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Management faculty members' satisfaction on academic support in Sri Lankan public universities

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Academia with high quality human values is a necessary requirement in higher education. The quality of their values will impact on the well-being of society and on the teaching and learning process within the academic settings. The academic community in higher educational institutes should show how much they care and support their peers, community and students. The purpose of this study was to investigate perceptions of peer support, career development support, encouragement for community work and student-staff interpersonal relationship in a university environment in Sri Lanka. Data for the study were gathered from a sample of teachers from management faculties in Sri Lanka through a survey. The questionnaire was prepared based on prior research studies. 100 teachers from six selected faculties of management studies were included in the study.

The findings reveal that faculty members are highly satisfied with the student support and interpersonal relations: Opportunities provided within organizational settings show the highest mean values and highest level of satisfaction. The mean value is more than 4 (student support 4.02 and interpersonal relationship 4.08) in these two factors and more than 70% of the sample are strongly satisfied (student support 75% and interpersonal relationship 72%) with these two factors. Faculty members are at the low level of satisfaction on peer support and community support. Peer support is one of the most important factors in organizational development and also the practice of sharing academic culture and values. However, only 33% of the faculty members are strongly satisfied with peer support and only 21% of the members are strongly satisfied with community support. The findings from the correlation analysis between overall satisfaction and selected factors revealed that there is high correlation between faculty members' overall satisfaction with peer support and personal development. All the factors are significant at the 0.01 level.

This study concluded that teachers in management faculties are more concerned with enhancement of peer support and the university administration should give more support for teachers to enhance their community support activities and personal development.