Employee Well-Being Programs And Their Impact On Faculty Job Satisfaction: A Case Study Of Educational Institutions In Northeast India

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Abstract: The present study explores the relationship between employee well-being programs and faculty job satisfaction, focusing on educational institutions in Northeast India. Using a quantitative research approach and a descriptive survey method, data were collected from 52 academicians and staff members across various institutions through structured questionnaires administered via Google Forms. The study aimed to assess the availability and effectiveness of well-being initiatives, faculty perceptions of institutional support, and levels of job satisfaction based on factors such as motivation, recognition, role clarity and institutional culture. It also sought to analyze the relationship between well-being programs and job satisfaction, and to compare outcomes across demographic groups like age, gender, designation, institution type, and experience. Findings revealed significant gaps in the provision and communication of physical wellness programs, mental health support, work-life balance initiatives, and grievance redressal mechanisms, with many faculty members feeling underserved and undervalued. Despite these challenges, a majority of faculty reported overall job satisfaction, motivation, and clarity in job roles, although areas such as recognition, work culture, retention, and internal communication emerged as concerns requiring immediate attention. The study highlights the critical need for educational institutions to strengthen their well-being programs to enhance faculty morale, engagement and long-term commitment.

Keywords: Employee Well-Being Programs, Job Satisfaction, Educational Institutions, Northeast India and Work-Life Balance

INTRODUCTION

In recent years, employee well-being programs have emerged as a critical focus within educational institutions, where the well-being of faculty directly influences their satisfaction, productivity, and overall institutional performance. Faculty members in higher education are central to delivering quality education, and their job satisfaction is closely tied to factors like work environment, recognition, and support systems. As institutions in Northeast India continue to evolve amidst socio-economic and infrastructural challenges, the need to support faculty well-being has become increasingly urgent.

Workplace well-being is a holistic concept that includes physical, emotional, mental, social, and financial dimensions. For faculty members, this translates to a need for supportive systems such as health initiatives, mental health services, professional growth opportunities, and work-life balance policies. Educational environments demand continuous intellectual and emotional engagement, making it essential for institutions to implement well-being programs that mitigate burnout, reduce absenteeism, and enhance teaching effectiveness. When these programs are prioritized, they foster a culture of trust, support, and sustained motivation among educators.

In the context of Northeast India, unique challenges such as geographic isolation, political instability, limited resources, and cultural diversity can place additional stress on faculty members. While some institutions in the region have taken proactive steps by introducing various well-being initiatives, their effectiveness in improving faculty job satisfaction remains underexplored. These programs must be contextually tailored to reflect the needs and realities of faculty working in this diverse and often underserved region.

This study aims to explore how employee well-being programs influence faculty job satisfaction in Northeast India's educational institutions. It will examine the multifaceted components of well-being initiatives including physical health, mental health, work-life balance, and professional development and how they contribute to job satisfaction. Understanding this relationship is crucial for developing targeted strategies that not only enhance faculty morale

and retention but also uplift the quality of education and institutional effectiveness in the region.

Study Areas

This research focuses on educational institutions across the Northeast region of India, a culturally rich and geographically distinct area characterized by economic disparities and infrastructural challenges. The study encompasses a diverse range of institutions central, state, private universities, colleges and autonomous institutes across states such as Assam, Meghalaya, Manipur, Nagaland, Mizoram, Tripura, Arunachal Pradesh and Sikkim. These states offer a broad spectrum of educational environments, from the more developed and accessible institutions in Assam to the remote and tribal contexts of Mizoram and Arunachal Pradesh. By including institutions like Gauhati University, North-Eastern Hill University, Manipur University, and technical institutes such as IIT Guwahati and NITs, the study captures a comprehensive view of faculty experiences across various academic and regional settings.

To ensure representativeness, institutions are selected based on accessibility, administrative cooperation, diversity in faculty demographics (gender, age, discipline), and the presence or absence of employee well-being programs. The research draws faculty samples from disciplines such as Arts, Sciences, Commerce, Education, and Social Sciences to capture variations in perceptions of well-being across academic domains. The Northeast's complex socio-political landscape marked by geographic isolation, ethnic diversity, and infrastructural limitations makes it a compelling context to examine how institutional support, or the lack thereof, influences faculty job satisfaction and commitment. By studying this region, the research aims to contribute valuable insights into how faculty navigate workplace stressors in under-resourced environments and how institutional policies affect their professional well-being.

Review of Related Literature

A substantial body of research underscores the positive relationship between employee well-being programs and job satisfaction, particularly within educational institutions. Studies by Pfeffer (2018) and Warr (2002) emphasize that initiatives addressing physical, emotional, and professional needs significantly enhance employee satisfaction and organizational commitment. In academic settings, especially, well-being programs that offer workload management, emotional support, and professional development opportunities have been shown to improve faculty engagement and loyalty (Albrecht, 2013; Baker, 2004). Work-life balance is a particularly vital component, with Greenhaus and Allen (2011) noting its strong correlation with reduced burnout and increased job satisfaction. Flexible work arrangements, as discussed by Shaffer et al. (2001) and Konrad et al. (2005), are especially impactful in regions like Northeast India, where geographic and infrastructural constraints are prevalent. Additionally, mental health support including counseling and stress management plays a critical role in addressing burnout and enhancing job satisfaction (Maslach et al., 2001; Byrne, 2002; Schaufeli et al., 2009), with culturally sensitive approaches being particularly important in Northeast India due to prevailing social stigmas (Thornicroft, 2007).

