

The Mediating Role of Job Satisfaction in the Relationship between Psychological Contract and Employee Engagement: A Study on Private Sector Higher Education Institutions

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Abstract

Drawing upon the social exchange theory, the purpose of this particular study is to examine the mediating role of job satisfaction in the relationship between psychological contract and employee engagement. For this study, data from 573 respondents from private sector higher education institutions was utilized and structural equation modeling was performed using Smart PLS 4.0. The findings of the study demonstrate that psychological contract positively influence job satisfaction and job satisfaction positively influence employee engagement. Moreover, job satisfaction was found to have a mediating between psychological contract and employee engagement. The findings of this study contributed to the organizational behavior literature by understanding contributing factors to employee engagement for higher education employees in a workplace.

Keywords: Psychological Contract, Employee Engagement, Job Satisfaction, Social Exchange Theory, Higher Education Institutes

1. Introduction

Modern managers need to recognize the importance of the psychological contract. This intangible agreement between employees and their organizations provides valuable insights into the factors that drive their engagement and commitment (DelCampo, 2007). A strong understanding of the psychological contract allows organizations to effectively monitor their employees and build productive relationships. By addressing employees' concerns and issues, organizations can create a more engaged and motivated workforce, ultimately contributing to overall organizational success (Johnston, 2024).

However, the psychological contract is essentially an unspoken agreement between employers and employees based on shared beliefs, expectations, and obligations (Rousseau, 1989). The psychological contract is an informal agreement between supervisors and employees that can include both stated and unstated promises. Explicit promises, like salary, are clearly communicated, while implicit promises are understood based on the employee's perception (Van Gilst et al., 2020). Numerous studies have investigated employee psychological contracts around the world, including both developed and developing nations (Coyle-Shapiro & Kessler, 2000; Corder & Ronnie, 2018). Prior studies on psychological contracts have largely overlooked employees in the higher education sector, resulting in a limited understanding of this concept in the education industry (Hussain et al., 2022). Consequently, this study aims to investigate the importance of psychological contracts among employees of private sector higher education employees. Effectively managing the psychological contract goes beyond merely knowing its definition and understanding its concept; organizations must also be capable of recognizing how it materializes in practice (Johnston, 2024).

The academic interest in employee engagement is on the rise, with significant implications for practical applications and government initiatives (e.g. MacLeod and Clarke 2009; Rayton et al., 2012). While employee engagement has only recently emerged as a distinct concept in academic research, its underlying causes and effects still require further exploration and evidence (Robinson et al., 2004; Torraco, 2005; Smith, 2006; Macey & Schneider, 2008). A disengaged workforce can be expensive for organizations, making it essential to understand the antecedents and consequences of employee engagement. (e.g. Fleming et al., 2005; MacLeod & Clarke, 2009; Rayton et al., 2012). The popularity and importance of employee engagement, combined with the existing gaps in academic knowledge, necessitate a clearer

understanding of its driving forces (Robinson et al., 2004; Saks, 2006; Bakker & Schaufeli 2008; Macey & Schneider, 2008).

Exploring the relationship between unmet employee expectations and engagement offers the potential for organizations to develop and manage an engaged workforce, as previous studies have identified strong connections between these expectations and crucial employee attitudes and behaviors (e.g. Conway & Briner, 2005; Rigotti, 2009). Although previous studies have focused on the effects of met expectations on work engagement, the impact of unmet expectations on this outcome remains unexplored (Parzefall & Hakanen, 2010; Bal & Kooij, 2011; Bal et al., 2013). We broaden the narrow focus of prior studies by hypothesizing that job satisfaction mediates the relationship between psychological contract and employee engagement. Previous work grounded in social exchange theory has identified psychological contract breach as an antecedent of job satisfaction (Tekleab et al., 2005; Zhao et al., 2007; Bal et al., 2008) and found a positive relationship between job satisfaction and engagement (Saks, 2006; Simpson, 2009; Yalabik et al., 2013). The few prior studies examining the relationship between employee expectations and engagement may have neglected an important mediating variable. If research confirms that psychological contract influences employee engagement through job satisfaction, this would have substantial implications for organizations, given the strong link between employee engagement and work motivation as well as motivational behavior (Salanova & Schaufeli, 2008).

