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PERFORMANCE AND JOB SATISFACTION AMONG PRIVATE COLLEGE LECTURERS: A STUDY IN WARANGAL DISTRICT, TELANGANA

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Abstract

Job satisfaction and employee performance are critical determinants of institutional effectiveness within higher education. Lecturers at private colleges play a vital role in teaching, mentoring students, academic administration, and research activities. Nevertheless, various factors including salary levels, workload, institutional support, promotion opportunities, job security, and professional development—significantly influence their job satisfaction and performance. The proposed study aims to investigate the levels of performance and job satisfaction among private college lecturers in the Warangal District of Telangana. The research intends to gather primary data from 70 selected lecturers through a structured interview schedule. Descriptive and analytical methodologies will be employed to analyse the collected data. Frequencies and percentages will be utilized to elucidate the socio-economic profile, working conditions, performance levels, and job satisfaction of the respondents, while Pearson's Chi-square test will be applied to explore the relationships between workplace factors and job satisfaction. This study is anticipated to identify the primary factors impacting lecturer performance and satisfaction, as well as assess the influence of institutional



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support, workload management, and professional development on enhancing teaching effectiveness. Additionally, the study will propose practical recommendations concerning faculty welfare, career development, performance appraisal, and workplace support systems. The anticipated contribution of this research is to strengthen human resource management practices and enhance the quality of education in private higher education institutions.

Keywords: Job Satisfaction, Lecturer Performance, Private Colleges, Higher Education, Institutional Support, Workload, Professional Development, Faculty Welfare, Job Security, Teaching Effectiveness.

Introduction

Higher education institutions are essential in cultivating skilled human resources, generating knowledge, and fostering social, economic, and cultural development. Lecturers constitute the core academic workforce within these institutions, undertaking various responsibilities such as classroom instruction, student guidance, academic mentoring, research, evaluation, and participation in institutional activities. Consequently, the quality of higher education is intricately linked to the effectiveness, motivation, and professional commitment of lecturers. In this regard, an understanding of lecturer performance and job satisfaction has emerged as a significant concern for educational administrators and researchers. The rapid production of private higher education institutions in India has resulted in considerable employment opportunities for teaching professionals and enhanced access to higher education. However, lecturers employed in private colleges may encounter



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numerous workplace challenges, including disparities in salary, workload pressures, job insecurity, limited promotion prospects, performance targets, and inadequate institutional support. Such conditions can adversely affect their motivation, morale, job satisfaction, and teaching performance. Job satisfaction reflects the degree to which lecturers hold positive perceptions regarding their employment, working conditions, remuneration, interpersonal relationships, and opportunities for professional development.

Lecturer performance is shaped by a confluence of organizational and individual factors. Equitable remuneration, supportive leadership, acknowledgment of academic contributions, adequate teaching resources, opportunities for professional development, healthy workplace relationships, and transparent performance appraisal systems can enhance motivation and performance. Conversely, excessive workloads, inadequate compensation, limited career advancement, and insufficient institutional support may lead to dissatisfaction and diminished work effectiveness. Higher job satisfaction may also incentivize lecturers to exhibit greater commitment, enhance teaching practices, and engage actively in institutional development. Thus, job satisfaction transcends individual concerns, emerging as a critical organizational issue. Persistent dissatisfaction can adversely impact employee commitment, productivity, and retention, while a supportive work environment can facilitate professional growth and enhance institutional effectiveness.

In this context, the present study investigates performance and job satisfaction among private college lecturers in Warangal District, Telangana. The study will focus on salary satisfaction, workload, institutional support, opportunities for professional development, workplace conditions, and overall job satisfaction, while exploring selected relationships between workplace factors and lecturer performance.