Professional development and institutional culture also emerge as key factors influencing faculty well-being. Access to opportunities such as research funding and training has been linked to higher job satisfaction and commitment (Tannenbaum, 1997; Salmela-Aro&Nurmi, 2004), and in resource-scarce regions like Northeast India, such support becomes even more vital (Dixon, 2003). Moreover, the institutional culture characterized by support, inclusivity, and collaboration plays a crucial role in shaping the effectiveness of well-being initiatives (Klein et al., 2009; Bates et al., 2009). However, challenges such as infrastructural deficits and socio-political instability (Bora, 2016; Kumar, 2018) can hinder the implementation of these programs. Despite these barriers, there is a growing recognition of the importance of faculty well-being in Northeast India, with institutions increasingly adopting holistic approaches that encompass mental health, career growth, and work-life balance (Chakraborty, 2017). Overall, the literature highlights the essential role of context-sensitive well-being programs in improving job satisfaction and retention among faculty in this region.

Research Gaps

Despite extensive literature on employee well-being programs and their impact on faculty job satisfaction, several critical research gaps remain, particularly in the context of educational institutions in Northeast India. Most existing studies are concentrated in Western or urban settings, lacking context-specific insights into the socio-political, cultural, and geographical challenges unique to this region. There is a pressing need for longitudinal research to assess the long-term effects of well-being programs, as current studies are predominantly cross-sectional. Moreover, comprehensive evaluations of mental health support services are scarce, especially given the stigma surrounding mental health in the region. Research is also limited on the integration of work-life balance and professional development within well-being initiatives, and how institutional culture shaped by regional dynamics affects program outcomes. Further gaps include understanding barriers to effective program implementation, such as funding and infrastructure constraints, and the influence of socio-cultural factors on faculty engagement with these

initiatives. Additionally, there is a lack of comparative studies across different Indian regions, as well as insufficient exploration of how demographic factors like age, gender, and tenure affect program efficacy. Lastly, faculty perceptions of institutional support and how these perceptions align with or diverge from actual offerings remain underexplored. Addressing these gaps is essential for developing well-informed, culturally sensitive, and sustainable well-being strategies that enhance faculty satisfaction and retention in Northeast India.

Importance of the Study

The present study is significant in light of the increasing emphasis on employee well-being and its direct impact on job satisfaction, particularly within the academic sector. Faculty members in educational institutions often face a range of stressors, including heavy workloads, administrative demands, research obligations and challenges in maintaining work-life balance. This research explores how structured employee well-being programs can alleviate these pressures and enhance job satisfaction, with a particular focus on Northeast India a region often underrepresented in academic discourse. By addressing this geographical gap, the study offers crucial insights into the socio-cultural and institutional factors influencing faculty experiences in this part of the country. The findings carry practical relevance for multiple stakeholders: educational institutions can use the insights to design more effective and supportive well-being initiatives; policymakers can draw on the data to inform educational strategies aimed at improving faculty welfare and institutional performance; academic researchers gain a valuable contribution to the literature on employee well-being in higher education, especially within developing regions; and faculty members themselves may be encouraged to advocate for better support systems. Ultimately, the study not only contributes to scholarly understanding but also offers actionable recommendations for enhancing faculty satisfaction and the overall quality of education.

Objectives of the Study

The study was designed to achieve the following objectives:

i. To assess the availability and effectiveness of faculty well-being programs in Northeast Indian educational institutions.

ii. To examine faculty perceptions of institutional support in work-life balance, mental health, grievance redressal and overall well-being.

iii. To evaluate faculty job satisfaction based on motivation, recognition, role clarity and institutional culture.

iv. To analyze the relationship between employee well-being programs and job satisfaction, and their impact on faculty morale, engagement and commitment.

v. To compare well-being and job satisfaction across demographics like age, gender, designation, institution type and experience.

Methodology of the Study

The methodology followed in the present research is presented under the following headings:

i) Method
ii) Population
iii) Sample
iv) Tool used for data collection
v) Statistical techniques used for analysis of the data

METHOD

The quantitative method was used in the study. The present research aimed to examine "Employee Well-being Programs and Their Impact on Faculty Job Satisfaction: A Case Study of Educational Institutions in Northeast India." Considering the nature of the study, the descriptive survey method was found to be most suitable, as it is closely related to the current scenario.

Population

All the academicians and staff in different educational institutions in Northeast India form the population of the study.

Sample

The sample consists of a small number of representative individuals from the population. Data was collected using the convenience sampling technique, with 52 academicians and staff members from various educational institutions in Northeast India providing their responses via Google Forms. All the collected responses were selected for the present study.

Tool Used for Data Collection

Data will be collected using a quantitative method to ensure a comprehensive understanding of the relationship between employee well-being programs and job satisfaction. A structured questionnaire will be developed to gather

information on employee well-being programs within institutions, such as health initiatives, mental health support, work-life balance programs and stress management workshops. To measure job satisfaction, a standard questionnaire will be utilized, assessing various dimensions such as work environment, salary, career growth, and relationships with colleagues and management. Additionally, demographic information including age, gender, academic discipline, years of service and type of institution (public or private) will be collected. The questionnaire will be distributed to participants via a Google link sent through email.

Statistical Technique used for Data Analysis

To fulfill the objectives, the investigators used relevant statistical technique such as mean, graph and pie-chart for analyzing and find out result of the data. The calculations are done by using Microsoft Excel in computer. The analysis and results of the data are carried out section-wise to fulfill all the objectives:

**Section A: Demographic Information**

1. **Age**
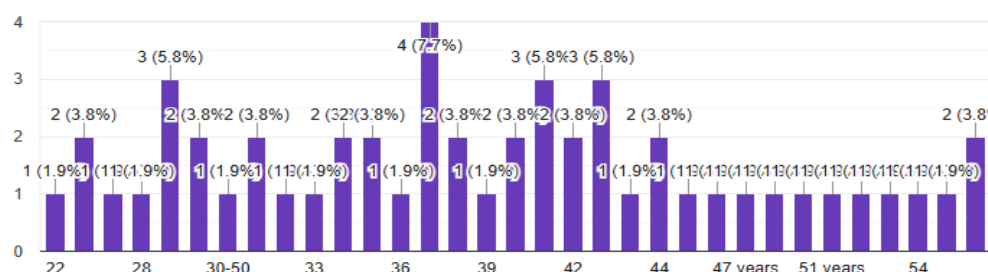
The age-wise distribution of faculty participants shows that the highest participation came from those aged **36**, with **4 faculty members (7.7%)**, followed by moderate participation from ages **28, 39 and 42**, each with **3 participants (5.8%)**. Many other age groups, such as **22, 25 and 30**, had only **1 participant (1.9%)** each, indicating lower representation. Overall, the survey captured a fairly broad range of ages, with most participants concentrated in their 30s and early 40s, and fewer in their late 40s and early 50s. This suggests a balanced yet youthful faculty demographic within the study.

