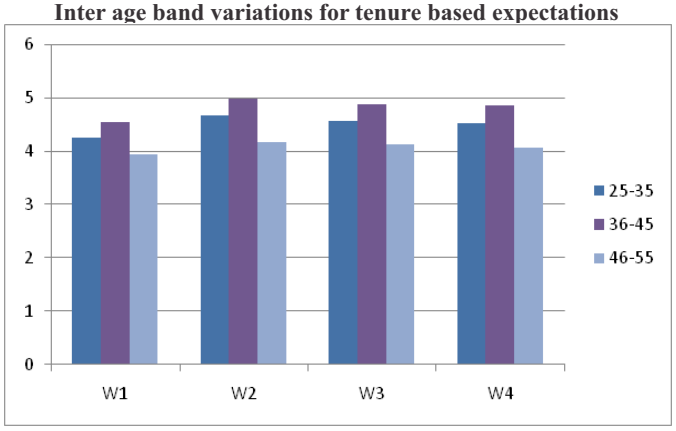


Cross age variations for collegial perceptions

In terms of the cross age variations with regard to the faculty's tenure based expectations, the item numbered two (My institution adheres to tenure criteria when making decisions regarding tenure) attracted moderate weightage and cross age variances. The highly favored item under the "collegial relations" construct was the tenth item (Feel reluctant to express opinion in wake of negative consequences).



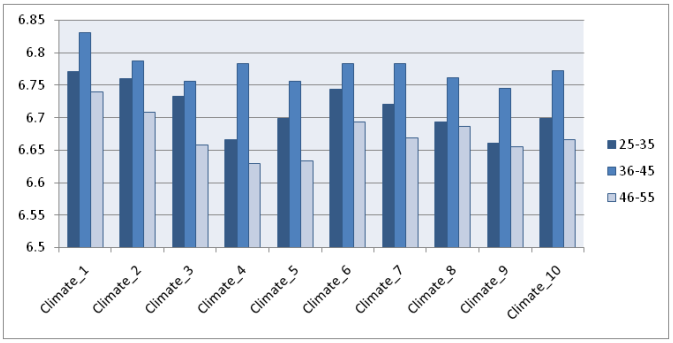
Inter age band variations for tenure based expectations



Differences with regard to work life balances

Age and academic freedom

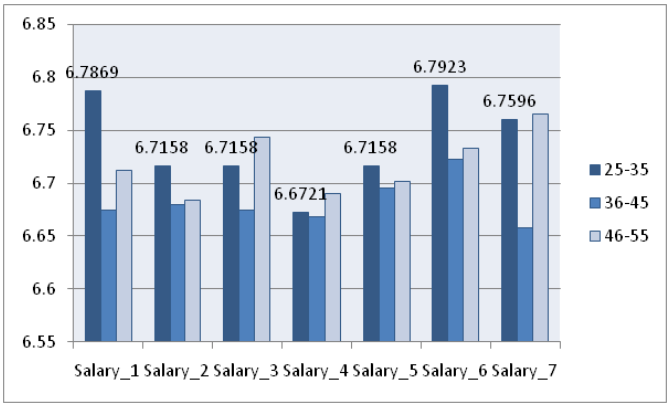
In terms of faculty's perceptions of the existing academic freedoms in the organizational climates, the maximum inclination for the items was observed across the 36-45 age groups. This signifies the prevalence of the mid career concerns with regard to academic freedom and concerns with regard to instructional and research facilitation environment in the organizations (educational institutions in National capital region).



Cross age variations with regard to academic environments

Age and Satisfaction

The "u-turn" phenomenon (CLARK, Oswald, 1996) as observed across the international research seems to be prevalent across the tenured faculty in Indian scenario also. In support of global research on the salary based expectations and sense of satisfaction with rewards, the research upheld the trends that salary based expectations initially decline and then rise with maturity across the employing organization.