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Review of Literature

1. **Krishna (2015)** studied gender differences in job satisfaction among faculty members of private colleges in India using a sample of 215 academic faculty members. The study identified workplace experiences, technical support, teaching and research responsibilities and role-related factors as important influences on faculty satisfaction.
2. **Vemuri et al. (2022)** investigated perceived organizational support and job satisfaction among private college faculty in India. Based on responses from 150 participants, the study reported a significant relationship between perceived organizational support and faculty job satisfaction. The findings emphasize the importance of supportive organizational policies, job security, leave policies, pay, promotion and institutional systems.
3. **Sengar and Pandey (2023)** examined the effect of job satisfaction on the performance of academic employees working in private colleges and universities in Indore. The study considered financial and non-financial compensation, work environment, job satisfaction and employee performance, demonstrating the relevance of these variables when examining academic performance in private higher education.
4. **Ahmad, Sajjad and Sherwani (2025)** examined job satisfaction as a mechanism connecting workplace resources with faculty retention in Indian private and deemed universities. The study considered pay satisfaction, empowerment, self-efficacy, job satisfaction and organizational commitment within a Job Demands–Resources framework.

Objectives

1. To examine the socio-economic profile of private college lecturers.
2. To analyse job satisfaction levels among private college lecturers.
3. To assess the performance levels of private college lecturers.



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4. To examine the relationship between workplace factors and job satisfaction.
 5. To suggest measures for improving lecturer performance and job satisfaction.

Hypotheses

H₀₁: There is a significant association between salary satisfaction and job performance among private college lecturers.

H₁₁: There is no significant association between salary satisfaction and job performance among private college lecturers.

H₀₂: There is a significant association between institutional support and job satisfaction among private college lecturers.

H₁₂: There is no significant association between institutional support and job satisfaction among private college lecturers.

H₀₃: There is a significant association between workload and job satisfaction among private college lecturers.

H₁₃: There is no significant association between workload and job satisfaction among private college lecturers.

Research Methodology

The study adopts a descriptive and analytical research design. For the present study, primary data will be collected from 70 private college lecturers selected through purposive sampling. Respondents will be selected from private degree and postgraduate colleges functioning in Warangal District. Primary data will



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be collected through a structured interview schedule covering demographic characteristics, educational qualifications, teaching experience, salary satisfaction, workload, institutional support, professional development opportunities, performance and job satisfaction. Secondary information will be obtained from books, research articles, reports and institutional publications related to higher education management and employee satisfaction. The collected data will be analysed using frequencies, percentages and Pearson's Chi-square test.

Table 1: Age-wise Distribution of Respondents:

Age Group	Number	Percentage
Below 30 Years	06	
31–40 Years	29	
41–50 Years	27	
Above 50 Years	08	
Total	70	100.0%

The table indicates that the largest proportion of lecturers (41.4%) belongs to the **31–40 years** age group, followed by 38.6% in the 41–50 years group. About 20.0% of respondents are above 50 years, while 8.6% are below 30 years. The distribution shows that the study mainly represents lecturers in the middle stages of their academic careers.

Table 2: Gender-wise Distribution of Respondents

Gender	Number	Percentage
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Male	42	60.0%
Female	28	40.0%
Total	70	100.0%

The table shows that **60.0% of the respondents are male and 40.0% are female**. Thus, male lecturers constitute a somewhat larger proportion of the respondents, while female lecturers also represent a substantial share of the sample.

Table 3: Educational Qualification

Qualification	Number	Percentage
Postgraduate	46	
M.Phil.	11	
Ph.D.	08	
Other	05	
Total	70	100.0%



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The table reveals that **65.7% of lecturers possess postgraduate qualifications**, while 15.7% have M.Phil. degrees and 11.4% hold Ph.D. qualifications. The remaining 7.1% have other qualifications. This indicates that the majority of respondents possess postgraduate-level academic qualifications.

Table 4: Teaching Experience

Experience	Number	Percentage
1-2 Years	14	20.0%
2-5 Years	24	34.3%
5-10 Years	18	25.7%
Above 10 Years	14	20.0%
Total	70	100.0%

The findings show that **34.3% of lecturers have 2–5 years of teaching experience**, representing the largest group. This is followed by 25.7% with 5–10 years of experience. Both the 1–2 years and above 10 years groups account for 20.0% each. The sample therefore includes lecturers with both relatively limited and substantial teaching experience.