2. **Gender**
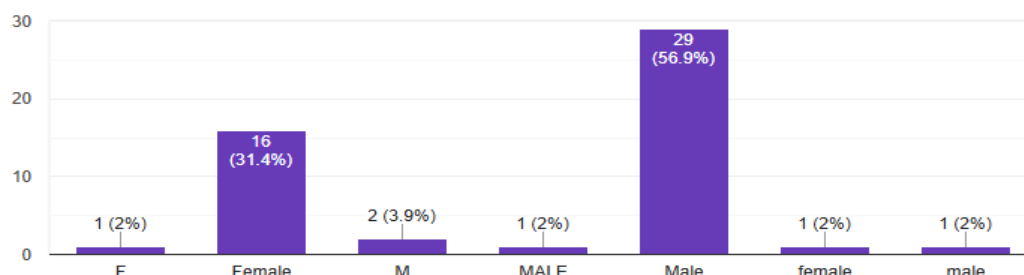
The graph shows the gender distribution of faculty members who participated in the study. Most participants were **male (approximately 57%)**, followed by **female participants (around 43%)**. A few entries had minor variations in spelling or casing, which would benefit from data cleaning for consistency.

3. **Designation**
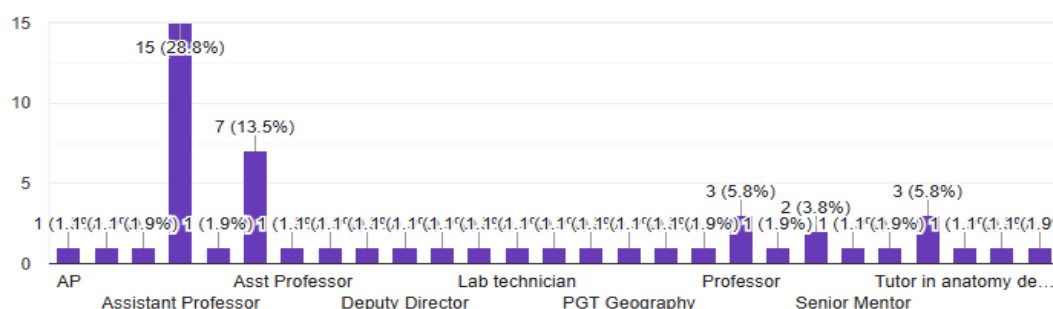
The data on designation-wise distribution reveals that the majority of faculty participants held the title of **Assistant Professor**, with **15 participants (28.8%)** using the full spelling and an additional **7 participants (13.5%)** using the abbreviated form "Asst Professor," making this the most common designation overall. Other roles such as **Professor**

and **Tutor in Anatomy Department** each had **3 participants (5.8%)**, while **Senior Mentor** had **2 participants (3.8%)**. The remaining designations—including "AP," "Deputy Director," and "Lab Technician" were each represented by only **1 participant (1.9%)**, reflecting minimal representation. The findings indicate a wide range of designations among participants, but the group is predominantly made up of Assistant Professors.

4. Types of Institution
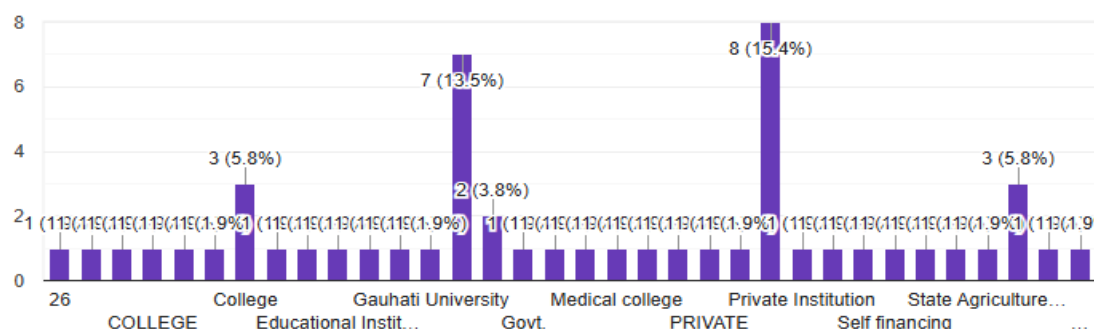
The data on institution types shows that the majority of faculty participants work at **Private Institutions**, which had the highest representation with **8 faculty members (15.4%)**, followed by **Gauhati University** with **7 participants (13.5%)**. Other institutions such as **Educational Institutions** and **State Agriculture University** each contributed **3 participants (5.8%)**. A wide range of other institutions including "COLLEGE," "Medical college," and "Govt." were represented by only **1 participant (1.9%)** each, indicating minimal representation. Overall, while the participant pool includes faculty from various institution types, most come from a few dominant categories.