Cross age differences with regard to salary satisfaction

Hence the hypothesis stands vindicated that

- There are significant differences with regard to age across the work based experiences
- There are significant differences with regard to age across the faculty's sense of satisfaction

The academia's job based satisfaction across the diverse age groups initially rises or sustains, then declines and again rises across the career maturity (CLARK, Oswald, 1996).The t-test based inter group variance analysis reveals the presence of the cross age differences across multiple factors considered for the current study.

GROUP STATISTICS

		A2	N	Mean	Std. Deviation	Std. Error Mean
: CLIMATE (part of faculty's academic freedom scale)	Climate_1	25-35	183	6.7705	.54652	.04040
		36-45	184	6.8315	.42962	.03167
	Climate_2	25-35	183	6.7596	.49956	.03693
		36-45	184	6.7880	.50535	.03725
	Climate_3	25-35	183	6.7322	.56393	.04169
		36-45	184	6.7554	.56295	.04150
	Climate_4	25-35	183	6.6667	.72879	.05387
		36-45	184	6.7826	.59737	.04404
	Climate_5	25-35	183	6.6995	.64820	.04792
		36-45	184	6.7554	.58204	.04291
	Climate_6	25-35	183	6.7432	.57860	.04277
		36-45	184	6.7826	.58815	.04336
	Climate_7	25-35	183	6.7213	.67444	.04986
		36-45	184	6.7826	.58815	.04336
	Climate_8	25-35	183	6.6940	.62399	.04613
		36-45	184	6.7609	.55060	.04059
	Climate_9	25-35	183	6.6612	.71481	.05284
		36-45	184	6.7446	.63157	.04656
	Climate_10	25-35	183	6.6995	.62225	.04600
		36-45	184	6.7717	.55522	.04093
FACTOR : PERCIEVED COLLEGIALITY RELATIONS (part of faculty work experience scale)	C1	25-35	183	5.6175	.99234	.07336
		36-45	184	5.7446	.91435	.06741
	C2	25-35	183	5.5519	1.00345	.07418
		36-45	184	5.5815	.94891	.06995
	C3	25-35	183	5.4973	.91912	.06794
		36-45	184	5.5707	.82011	.06046
	C4	25-35	183	5.4590	.95343	.07048
		36-45	184	5.5163	.90521	.06673
	C5	25-35	183	5.4208	.94521	.06987
		36-45	184	5.5217	.85543	.06306
	C6	25-35	183	5.4536	.92983	.06874
		36-45	184	5.5380	.87383	.06442
	C7	25-35	183	5.4262	.97989	.07244

FACTOR; VALUE ALIGNMENT (part of academic freedom scale)	Valign_2	25-35 36-45	183 184	5.7377 5.8043	.86256 .80625	.06376 .05944
	Valign_3	25-35 36-45	183 184	5.6667 5.7446	.81425 .75021	.06019 .05531
	Valign_4	25-35 36-45	183 184	5.5410 5.6630	.88157 .73592	.06517 .05425
	Valign_5	25-35 36-45	183 184	5.6393 5.6902	.79212 .74417	.05856 .05486
	Valign_6	25-35 36-45	183 184	5.6393 5.6685	.77812 .72721	.05752 .05361
FACTOR; PERSON-ORGANIZATION FIT (part of faculty work experience scale)	P1	25-35 36-45	183 184	6.0383 6.0163	.75131 .83290	.05554 .06140
	P2	25-35 36-45	183 184	5.9344 5.8696	.78870 .84566	.05830 .06234
	P3	25-35 36-45	183 184	5.8743 5.8152	.78485 .82222	.05802 .06062
	P4	25-35 36-45	183 184	5.9126 5.8696	.70556 .70467	.05216 .05195
FACTOR: WORK LIFE BALANCE PERCEPTIONS(part of faculty work experience scale)	W1	25-35 36-45	183 184	4.2732 4.5489	1.74208 1.77345	.12878 .13074
	W2	25-35 36-45	183 184	4.6776 5.0054	1.94707 1.93472	.14393 .14263
	W3	25-35 36-45	183 184	4.5738 4.8859	1.96502 2.00355	.14526 .14770
	W4	25-35 36-45	183 184	4.5355 4.8641	1.98278 2.01579	.14657 .14861
	W5	25-35 36-45	183 184	4.7104 5.0380	1.89222 1.86825	.13988 .13773
FACTOR: PROFESSIONAL VITALITY(part of faculty salary outcomes)	Vital_1	25-35 36-45	183 184	3.8525 3.7554	1.31979 1.30152	.09756 .09595
	Vital_2	25-35 36-45	183 184	3.9180 3.8913	1.25744 1.31786	.09295 .09715
	Vital_3	25-35 36-45	183 184	3.7596 3.7500	1.22569 1.27288	.09061 .09384

