

Workplace Expectations and Professional Preferences of Gen Z Faculty Members in Higher Education Institutions: A Study on Emerging Workforce Dynamics

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Abstract

The increasing participation of Generation Z in the academic workforce has significantly influenced workplace expectations, communication preferences, and professional aspirations within higher education institutions. The study focuses on understanding the workplace expectations and professional preferences of Gen Z faculty members working in higher education institutions. The study is descriptive in nature and is based on both primary and secondary data collected through a structured questionnaire. A total of 29 responses were collected from faculty members belonging to selected higher education institutions. The findings reveal that flexible work culture, supportive leadership, technological adaptation, and professional growth opportunities play an important role in employee satisfaction and retention among young faculty members.

Keywords: Generation Z, Higher Education, Workplace Expectations, Employee Engagement, Organizational Behaviour

Introduction

The entry of Generation Z into the workforce has transformed organizational culture and workplace expectations across different sectors, including higher education institutions. Gen Z employees are generally characterized by technological proficiency, adaptability, preference for flexibility, and awareness regarding mental well-being and career growth. Educational institutions are increasingly required to understand and address these evolving expectations in order to create supportive and productive work environments.

Objectives of the Study

1. To understand the workplace expectations of Gen Z faculty members.
2. To examine factors influencing employee satisfaction and retention.
3. To analyze the role of flexible work culture and technological support.
4. To study the importance of leadership and institutional support in higher education workplaces.

Research Methodology

The study is descriptive in nature and is based on both primary and secondary data. Primary data was collected through a structured questionnaire circulated among Gen Z faculty members working in higher education institutions. A total of 29 responses were collected and analyzed using percentage analysis and graphical interpretation. Secondary data was collected from journals, books, reports, and scholarly articles related to workforce management and organizational behaviour.

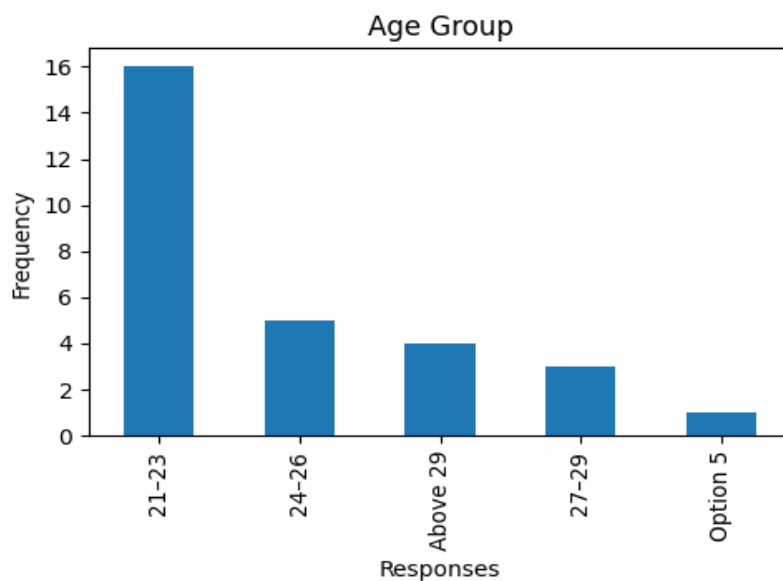
Literature Review

Existing studies highlight that younger employees prefer flexible work culture, technological integration, participative leadership, and work-life balance. Studies on higher education workplaces indicate that supportive management practices and professional growth opportunities positively influence faculty satisfaction and retention.