5. Years of Experience in Teaching
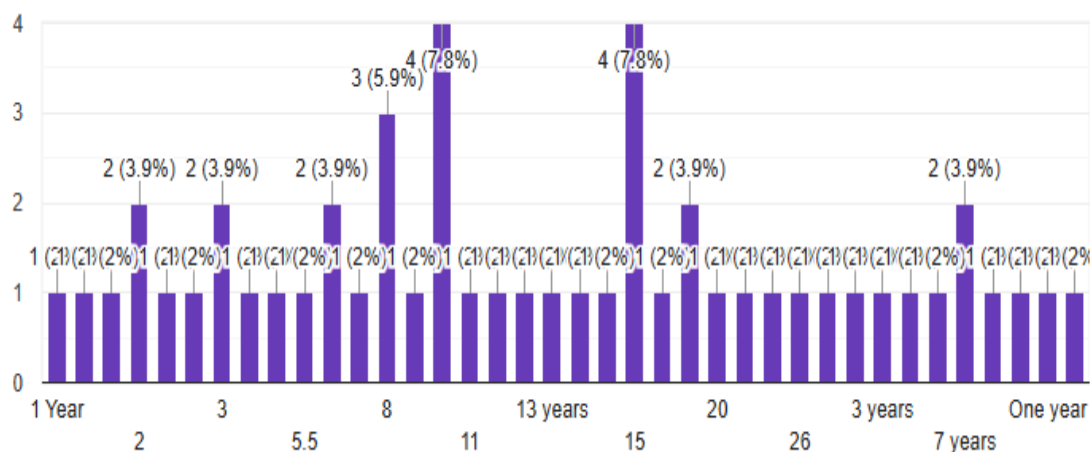
The data on faculty teaching experience shows that the most common experience levels among participants were **11 years and 15 years**, each with **4 participants (7.8%)**, followed by **8 years** with **3 participants (5.9%)**. Most other experience levels had only 1 or 2 participants, including years such as **2, 3, 5.5, 13, 20 and 26**, indicating a broad but sparse distribution. There are inconsistencies in how some experience levels are labeled (e.g., "1 Year" vs. "One year" and "3 years" vs. "3"), highlighting a need for data cleaning to ensure clarity. While participants span a wide range of teaching experience, the majority fall into small, scattered categories.

Section-B: Employee Well-Being Program
**Q.**1. **My institution provides adequate physical wellness programs (e.g., gym, health camps).**
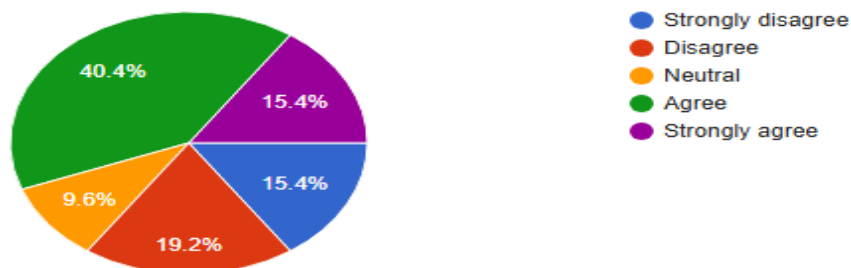
The survey results reveal considerable dissatisfaction with physical wellness programs, as **50%** of respondents (combining Strongly Disagree and Disagree) express that these initiatives are inadequate, with a striking **40.4%** strongly disagreeing. Positive feedback is limited, with only **30.8%** (Agree + Strongly Agree) viewing the programs as sufficient. Meanwhile, **19.2%** of respondents remain neutral, possibly due to unawareness or indifference toward existing offerings. This distribution suggests a significant gap in perceived support for physical wellness, indicating the need for a strategic reevaluation and enhancement of wellness initiatives.

Q.2. **There are mental health and stress management resources available to faculty.**
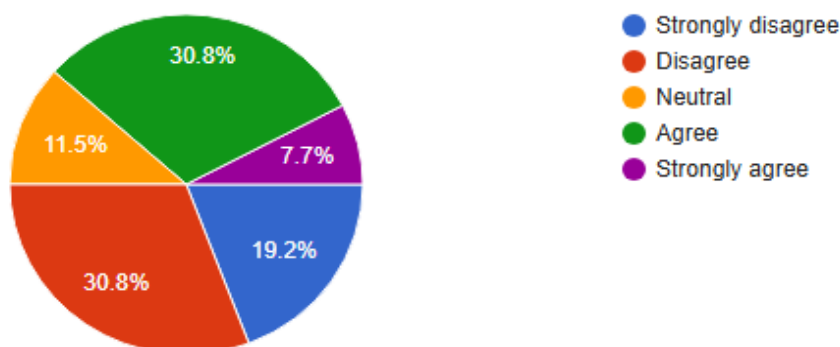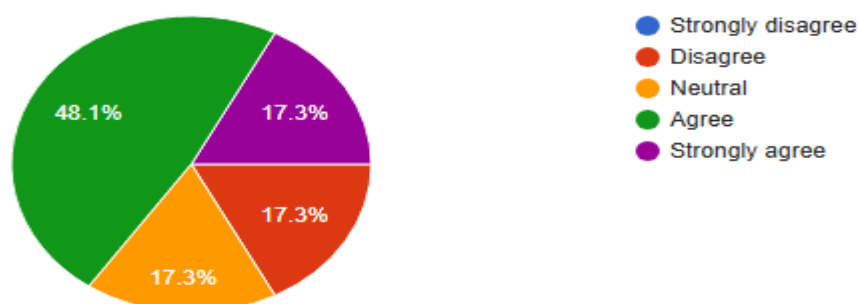

The survey results indicate significant dissatisfaction with mental health resources, with **42.3%** of respondents (combining Strongly Disagree and Disagree) feeling that mental health resources are insufficient. **30.8%** strongly disagree, and **11.5%** disagree, showing a strong negative sentiment. Only **26.9%** (Agree + Strongly Agree) believe mental health resources are adequate, reflecting limited positive feedback. A high percentage, **30.8%**, remain neutral, which may suggest unawareness of existing resources or uncertainty about their effectiveness. The data highlights a critical need to improve both the availability and awareness of mental health support for faculty.