FACTOR : ACCESS TO RESOURCES AND TRAINING OPPOURTUNITIES (part of faculty work experience scale)	AccR1	25-35	183	6.7322	.64569	.04773
		36-45	184	6.7065	.73236	.05399
	AccR2	25-35	183	6.7268	.61277	.04530
		36-45	184	6.6902	.69086	.05093
	AccR3	25-35	183	6.7049	.63793	.04716
		36-45	184	6.6848	.67637	.04986
	AccR4	25-35	183	6.7104	.65318	.04828
		36-45	184	6.6685	.72721	.05361
	AccR5	25-35	183	6.6940	.69085	.05107
		36-45	184	6.6685	.74942	.05525
	AccR6	25-35	183	6.6120	.85631	.06330
		36-45	184	6.6141	.82847	.06108
	AccR7	25-35	183	6.7049	.63793	.04716
		36-45	184	6.6087	.81591	.06015
	AccR8	25-35	183	6.6885	.67631	.04999
		36-45	184	6.6522	.73826	.05442
	AccR9	25-35	183	6.6667	.70581	.05218
		36-45	184	6.6196	.80765	.05954
FACTOR : TENURE EXPECTATION PERCEPTIONS(part of faculty work experience scale)	TenureExp_1	25-35	183	6.6940	.64136	.04741
		36-45	184	6.6630	.71330	.05258
	TenureExp_2	25-35	183	6.9180	.36140	.02672
		36-45	184	6.8152	.61723	.04550
	TenureExp_3	25 35	183	6.8689	.47378	.03502
		36-45	184	6.7826	.67470	.04974
	TenureExp_4	25-35	182	6.8571	.47178	.03497
		36 45	182	6.7967	.62842	.04658
	TenureExp_5	25-35	183	6.8306	.55345	.04091
		36-45	184	6.7500	.78406	.05780
	TenureExp_6	25-35	183	6.8689	.42486	.03141
		36-45	184	6.8315	.54209	.03996
	TenureExp_7	25-35	183	6.8197	.55987	.04139
		36-45	184	6.7283	.77676	.05726
	TenureExp_8	25-35	183	6.8525	.46301	.03423
		36-45	184	6.7989	.70734	.05215
	TenureExcp_9	25-35	183	4.2787	.70628	.05221
		36 -45	184	4.3315	.68063	.05018

FACTOR: FACULTY CONTROL OVER CAREER	Control_1	25-35	183	4.1803	.68360	.05053
		36-45	184	4.2120	.72705	.05360
	Control_2	25-35	183	4.2240	.73310	.05419
		36-45	184	4.2446	.74656	.05504
FACTOR: SALARY SATISFACTION	Salary_1	25-35	183	6.7869	.61434	.04541
		36 45	184	6.6739	.90062	.06639
	Salary_2	25-35	183	6.7158	.60775	.04493
		36-45	184	6.6793	.68585	.05056
	Salary_3	25-35	183	6.7158	.58939	.04357
		36-45	184	6.6739	.65468	.04826
	Salary_4	25-35	183	6.6721	.85269	.06303
		36-45	184	6.6685	.80564	.05939
	Salary_5	25-35	183	6.7158	.62557	.04624
		36-45	184	6.6957	.69721	.05140
	Salary_6	25-35	183	6.7923	.54526	.04031
		36-45	184	6.7228	.65647	.04840
	Salary_7	25-35	183	6.7596	.60864	.04499
		36-45	184	6.6576	.73711	.05434
FACTOR:TENURE CAREER LOCUS	T1	25-35	183	3.7322	1.40227	.10366
		36-45	184	3.7500	1.34388	.09907
	T2	25-35	183	3.6885	1.38922	.10269
		36-45	184	3.7609	1.39765	.10304