The rest of the article is structured into four parts. The first part presents the introduction and reviews previous literature on psychological contracts. In the second part, we introduce the conceptual model, the theoretical framework it is based on, and the hypothesis development. The third part provides the research methods, findings, and the discussion of the study. Finally, implications are suggested along with limitations, and future research avenues.

2. Literature Review

2.1 Psychological Contract

An employment relationship as an exchange, suggesting that an employee's continued participation in an organisation depended on adequate rewards received from the employer (Coyle-Shapiro & Parzafall, 2008). The term 'psychological contract' was first used by Argyris in the early 1960s. This contract focuses explicitly on employees' perceptions of the employment deal (Höglund, 2012). At the basis of the psychological contract is social exchange theory, based on the principle of reciprocity. Reciprocity implies that an individual feels obliged to reciprocate when receiving a benefit (Sonnenberg et al., 2011). As such, these social contractual relationships benefits are often unspecified and can be either extrinsic or intrinsic (Kasekende, 2017).

Psychological contracts are individuals' perceptions of the promises and obligations between themselves and their organizations (Rousseau, 1989). Psychological contracts arise when individuals believe that their organization has made a commitment to provide them with specific rewards in exchange for their contributions (Turnley & Feldman, 2000). The belief that promises are being kept strengthens commitment, the desire to stay with the organization, and organizational citizenship behaviors (Robinson & Morrison, 1995; Conway & Briner, 2002; Coyle-Shapiro, 2002; Turnley et al., 2003; Sturges et al., 2005). These promises later transform into the set of expectations and obligations that individual employees have in their work experiences (Rousseau, 1995). These work experiences can be formed by the terms of supervisor & subordinate differences (Kasekende, 2017). Many scholars agree that the psychological contract is the unwritten agreement that exists between the employee and employer that contains a set of mutual expectations.

Despite its importance, measuring the psychological contract remains debated in the literature (Kasekende, 2017). Rousseau (1995) suggests three elements: perceived employee obligations, perceived employer obligations, and perceived fulfillment/violation of employer obligations. Guest (1998) introduces another dimension, the state of the psychological contract (SPC), which includes reciprocal experiences and obligations from both parties' perspectives. This research will explore the reciprocal nature of the psychological contract by examining the obligations perceived by both employees and employers.

The concept of psychological contract lacks a universally accepted operationalization, with the most general being the belief in obligations between parties (Rousseau, 1995). Obligations entail commitments to future actions agreed upon by the parties, though their terms, fulfillment, and mutuality may lead to contentions (Rousseau, 1995). Individuals formulate their expected obligations before joining an organization, while supervisors develop expectations of employees just before their arrival. After employment, the psychological contract evolves as expectations are modified, leading to issues when either party feels cheated. Scholars like Bal et al. (2008) have examined psychological contract fulfillment by assessing the level of fulfillment of employee and employer expectations and obligations. According to Bal et al.

(2008), employees expect employers to gain management capabilities, assist in monitoring, maintain systems, innovate, improve the organization, and take risks, thereby increasing employer obligations towards employees.

Other scholars who have studied the concept of psychological contract by examining the level of fulfillment of employee & employer expectations and obligations of each other include Bal et al. (2008). According to Bal et al. (2008), the employee expects the employer (supervisor) to gain capability in general management areas, assist subordinates in monitoring and maintain systems. These hence become obligations on the part of the employer. The employer is further expected to look for ways to innovate and improve the organization and take risks and experiment, increasing the obligations they have towards the subordinate /employee (Bal, et al., 2008).