Q.3. **The institution promotes a good work-life balance.**
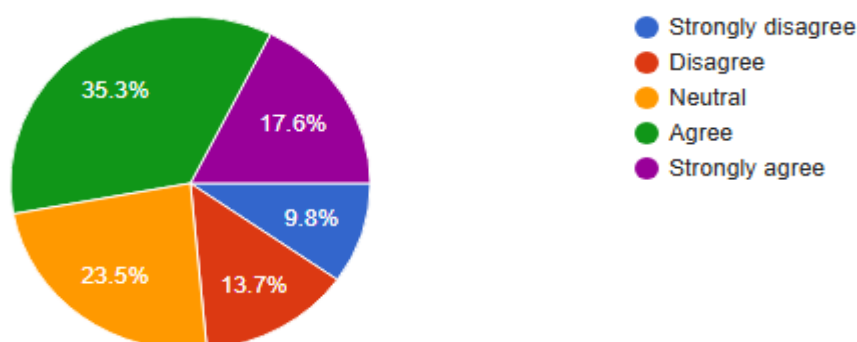
The survey results reveal significant dissatisfaction with the institution's support for work-life balance, with **58.8%** of respondents (combining Strongly Disagree and Disagree) feeling that the institution does not adequately promote work-life balance. **35.3%** strongly disagree, and **23.5%** disagree, highlighting a strong negative sentiment. Only **23.5%** (Agree + Strongly Agree) believe the institution is effectively supporting work-life balance, reflecting limited positive feedback. Additionally, **17.6%** of respondents remain neutral, which may suggest uncertainty or indifference due to a lack of clear initiatives or communication. The data underscores the need for immediate institutional changes to foster a healthier work-life balance culture.

Q.4. Professional development opportunities (e.g., workshops, training) are regularly offered.
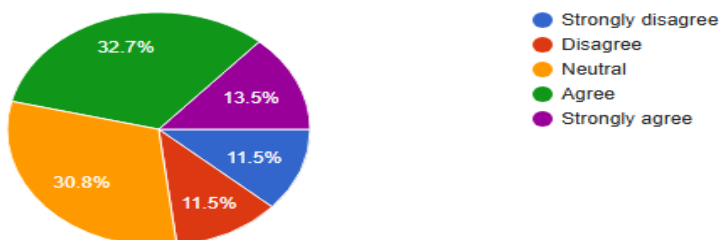

The survey results reveal a significant dissatisfaction with professional development opportunities, with **65.4%** of respondents (combining Strongly Disagree and Disagree) feeling that these opportunities are lacking or irregular. Nearly **48.1%** strongly disagree, and **17.3%** disagree, indicating widespread concern about the quality or availability of development programs. **17.3%** of respondents are neutral, possibly reflecting unawareness or indifference due to infrequent or irrelevant offerings. The absence of "Agree" or "Strongly Agree" responses suggests that fewer than **17%** believe these opportunities are adequate. Given the overwhelming negative sentiment, the data underscores the need for immediate action to improve professional development offerings to retain talent and foster growth.

**Q.5. Faculty members receive emotional and psychological support when needed.**
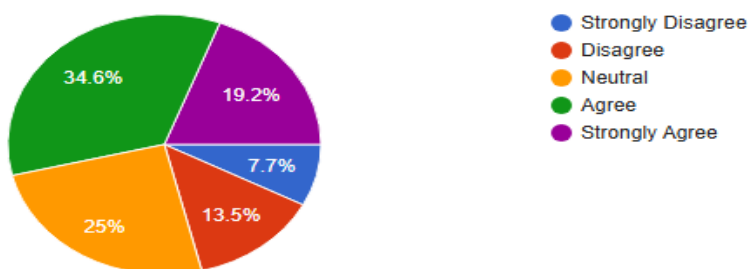
The survey results indicate a significant gap in emotional and psychological support for faculty, with **53.8%** of respondents either strongly disagreeing or disagreeing with the statement that faculty receive adequate support. Over a third (34.6%) strongly disagree and nearly 20% disagree, suggesting widespread dissatisfaction or unmet needs. Only **13.5%** agree and **25%** strongly agree, indicating that while some faculty feel supported, they are in the minority. A small percentage (**7.7%**) remains neutral, possibly unsure about the availability of support. The polarization of responses, with large groups at both extremes, hints at inconsistent support across departments or roles. The data highlights a critical need for institutional improvements, such as better access to counseling, mental health resources, or supportive policies.

Q.6. I feel that the administration genuinely cares about the well-being of faculty.

The survey results reveal a significant sense of dissatisfaction among faculty regarding the administration's commitment to their well-being. A combined **63.5%** of respondents either strongly disagree or disagree with the statement that the administration genuinely cares, highlighting a crisis of confidence. Only **23%** of respondents express positive views, with **11.5%** agreeing and another **11.5%** strongly agreeing. Additionally, **13.5%** remain neutral, which may reflect disengagement or uncertainty about administrative efforts. The data suggests a major disconnect, possibly due to a lack of transparent communication, insufficient support for faculty needs, and perceived indifference towards their workload and mental health. Immediate, concrete actions are necessary to rebuild trust and improve faculty morale.

Q.7. There is a proper mechanism for grievance redressal and faculty feedback.
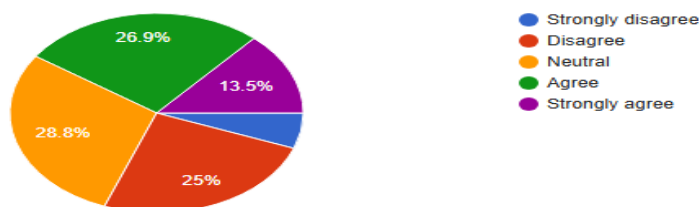
The survey results reveal significant dissatisfaction with the grievance redressal and faculty feedback system. A majority (55.7%) of respondents either strongly disagree or disagree with the statement that a proper mechanism exists, indicating frustration with the current system. Only about 30% (Agree + Strongly Agree) feel the system is functional, while 13.5% remain neutral, possibly due to a lack of familiarity or engagement with the process. This highlights issues such as lack of transparency, perceived ineffectiveness, and potential fear of retaliation, which are likely undermining faculty confidence in the system. The data suggests that major reforms are needed to rebuild trust and create an effective, transparent, and supportive grievance redressal mechanism.