The age based SEM plot depicts the differences across three broader age groups across the respondents. The responses vary across work experience (access to training opportunities and resources) and salary related satisfaction. For the age group (25-35) , the access to opportunities and resources leads to a 0.249 times increase in control over career and the faculty's control over career leads to a 0.411 times positive increase in sense of satisfaction. Whereas for the age group (36-45), the faculty's respective access to opportunities and resources leads to a 0.109 times increase in control over career and the faculty's control over career leads to a 0.420 times positive increase in sense of satisfaction. In the most senior age ranking of 46-55 years, the senior faculty's respective access to opportunities and resources leads to a 0.158 times increase in control over career and the faculty's control over career leads to a 0.153 times positive increase in sense of satisfaction.

Regression weights with grouping variables for age
Group value=1

			Estimate	S.E.	C.R.	P	Label
CONTROL	<---	Accr	.249	.076	3.264	.001	par_49
CONTROL	<---	P	.163	.068	2.391	.017	par_50
CONTROL	<---	C	.615	par_51			
CONTROL	<---	TENUREEXP	.004	par_52			
CONTROL	<---	W	.006	.025	.246	.805	par_53
VALIG	<---	CLIMATE	.630	.099	6.356	***	par_58
T	<---	CLIMATE	-.384	.175	-2.199	.028	par_59
VITAL	<---	VALIG	-.209	par_60			
VITAL	<---	T	.191	par_61			
VITAL	<---	CONTROL	.016	.220	.072	.942	par_63
SALARY	<---	CONTROL	.411	.102	4.019	***	par_54
SALARY	<---	VITAL	-.019	.031	-.611	.541	par_62

Group value=2

			Estimate	S.E.	C.R.	P	Label
CONTROL	<---	Accr	.109	.074	1.480	.139	par_49
CONTROL	<---	P	.407	.078	5.202	***	par_50
CONTROL	<---	C	.319	par_51			
CONTROL	<---	TENUREEXP	.019	par_52			
CONTROL	<---	W	.031	.028	1.106	.269	par_53
VALIG	<---	CLIMATE	.661	.101	6.549	***	par_58
T	<---	CLIMATE	.031	.186	.167	.868	par_59
VITAL	<---	VALIG	.260	par_60			
VITAL	<---	T	.125	par_61			
VITAL	<---	CONTROL	.199	.156	1.275	.202	par_63
SALARY	<---	CONTROL	.420	.078	5.365	***	par_54
SALARY	<---	VITAL	-.029	.034	-.868	.385	par_62

Group=3

			Estimate	S.E.	C.R.	P	Label
CONTROL	<---	Accr	.153	.060	2.533	.011	par_49
CONTROL	<---	P	.326	.075	4.320	***	par_50
CONTROL	<---	C	.657	par_51			
CONTROL	<---	TENUREEXP	.043	par_52			
CONTROL	<---	W	-.008	.021	-.389	.697	par_53
VALIG	<---	CLIMATE	.835	.085	9.808	***	par_58
T	<---	CLIMATE	-.017	.144	-.122	.903	par_59
VITAL	<---	VALIG	-.145	par_60			
VITAL	<---	T	.090	par_61			
VITAL	<---	CONTROL	.158	.139	1.131	.258	par_63
SALARY	<---	CONTROL	.372	.061	6.096	***	par_54
SALARY	<---	VITAL	-.020	.024	-.833	.405	par_62

The cross means comparison on the other side reveals these differences across the diverse constituent factors undertaken for research and analysis in this academic study across the educational institutions in National Capital Region.