Data Analysis and Interpretation

Age Group

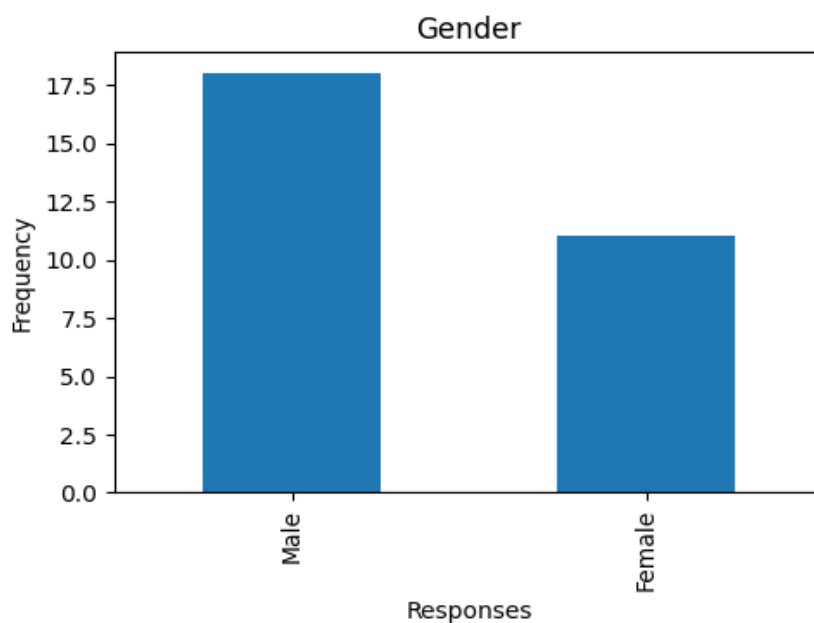
Response	Frequency	Percentage
21–23	16	55.17%
24–26	5	17.24%
Above 29	4	13.79%
27–29	3	10.34%
Option 5	1	3.45%



Interpretation: The analysis of ‘Age Group’ indicates the opinions and workplace preferences of Gen Z faculty members regarding institutional practices and professional expectations.

Gender

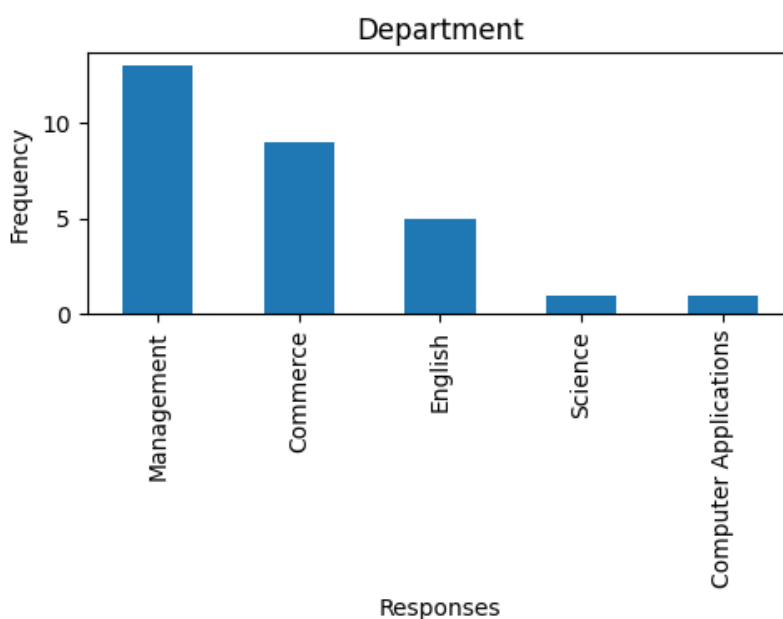
Response	Frequency	Percentage
Male	18	62.07%
Female	11	37.93%



Interpretation: The analysis of 'Gender' indicates the opinions and workplace preferences of Gen Z faculty members regarding institutional practices and professional expectations.

Department

Response	Frequency	Percentage
Management	13	44.83%
Commerce	9	31.03%
English	5	17.24%
Science	1	3.45%
Computer Applications	1	3.45%



Interpretation: The analysis of 'Department' indicates the opinions and workplace preferences of Gen Z faculty members regarding institutional practices and professional expectations.

Findings

- The majority of respondents preferred a flexible and supportive work culture.
- Work-life balance was identified as an important factor influencing job satisfaction.
- Technological support positively influenced teaching productivity.
- Supportive leadership and transparent communication improved employee engagement.

- Professional development opportunities influenced employee motivation and retention.

Suggestions

- Educational institutions should implement employee-centric workplace policies.
- Flexible work arrangements should be encouraged wherever possible.
- Institutions should provide regular training and professional development programs.
- Mental wellness initiatives and supportive leadership practices should be strengthened.
- Digital infrastructure and technological support should be enhanced within institutions.

Conclusion

The study concludes that Generation Z faculty members demonstrate distinct workplace expectations related to flexibility, technological adaptation, leadership support, and career growth opportunities. Educational institutions must therefore adopt adaptable and inclusive management practices to effectively engage and retain young academic professionals.

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