Section C: Faculty Job Satisfaction

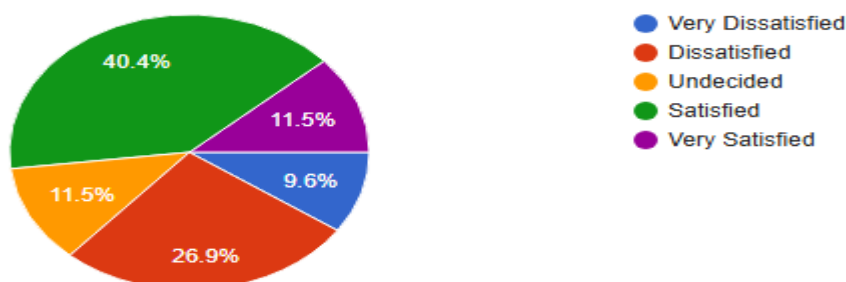**Q.1. I am satisfied with my current job.**
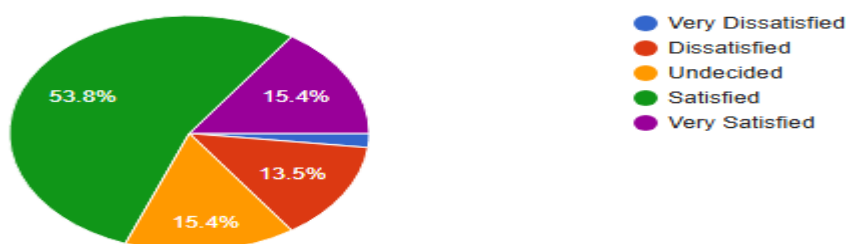
The pie chart illustrates faculty responses to the statement, **"I am satisfied with my current job,"** with 53.8% indicating they are **Very Satisfied** and 15.4% stating they are **Satisfied**, totaling **69.2%** of respondents expressing satisfaction. Meanwhile, 13.5% are **Undecided**, and 15.4% are **Dissatisfied**, with no explicit percentage given for **Very Dissatisfied**, suggesting it may be negligible or included in the dissatisfied group. This data reflects a generally positive outlook among faculty, though a small but significant portion remains uncertain or unhappy.

Q.2. I feel motivated to perform my duties effectively.
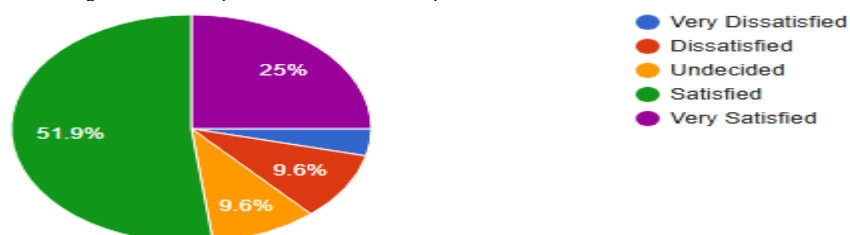
The pie chart shows faculty responses to the statement, **"I feel motivated to perform my duties effectively,"** with 51.9% indicating they are **Very Satisfied** and 25% **Satisfied**, amounting to a strong **76.9%** who feel motivated. Meanwhile, 9.6% are **Undecided**, and another 9.6% are **Dissatisfied**, with the remaining **3.9%** likely representing the **Very Dissatisfied**, adding up to approximately **13.5%** expressing a lack of motivation. This distribution indicates that while most faculty members feel positively about their motivation levels, a small portion remains uncertain or disengaged

**Q.3. I receive adequate recognition for my work.**

The pie chart illustrates faculty responses to the statement, **"I receive adequate recognition for my work,"** with

26.9% reporting they are **Very Satisfied** and 40.4% **Satisfied**, totaling **67.3%** who feel positively recognized. In contrast, 11.5% are **Dissatisfied** and another 11.5% **Very Dissatisfied**, making up a significant **23%** who feel undervalued. Additionally, 9.6% are **Undecided**, indicating some uncertainty regarding recognition practices. Overall, while the majority feel acknowledged, a notable portion of faculty express dissatisfaction or ambiguity.

**Q.4. I have a clear understanding of my job responsibilities.**
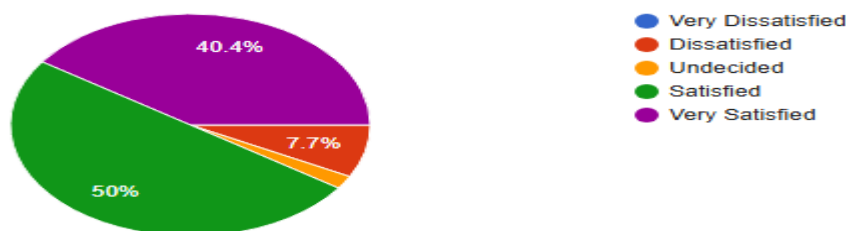
The pie chart presents faculty responses to the statement, **"I have a clear understanding of my job responsibilities,"** with 50% indicating they are **Very Satisfied** and 40.4% **Satisfied**, resulting in an overwhelming **90.4%** who feel confident about their roles. Meanwhile, 7.7% are **Undecided**, reflecting minor ambiguity, and only about **1.9%** are **Dissatisfied**, with no faculty reporting **Very Dissatisfied**. This data highlights a strong overall clarity among faculty regarding their job expectations, with only a small fraction experiencing uncertainty or dissatisfaction.