	A2											
	25-35			36-45			46-55			Total		
	Mean	N	Std. Deviation	Mean	N	Std. Deviation	Mean	N	Std. Deviation	Mean	N	Std. Deviation
AccR1	6.7322	183	.64569	6.7065	184	.73236	6.7117	281	.71126	6.7160	648	.69859
AccR2	6.7268	183	.61277	6.6902	184	.69086	6.7117	281	.65914	6.7099	648	.65486
AccR3	6.7049	183	.63793	6.6848	184	.67637	6.6584	281	.75404	6.6790	648	.70023
AccR4	6.7104	183	.65318	6.6685	184	.72721	6.6940	281	.70630	6.6914	648	.69695
AccR5	6.6940	183	.69085	6.6685	184	.74942	6.6904	281	.73208	6.6852	648	.72468
AccR6	6.6120	183	.85631	6.6141	184	.82847	6.6085	281	.82579	6.6111	648	.83398
AccR7	6.7049	183	.63793	6.6087	184	.81591	6.6655	281	.74775	6.6605	648	.73897
AccR8	6.6885	183	.67631	6.6522	184	.73826	6.6335	281	.78204	6.6543	648	.74028
AccR9	6.6667	183	.70581	6.6196	184	.80765	6.6406	281	.78079	6.6420	648	.76732
Climate_1	6.7705	183	.54652	6.8315	184	.42962	6.7402	281	.56073	6.7747	648	.52319
Climate_2	6.7596	183	.49956	6.7880	184	.50535	6.7082	281	.54140	6.7454	648	.52006
Climate_3	6.7322	183	.56393	6.7554	184	.56295	6.6584	281	.62451	6.7068	648	.59140
Climate_4	6.6667	183	.72879	6.7826	184	.59737	6.6299	281	.70587	6.6836	648	.68563
Climate_5	6.6995	183	.64820	6.7554	184	.58204	6.6335	281	.68464	6.6867	648	.64768
Climate_6	6.7432	183	.57860	6.7826	184	.58815	6.6940	281	.59064	6.7330	648	.58684
Climate_7	6.7213	183	.67444	6.7826	184	.58815	6.6690	281	.67141	6.7160	648	.65047
Climate_8	6.6940	183	.62399	6.7609	184	.55060	6.6868	281	.59893	6.7099	648	.59292
Climate_9	6.6612	183	.71481	6.7446	184	.63157	6.6548	281	.67484	6.6821	648	.67468
Climate_10	6.6995	183	.62225	6.7717	184	.55522	6.6655	281	.63402	6.7052	648	.60994
C1	5.6175	183	.99234	5.7446	184	.91435	5.5907	281	.92183	5.6420	648	.94103
C2	5.5519	183	1.00345	5.5815	184	.94891	5.5409	281	.94827	5.5556	648	.96299
C3	5.4973	183	.91912	5.5707	184	.82011	5.5694	281	.90019	5.5494	648	.88297
C4	5.4590	183	.95343	5.5163	184	.90521	5.4875	281	.93771	5.4877	648	.93192
C5	5.4208	183	.94521	5.5217	184	.85543	5.5231	281	.87851	5.4938	648	.89129
C6	5.4536	183	.92983	5.5380	184	.87383	5.4626	281	.89414	5.4815	648	.89803
C7	5.4262	183	.97989	5.4565	184	.95715	5.4769	281	.97486	5.4568	648	.97002
C8	5.4536	183	.99823	5.5272	184	.90495	5.4698	281	.93731	5.4815	648	.94499
C9	5.4098	183	.98968	5.4946	184	.95812	5.4911	281	.95287	5.4691	648	.96410
C10	5.7814	183	.83619	5.8804	184	.74427	5.7544	281	.84527	5.7978	648	.81572
Valign_2	5.7377	183	.86256	5.8043	184	.80625	5.6512	281	.94457	5.7191	648	.88512
Valign_3	5.6667	183	.81425	5.7446	184	.75021	5.6477	281	.85799	5.6806	648	.81606
Valign_4	5.5410	183	.88157	5.6630	184	.73592	5.5160	281	.90668	5.5648	648	.85528
Valign_5	5.6393	183	.79212	5.6902	184	.74417	5.6299	281	.87323	5.6497	648	.81474