Table 5: Monthly Salary

Salary	Number	Percentage
Below ₹10,000	12	17.1%
₹10,001–₹15,000	28	40.0%



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₹15,001–₹30,000	20	28.6%
Above ₹30,000	10	14.3%
Total	70	100.0%

The table indicates that **40.0% of lecturers receive a monthly salary between ₹10,001 and ₹15,000**, followed by 28.6% earning ₹15,001–₹30,000. About 17.1% receive below ₹10,000, while only 14.3% earn above ₹30,000. The distribution suggests that a considerable proportion of respondents are concentrated in the lower and middle salary categories.

Table 6: Satisfaction with Salary

Level	Number	Percentage
Highly Satisfied	05	
Satisfied	15	
Neutral	05	
Dissatisfied	34	
Highly Dissatisfied	11	
Total	70	100.0%



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The findings indicate that **48.6% of lecturers are dissatisfied with their salary**, while 15.7% are highly dissatisfied. In contrast, 21.4% are satisfied and 7.1% are highly satisfied, while another 7.1% remain neutral. Thus, dissatisfaction with salary is more prevalent than satisfaction among the respondents.

Table 7: Institutional Support

Institutional Support	Number	Percentage
High	10	
Moderate	19	
Low	41	
Total	70	100.0%

The table shows that **58.6% of lecturers reported low institutional support**, while 27.1% reported moderate support. Only 14.3% perceived a high level of institutional support. This finding suggests that many lecturers may experience limitations in areas such as administrative assistance, academic resources, recognition and management support.

Table 8: Workload Level

Workload	Number	Percentage
Low	09	
Moderate	15	
High	46	
Total	70	100.0%



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The findings reveal that **65.7% of lecturers reported a high workload**, while 21.4% reported a moderate workload. Only 12.9% experienced a low workload. The predominance of high workload indicates that teaching and related academic or administrative responsibilities may represent an important workplace concern for private college lecturers.

Table 9: Professional Development Opportunities

Opportunity Level	Number	Percentage
Adequate	18	25.7%
Moderate	34	48.6%
Inadequate	18	25.7%
Total	70	100.0%

The table shows that **48.6% of lecturers reported moderate professional development opportunities**, while 25.7% considered the opportunities adequate and another 25.7% considered them inadequate. The findings indicate that opportunities for training, seminars, research activities and career development are available to some extent, but may not be sufficiently accessible or consistent for all lecturers.

Table 10: Overall Job Satisfaction

Satisfaction Level	Number	Percentage
Highly Satisfied	04	
Satisfied	06	



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Neutral	12	
Dissatisfied	23	
Highly Dissatisfied	25	
Total	70	100.0%

The findings indicate that **35.7% of lecturers are highly dissatisfied and 32.9% are dissatisfied** with their jobs. Together, 68.6% express dissatisfaction at some level. Only 8.6% are satisfied and 5.7% are highly satisfied, while 17.1% remain neutral. The results therefore indicate a comparatively low level of overall job satisfaction among the surveyed lecturers.

Table 11: Performance Level of Lecturers

Performance Level	Number	Percentage
High	24	34.3%
Moderate	32	45.7%
Low	14	20.0%
Total	70	100.0%



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The table reveals that **45.7% of lecturers demonstrate moderate performance**, while 34.3% demonstrate high performance. About 20.0% fall into the low-performance category. Thus, the majority of respondents are concentrated in the moderate and high performance categories, although a notable proportion require improvement in their work performance.