**Q.5. I am satisfied with the work culture of my institution.**
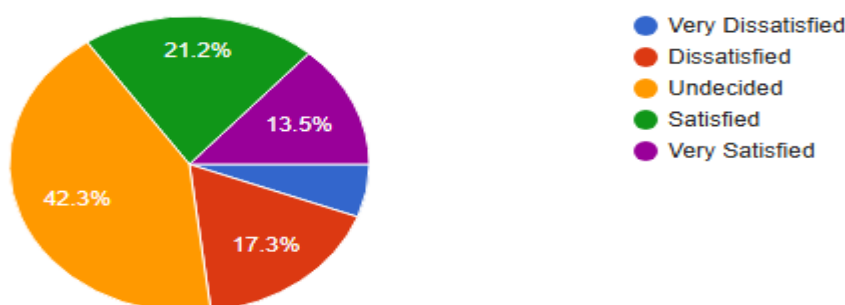
The pie chart represents faculty responses to the statement, **"I am satisfied with the work culture of my institution,"** with 13.5% of faculty being **Very Satisfied** and 42.3% **Satisfied**, combining for **55.8%** of respondents expressing contentment with the work culture. However, a notable **26.9%** (21.2% **Dissatisfied** + 5.7% **Very Dissatisfied**) express negative feelings, and 17.3% are **Undecided**, suggesting some uncertainty or neutrality regarding the work environment. These findings highlight a mixed view of the institution's work culture, with a significant portion feeling dissatisfied or uncertain.

Q.6. I see myself working here for the next five years.
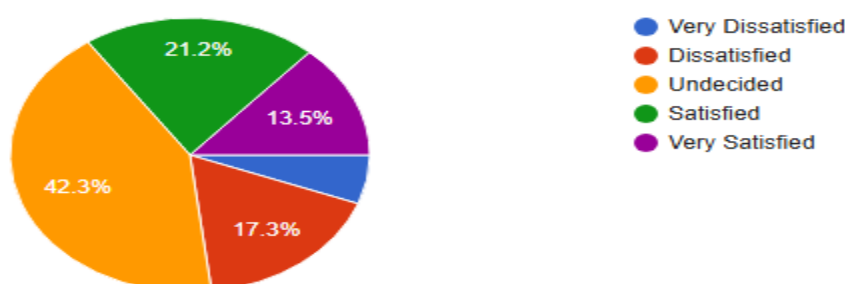
The pie chart presents faculty responses to the statement, **"I see myself working here for the next five years,"** with 13.5% of faculty being **Very Satisfied** and 42.3% **Satisfied**, totaling **55.8%** expressing a positive inclination to stay long-term, indicating strong retention potential. However, a significant **26.9%** (21.2% **Dissatisfied** + 5.7% **Very Dissatisfied**) express intentions to leave, highlighting notable attrition risk. Additionally, **17.3%** are **Undecided**, suggesting ambivalence and indicating a group that could be swayed in either direction. These findings underscore the importance of addressing issues within the institution to retain faculty and mitigate turnover

Q.7. My institution encourages open communication between faculty and management.
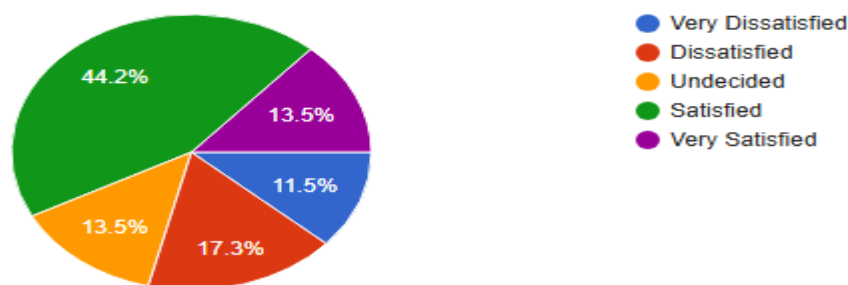
The pie chart illustrates faculty responses to the statement, **"My institution encourages open communication between faculty and management,"** with 17.3% of faculty being **Very Satisfied** and 44.2% **Satisfied**, totaling **61.5%** expressing a positive view of communication practices. However, a significant **27%** (13.5% **Dissatisfied** + 13.5% **Very Dissatisfied**) report serious concerns about communication, indicating substantial dissatisfaction. Additionally, **11.5%** are **Undecided**, possibly due to a lack of sufficient experience or clarity. The data reveals a "twin peaks" distribution, with a strong positive cluster (61.5%) and a notable negative cluster (27%), suggesting that communication effectiveness may vary significantly depending on department, management level, or specific administrators.

Findings of the Study

Section A: Demographic

i. The majority of participants were in their mid-30s to early 40s, highlighting a younger to mid-career faculty presence in the survey.

ii. Male faculty members made up the majority of participants, though female representation was also substantial, indicating a relatively balanced but slightly male-dominated sample.

iii. Assistant Professors constitute the largest share of faculty participants, suggesting their central role in the academic workforce represented in the study.

iv. Faculty from private institutions and Gauhati University make up the largest share of participants, though the study includes a diverse array of lesser-represented institution types.

v. Faculty participants represent a diverse range of teaching experience, though most experience levels are underrepresented, with peaks at 11 and 15 years.

Section-B: Employee Well-Being Program

i. Half of the faculty feels underserved by current physical wellness programs, pointing to an urgent need for improved support and engagement.

ii. The majority of respondents feel mental health resources are inadequate or unknown, signaling an urgent need for enhanced support and communication.

iii. The majority of respondents feel that the institution is failing to adequately support work-life balance, signaling a need for urgent reforms.

iv. The majority of faculty feels that professional development opportunity is inadequate, signaling an urgent need for reform in this area.

v. More than half of faculty members feel unsupported, signaling the urgent need for enhanced emotional and psychological support systems.

vi. The majority of faculties feel undervalued and unsupported, which could severely affect retention and institutional reputation if not addressed.

vii. The survey indicates a critical gap in trust and functionality, with the majority of faculty dissatisfied and lacking confidence in the grievance/feedback system.