W2	4.6776	183	1.94707	5.0054	184	1.93472	4.1851	281	1.87310	4.5571	648	1.94033
W3	4.5738	183	1.96502	4.8859	184	2.00355	4.1317	281	1.84403	4.4707	648	1.94811
W4	4.5355	183	1.98278	4.8641	184	2.01579	4.0747	281	1.85302	4.4290	648	1.96284
Vital_1	3.8525	183	1.31979	3.7554	184	1.30152	3.8541	281	1.29700	3.8256	648	1.30348
Vital_2	3.9180	183	1.25744	3.8913	184	1.31786	3.9288	281	1.33172	3.9151	648	1.30528
Vital_3	3.7596	183	1.22569	3.7500	184	1.27288	3.8434	281	1.26365	3.7932	648	1.25454
TenureExp_1	6.6940	183	.64136	6.6630	184	.71330	6.6512	281	.73636	6.6667	648	.70327
TenureExp_2	6.9180	183	.36140	6.8152	184	.61723	6.8470	281	.56195	6.8580	648	.53174
TenureExp_3	6.8689	183	.47378	6.7826	184	.67470	6.8292	281	.63189	6.8272	648	.60477
TenureExp_4	6.8571	182	.47178	6.7967	182	.62842	6.7972	281	.63650	6.8140	645	.59197
TenureExp_5	6.8306	183	.55345	6.7500	184	.78406	6.7900	281	.72361	6.7901	648	.69826
TenureExp_6	6.8689	183	.42486	6.8315	184	.54209	6.8114	281	.64088	6.8333	648	.55876
TenureExp_7	6.8197	183	.55987	6.7283	184	.77676	6.7972	281	.64763	6.7840	648	.66457
TenureExp_8	6.8525	183	.46301	6.7989	184	.70734	6.8149	281	.62214	6.8210	648	.60808
Control_1	4.1803	183	.68360	4.2120	184	.72705	4.1708	281	.72654	4.1852	648	.71393
Control_2	4.2240	183	.73310	4.2446	184	.74656	4.2206	281	.70285	4.2284	648	.72299
Control_3	6.7923	183	.62066	6.7228	184	.76417	6.8327	281	.51109	6.7901	648	.62342
Control_4	6.7650	183	.59714	6.7554	184	.66937	6.7295	281	.69551	6.7469	648	.66077
Control_5	6.7760	183	.56361	6.7500	184	.64655	6.7972	281	.56517	6.7778	648	.58840
Control_6	6.7814	183	.58015	6.7554	184	.66937	6.8043	281	.58013	6.7840	648	.60619
Control_7	6.8251	183	.54674	6.7826	184	.64148	6.8292	281	.58493	6.8148	648	.59073
Control_8	6.8470	183	.45523	6.7989	184	.59854	6.8470	281	.54255	6.8333	648	.53617
Control_9	6.7869	183	.52774	6.8152	184	.51064	6.8470	281	.46453	6.8210	648	.49610
Salary_1	6.7869	183	.61434	6.6739	184	.90062	6.7117	281	.75510	6.7222	648	.76435
Salary_2	6.7158	183	.60775	6.6793	184	.68585	6.6833	281	.65686	6.6914	648	.65109
Salary_3	6.7158	183	.58939	6.6739	184	.65468	6.7438	281	.55276	6.7160	648	.59331
Salary_4	6.6721	183	.85269	6.6685	184	.80564	6.6904	281	.72226	6.6790	648	.78356
Salary_5	6.7158	183	.62557	6.6957	184	.69721	6.7011	281	.65162	6.7037	648	.65680
Salary_6	6.7923	183	.54526	6.7228	184	.65647	6.7331	281	.60054	6.7469	648	.60202
Salary_7	6.7596	183	.60864	6.6576	184	.73711	6.7651	281	.55581	6.7330	648	.62757
T1	3.7322	183	1.40227	3.7500	184	1.34388	3.5836	281	1.40189	3.6728	648	1.38586
T2	3.6885	183	1.38922	3.7609	184	1.39765	3.5694	281	1.38473	3.6574	648	1.38993
T3	4.2568	183	1.03491	4.2283	184	1.02005	4.3096	281	1.05571	4.2716	648	1.03881
T4	4.3169	183	1.04728	4.3207	184	1.04039	4.3950	281	1.06763	4.3519	648	1.05328