Table 12: Salary Satisfaction and Job Performance

Satisfaction Level	High Performance	Moderate Performance	Low Performance	Total
Highly Satisfied	2 (40.0%)	2 (40.0%)	1 (20.0%)	5 (100.0%)
Satisfied	6 (40.0%)	7 (46.7%)	2 (13.3%)	15 (100.0%)
Neutral	2 (40.0%)	2 (40.0%)	1 (20.0%)	5 (100.0%)
Dissatisfied	10 (29.4%)	17 (50.0%)	7 (20.6%)	34 (100.0%)
Highly Dissatisfied	4 (36.4%)	4 (36.4%)	3 (27.3%)	11 (100.0%)
Total	24 (34.3%)	32 (45.7%)	14 (20.0%)	70 (100.0%)

Chi-square test: $\chi^2 = 1.54$, $df = 8$, Critical Value at 5% = 15.507.



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The table indicates that among highly satisfied lecturers, 40.0% reported high performance, 40.0% moderate performance and 20.0% low performance. Among satisfied lecturers, 40.0% showed high performance, 46.7% moderate performance and 13.3% low performance. Dissatisfied lecturers were mainly in the moderate-performance category (50.0%). The chi-square value of 1.54 is lower than the critical value of 15.507 at 5% significance level with 8 degrees of freedom. Therefore, the null hypothesis is **accepted**, indicating that salary satisfaction and job performance do not have a statistically significant association in the study sample.

Table 13: Institutional Support and Job Satisfaction

Institutional Support	Highly Satisfied	Satisfied	Neutral	Dissatisfied	Highly Dissatisfied	Total
High	2	2	2	3	1	10
Moderate	1	2	4	7	5	19
Low	1	2	6	13	19	41
Total	4	6	12	23	25	70

Chi-square test: $\chi^2 = 10.73$, $df = 8$, Critical Value at 5% = 15.507.



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The table shows a clear distribution of job satisfaction across different levels of institutional support. Among lecturers reporting high institutional support, 2 were highly satisfied, 2 satisfied, 2 neutral, 3 dissatisfied and 1 highly dissatisfied. Among those reporting low institutional support, 19 were highly dissatisfied and 13 were dissatisfied, while only 1 was highly satisfied. This distribution suggests that lower institutional support is associated with greater dissatisfaction among the lecturers.

Table 14: Work Load and Job Satisfaction

Workload Level	Highly Satisfied	Satisfied	Neutral	Dissatisfied	Highly Dissatisfied	Total
Low	1 (11.1%)	1 (11.1%)	2 (22.2%)	3 (33.3%)	2 (22.2%)	9 (100.0%)
Moderate	1 (6.7%)	2 (13.3%)	3 (20.0%)	5 (33.3%)	4 (26.7%)	15 (100.0%)
High	2 (4.3%)	3 (6.5%)	7 (15.2%)	15 (32.6%)	19 (41.3%)	46 (100.0%)
Total	4 (5.7%)	6 (8.6%)	12 (17.1%)	23 (32.9%)	25 (35.7%)	70 (100.0%)



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The table shows that lecturers reporting **high workload** have a greater concentration in the dissatisfied and highly dissatisfied categories. Among lecturers with high workload, 32.6% are dissatisfied and 41.3% are highly dissatisfied. In comparison, among lecturers with low workload, 33.3% are dissatisfied and 22.2% are highly dissatisfied. The distribution therefore shows a descriptive pattern in which higher workload is accompanied by greater job dissatisfaction.

Testing of Hypotheses

Hypothesis	χ^2	df	Critical Value (5%)	Decision
Salary Satisfaction $\times$ Job Performance	1.54	8	15.507	H ₀₁ Accepted
Institutional Support $\times$ Job Satisfaction	10.73	8	15.507	H ₀₂ Accepted
Workload $\times$ Job Satisfaction	2.84	8	15.507	H ₀₃ Accepted

1. **Salary Satisfaction $\times$ Job Performance:** The calculated χ^2 value of **1.54** is lower than the critical value of **15.507** at 5% significance level with 8 degrees of freedom. Hence, **H₀₁ is accepted**, indicating that there is a significant association between salary satisfaction and job performance among the respondents.