Section-C: Faculty Job Satisfaction

i. A strong majority (nearly 7 in 10 faculty members) report satisfaction with their current job, signaling overall job contentment within the faculty.

ii. The vast majority of faculty (over three-quarters) report feeling motivated in their roles, reflecting a generally high level of professional engagement.

iii. Although two-thirds of faculty feel adequately recognized, nearly one in four report dissatisfaction, highlighting room for improvement in recognition efforts.

iv. The vast majority of faculty members demonstrate a clear understanding of their job responsibilities, indicating effective communication and role clarity within the institution.

v. While more than half of the faculty report satisfaction with the work culture, a considerable portion (nearly

27%) expresses dissatisfaction, indicating that improvements in the work environment may be needed.

vi. While over half of the faculties are likely to stay for the long term, nearly 27% express a desire to leave, signaling a need for targeted efforts to improve retention and engagement.

vii. While the majority of faculty feels that communication is encouraged, nearly a third express dissatisfaction, highlighting the need for targeted improvements in communication across departments and management levels.

DISCUSSIONS OF THE RESULT

The study's findings reveal that the majority of participants are younger to mid-career faculty members, predominantly in their mid-30s to early 40s, indicating a relatively stable yet dynamic workforce. With assistant professors forming the largest group, it highlights their central role and the need for targeted support to manage workload pressures and professional growth. While male faculty slightly outnumber their female counterparts, the sample remains relatively gender-inclusive, pointing to the importance of implementing gender-sensitive well-being initiatives, particularly in areas like mental health and work-life balance. Faculty with 11 to 15 years of experience signify an emerging group of seasoned professionals who may require differentiated support compared to newer faculty. The representation of both private institutions and Gauhati University offers a broad perspective on the varying institutional contexts within Northeast India, enabling a more nuanced understanding of well-being needs. However, the study also reveals notable shortcomings in existing employee well-being programs. Physical wellness initiatives are perceived as inadequate, and mental health resources are often inaccessible or unknown, reflecting broader concerns echoed in the literature about the lack of psychological support in academic environments. Work-life imbalance, insufficient professional development, and poor grievance redressal mechanisms contribute to feelings of undervaluation and emotional neglect among faculty. While many respondents report overall job satisfaction likely driven by intrinsic motivation and passion for teaching a significant minority express dissatisfaction with work culture, communication, and recognition. These concerns align with global research yet are intensified in the Northeast Indian context due to factors such as mental health stigma, infrastructural limitations and socio-political complexities, highlighting the urgent need for localized and inclusive well-being interventions.

CONCLUSION

The study highlights a comprehensive and nuanced understanding of faculty well-being and job satisfaction in the context of educational institutions, particularly within Northeast India. The demographic profile indicates a younger to mid-career faculty presence, with assistant professors forming the majority, reflecting a workforce that is both vibrant and at a critical stage of professional development. While there is a relatively balanced gender representation, the slight male dominance suggests that gender-sensitive policies are still necessary.

In terms of employee well-being, the study clearly shows that current institutional efforts are falling short. Faculty members report feeling underserved in critical areas such as physical wellness, mental health support, work-life balance, professional development and grievance redressal mechanisms. These deficiencies align with existing literature, which underscores the importance of holistic well-being programs in promoting job satisfaction, reducing burnout, and enhancing faculty retention. Particularly in Northeast India, infrastructural limitations and socio-cultural challenges further complicate the implementation of effective support systems.

Despite these challenges, a strong majority of faculty members report overall job satisfaction and high levels of motivation, driven largely by intrinsic factors such as passion for teaching and a strong understanding of their roles. However, notable dissatisfaction regarding institutional support, recognition, communication, and work culture points to critical areas that require urgent and strategic attention.

Comparative analysis with established literature further validates the study's findings. Institutions that fail to invest in comprehensive employee well-being programs especially those that promote mental health, career growth, work-life balance, and open communication risk higher dissatisfaction and faculty turnover. In the context of Northeast India, these challenges are even more acute, highlighting the need for culturally sensitive, resource-efficient, and institutionally committed strategies to enhance faculty well-being and satisfaction.

Overall, the study concludes that while intrinsic job satisfaction among faculty remains relatively high, the lack of adequate institutional support systems poses a serious risk to long-term faculty retention, engagement, and organizational health. Addressing these gaps through targeted reforms and investment in comprehensive well-being programs will be critical for building a sustainable, motivated and high-performing academic workforce.

Recommendations of the Study

i. Institutions should design and implement more accessible and engaging physical wellness initiatives, including

fitness activities, health check-ups and wellness workshops.

ii. Establish dedicated mental health services such as counseling centers, helplines and mental wellness campaigns to address psychological needs and reduce stigma.

iii. Introduce flexible working hours, remote work options where feasible and workload management policies to better support faculty work-life integration.

iv. Regularly offer workshops, skill enhancement programs, research grants and conference participation support to foster continuous faculty growth and engagement.

v. Create a more transparent, responsive and confidential grievance/feedback system to rebuild faculty trust and ensure that their concerns are effectively addressed.

vi. Introduce systematic faculty recognition programs that highlight achievements in teaching, research and service, thereby enhancing job satisfaction.

vii. Develop differentiated well-being initiatives that cater to the distinct needs of early-career, mid-career and senior faculty members.

viii. Implement policies and programs that address the unique challenges faced by female faculty members, such as maternity support, mentorship and leadership development.

ix. Strengthen cross-departmental and management-to-faculty communication through regular town halls, feedback surveys and participative decision-making processes.

x. Foster a collaborative, respectful and inclusive institutional culture that values diversity, teamwork and mutual respect among all faculty members.

xi. Form dedicated committees comprising faculty members to design, monitor and promote wellness initiatives, ensuring that programs remain faculty-centered and relevant.

xii. Conduct orientation sessions and regular communication campaigns to inform faculty about existing wellness programs, professional development opportunities and support services.

xiii. Upgrade facilities such as recreation centers, counseling offices, relaxation lounges, and resource centers to create an environment conducive to physical and mental health.

xiv. Periodically survey faculty to assess their changing well-being needs and satisfaction levels, using the data to continuously refine and improve programs.

xv. Partner with mental health professionals, career development experts and wellness organizations to deliver high-quality support services and training sessions for faculty.

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