Discussions for policy making and conclusions

Anyhow the developing economies like India need to focus on the identification and redressal of the contextual influences that impact the academia's individual capabilities and capacities to perform across the Indian higher education institutions. Despite the existence of the national education framework, tangible outcomes with regard to faculty satisfaction and well-being are missing in Indian perspective. The policy actions in terms of course correction and policy reconstruction are needed for fueling and sustaining current economic growth in the nation with effective role of the knowledge and higher education in shaping the national talent base.

			AGE BANDS Variances		
Factor paths			25-35	36-45	46-55
CONTROL	**<---**	**Accr**	**.249**	**.109**	**.153**
CONTROL	<---	P	.163	.407	.326
CONTROL	<---	C	.615	.319	.657
CONTROL	<---	TENUREEXP	.004	.019	.043
CONTROL	<---	W	.006	.031	-.008
VALIG	<---	CLIMATE	.630	.661	.835
T	<---	CLIMATE	-.384	.031	-.017
VITAL	<---	VALIG	-.209	.260	-.145
VITAL	<---	T	.191	.125	.090
VITAL	<---	CONTROL	.016	.199	.158
SALARY	**<---**	**CONTROL**	.411	.420	.372
SALARY	<---	VITAL	-.019	-.029	-.020

The rampant prevalence of age based variances across the respondent sample population with regard to incumbent's access to training opportunities confirms the existence of the bias and differences in perceptions with regard to the equitable allocation of organizational career development resources and perceptions of organizational support for career enhancement and professional development. The faculties across the various "age based bands" are not alike in their perception formation, with regard to Gappa's six dimensional framework of work experience accumulation.

The review of the existing literature on the concerned problem across Indian educational institutions revealed the prevalence of massive cross age based differences are more prevalent with regard to faculty's "perceived access to organizational resources for professional growth and training opportunities". The current as well as earlier research findings vindicate the findings of the underlying research on "access to professional resources and opportunities". The related "cross age concern" was with regard to "perception of academic freedom" for instructional and research based engagement in the prevailing academic climates with in the current organization. The participating faculty across all the three prominent age bands (25-35 years, 36-45years, 46-55 years) was equivocal of the concern for the essential academic freedom impartment with regard to instructional improvement and the research based contribution enhancement. The associated "cross age concern" was also witnessed across the "perceptions of equity and transparency" with regard to tenure based expectations as part of work experience, being acquired across the current organization (employing educational institution). The participating faculty across the sample respondents voiced their maximum possible concerns with regard to the tenure based aspirations and equity of the process.

AGE BASED DIFFERENCES

levels of variance first decrease across the age band of 36-45 and then experiences incline across the age band of 46-55. Such a phenomenon is a global trend and the research findings hence validate and uphold the global results and findings. The rationale is that the newly recruited faculty seems to be high in motivation levels with regard to the profession, which seems to decline across the mid -term and the last section of the tenure witnesses the rise in the expectation, work related experiences and respective inclination for a healthy increase in the salary based expectations from across the current position in the concerned employing organization .

DECLARATION OF INTERESTS

The research is author's own initiative to address the problem gripping the faculty and no part of research is funded by any interest group, association or pressure group related to academia or any industry.

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