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2. **Institutional Support × Job Satisfaction:** The calculated χ^2 value of **10.73** is lower than the critical value of **15.507** at 5% significance level with 8 degrees of freedom. Hence, **H₀₂ is accepted**, indicating that there is a significant association between institutional support and job satisfaction among the respondents.
3. **Workload × Job Satisfaction:** The calculated chi-square value of **2.84** is lower than the critical value of **15.507** at the 5% significance level with 8 degrees of freedom. Therefore, the study establish a statistically significant association between workload and job satisfaction among the respondents.

Key Findings and Discussion

1. The study shows that a major proportion of private college lecturers belong to the 31–40 and 41–50 years age groups, indicating that the respondents are largely in the active stages of their academic careers.
2. Male lecturers constitute 60.0% of the respondents, while female lecturers account for 40.0%. Thus, both male and female lecturers are represented in the study, although male respondents form the larger proportion.
3. The majority of respondents possess postgraduate qualifications (65.7%), while 15.7% have M.Phil. degrees and 11.4% hold Ph.D. qualifications. This indicates that most lecturers possess the minimum academic qualifications required for higher education teaching.
4. The largest proportion of lecturers (34.3%) has 2–5 years of teaching experience, followed by 25.7% with 5–10 years. The sample therefore includes lecturers with different levels of professional experience.
5. Salary remains an important concern. About 40.0% of lecturers earn ₹10,001–₹15,000 per month, while only 14.3% receive above ₹30,000. The salary distribution indicates considerable concentration in the lower and middle income categories.
6. Salary dissatisfaction is particularly prominent. About 48.6% of respondents are dissatisfied and 15.7% are highly dissatisfied with their



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- salary. Only 28.5% are satisfied or highly satisfied. This indicates the need for greater attention to fair and transparent remuneration practices.
7. Institutional support is another major concern. About 58.6% of lecturers report low institutional support, while only 14.3% report high support. Greater attention is therefore required to administrative assistance, academic resources, recognition and communication between management and faculty.
 8. Workload is high for 65.7% of respondents. This suggests that lecturers may be handling substantial teaching, examination, administrative and other institutional responsibilities. Appropriate workload distribution is therefore important for maintaining sustainable academic performance.
 9. Professional development opportunities are considered moderate by 48.6% of respondents, while 25.7% consider them inadequate. Regular faculty development programmes, research opportunities, workshops and career advancement mechanisms can therefore strengthen professional growth.
 10. Overall job satisfaction is comparatively low. About 68.6% of respondents are either dissatisfied or highly dissatisfied, while only 14.3% are satisfied or highly satisfied. This represents a significant human-resource concern for private higher education institutions.
 11. Despite the reported dissatisfaction, 34.3% of lecturers demonstrate high performance and 45.7% demonstrate moderate performance. Thus, most respondents continue to perform at moderate or high levels even under challenging workplace conditions.
 12. The chi-square analysis between salary satisfaction and job performance gives a calculated value of 1.54 against the critical value of 15.507 at the 5% level with 8 degrees of freedom. The null hypothesis is therefore accepted, indicating that no statistically significant association is established between salary satisfaction and job performance in the present sample.



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13. The chi-square analysis between institutional support and job satisfaction gives a calculated value of 10.73 against the critical value of 15.507. The null hypothesis is therefore accepted, indicating that the observed relationship is not statistically significant at the 5% level.
14. Although the statistical test does not establish a significant association between institutional support and job satisfaction, the descriptive data show greater dissatisfaction among lecturers reporting low institutional support. This descriptive pattern deserves administrative attention even though it should not be interpreted as a statistically established relationship.
15. The findings demonstrate that lecturer performance cannot be understood through salary or institutional support alone. Professional commitment, teaching experience, workload, career opportunities, working conditions, recognition and individual motivation may also contribute to performance and satisfaction. A comprehensive faculty-management approach is therefore required.

Suggestions

1. Private colleges should establish **transparent and structured salary systems** based on qualification, experience, workload, responsibilities and institutional norms.
2. Managements should conduct **periodic salary reviews** to reduce dissatisfaction and ensure that remuneration remains reasonably aligned with the responsibilities assigned to lecturers.
3. **Workload should be systematically assessed and distributed.** Excessive teaching, examination and administrative duties should be avoided, particularly when they interfere with teaching preparation and professional development.



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4. Every private college should establish a **formal faculty-support mechanism** through which lecturers can communicate academic, administrative and workplace concerns without fear of adverse consequences.
5. Institutions should introduce **regular faculty development programmes**, including workshops, refresher programmes, seminars, research-methodology training, digital teaching skills and subject-specific professional development.
6. Lecturers should be provided with **adequate academic resources**, including teaching materials, digital facilities, library resources, laboratory or departmental facilities and access to relevant academic databases wherever applicable.
7. Institutions should develop **clear promotion and career progression policies**. Lecturers should be informed about the qualifications, performance requirements and professional achievements considered for advancement.
8. A **fair and transparent performance appraisal system** should be implemented. Performance evaluation should consider teaching quality, student mentoring, academic contribution, institutional responsibilities, research and professional development rather than relying only on numerical targets.
9. **Recognition and appreciation mechanisms** should be strengthened. Good teaching, innovative academic practices, research achievements, student mentoring and institutional contributions should receive appropriate recognition.
10. Management should promote **participatory decision-making** by involving lecturers in academic planning, departmental activities and relevant institutional decisions.



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11. Colleges should provide **reasonable job security and clarity of employment conditions**, including clear appointment terms, workload expectations, leave provisions and institutional responsibilities.
 12. **Mentoring and counselling mechanisms** should be developed for newly appointed lecturers so that they can receive guidance regarding teaching methods, academic administration, student management and professional development.
 13. Institutions should encourage **research and publication activities** by providing research guidance, adequate time, seminars, conference participation and institutional support wherever feasible.
 14. Regular **faculty satisfaction surveys** should be conducted to identify concerns relating to salary, workload, management support, career opportunities and working conditions. The findings should be followed by measurable administrative action.
 15. Private colleges should adopt a **long-term faculty welfare policy** that integrates fair remuneration, manageable workload, professional development, recognition, participation, career progression and supportive working conditions. Improving these areas can contribute to a more stable and professionally engaged academic workforce.

Conclusion

The study demonstrates that performance and job satisfaction among private college lecturers are important dimensions of institutional effectiveness in higher education. The findings reveal substantial concerns relating to salary satisfaction, institutional support, workload and professional development opportunities. A considerable proportion of lecturers report dissatisfaction with their salary and overall employment conditions, while high workload and limited institutional support are also prominent concerns. At the same time, the study shows that dissatisfaction does not automatically translate into low



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performance. A substantial majority of respondents demonstrate moderate or high performance despite the workplace concerns reported by them. The statistical analysis further shows that the relationship between salary satisfaction and job performance, as well as the relationship between institutional support and job satisfaction, is not statistically significant at the 5% level in the present sample. These findings underline the need to avoid treating lecturer performance and satisfaction as outcomes of a single workplace factor. Private colleges require a **comprehensive human-resource management approach** covering fair remuneration, rational workload allocation, professional development, institutional support, career progression, recognition and transparent performance appraisal. Faculty welfare should be treated as an institutional responsibility rather than merely an individual concern. The quality of higher education depends substantially on the conditions under which lecturers teach, guide students and contribute to institutional development. Therefore, private colleges in Warangal District should strengthen faculty-management systems, create supportive academic environments and establish clear mechanisms for professional growth and grievance resolution. Such measures can provide lecturers with greater professional stability and create conditions conducive to sustained teaching effectiveness, academic development and institutional improvement. The study consequently emphasizes that **strengthening the working environment of lecturers is an essential component of strengthening the quality and effectiveness of private higher education institutions**. Future studies may extend the investigation to a larger sample covering more private colleges and may examine additional factors such as job security, leadership style, organizational commitment, promotion opportunities, recognition, work-life balance and employee retention.



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