The employment relationship/psychological contract is an important source affecting the engagement level of employees. Different types of psychological contracts tend to yield different results as far as employee engagement is concerned. A strong psychological contract increases the employee attachment because employees feel obliged to give something in return for what they receive. Therefore, these contracts tend to result in high levels of employee engagement (Naidoo et al, 2019). The extant of literature demonstrates there is potential to discuss the relationship between psychological contract and employee engagement, and job satisfaction in different sector to extend the validity of the variables. For the reason, the study is an endeavor to test the mediating effect of job satisfaction of higher educational employees in an integrated framework was developed with reasonable literature support.

3. Theoretical Background

3.1 Social Exchange Theory (SET)

Blau's Social Exchange Theory (1964) has been extensively applied to understand and explain employee attitudes and behaviors (Settoon et al., 1996). It revolves around a series of interrelated interactions wherein employee feel pressure to reciprocate positively due to the sense of obligation stemming from others' favorable and advantageous actions directed towards them (Cropanzano & Mitchell, 2005). Blau (1964) argued that social exchanges aren't strict contracts with clear terms. Instead, favors create a general sense of obligation where the recipient decides how and when to repay. Central to this theory is the unwritten expectation that people will reciprocate actions without formal agreements dictating the terms of repayment. It entails voluntary reciprocal behaviors mediated by trust and gratitude, motivating individuals to make gratuitous repayments (Gould-Williams et al., 2005). Blau conceptualized social exchange as a dynamic process where individuals exchange resources and rewards, creating interdependent relationships (Emerson, 1976). Social exchange theory has significantly shaped the understanding of workplace behavior (Cropanzano & Mitchell, 2005), particularly evident when employees strive for a mutually beneficial and equitable relationship with their organization (Chin & Hung, 2013). The essence of social exchange lies in the assumption that reciprocal favors are performed with the expectation of future returns (Aryee et al., 2002). Furthermore, the motivation behind the exchange is crucial, with actors perceiving it as altruistic rather than driven by self-interest (Karagonlar et al., 2016).

The underlying assumption of using SET in the workplace is that employees find the company's SET-related actions attractive. As noted by Emerson, the terminology of social exchange theory has evolved to include a wide range of terms like 'reward,' 'reinforcement,' 'cost,' 'value,' 'utility,' 'resource,' 'comparison level,' 'transaction,' 'profit,' 'outcome,' and others. This creates a somewhat inconsistent mix of everyday language and technical terms borrowed from fields like psychology and economics (Emerson, 1976). According to Bentein and Guerrero (2008), social exchange theory can be used to examine the workplace from an individual's point of view (Jepsen, 2010). The theory also posits that employees feel obligated to reciprocate positive treatment, while negative experiences can foster adverse work attitudes (Ko & Hur, 2014).

In this study, we draw from social exchange theory to provide insight into the impact of Psychological contract on employee engagement with mediating role of job satisfaction. While there is existing research that examines the relationship between Psychological contract on employee engagement. Only a few studies delve deeply into this connection (Opolot & Maket, 2020 ; Ishtiaq et.al., 2020 ; Naidoo et.al., 2018). This paper provides a more comprehensive analysis of the relationship between Psychological contract on employee engagement. According to Eisenberger, Fasolo & Davis- LaMastro (1990), employees who feel supported by their organization and care about the organization would engage in activities that help to further the organization's goals. Social exchange theory posits that when employees perceive that their organization values their contribution to the workplace and cares about their well-being, they are more likely to feel obligated to engage in behaviors that are beneficial to their organization (Eisenberger et al., 1986). In this study, we utilize Social Exchange Theory to examine how job satisfaction mediates the relationship between Psychological contract and employee engagement. Previous work grounded in SET has identified PCB as an antecedent of job satisfaction (Tekleab et al., 2005; Zhao et al., 2007; Bal et al., 2008) and found a positive relationship between job satisfaction and engagement (Saks 2006; Simpson, 2009; Yalabik et al., 2013).

4. Hypothesis Development

4.1 Employee's Obligation, Employer's Obligation and Job Satisfaction

A psychological contract is formed when one party believes they have been promised future rewards, creating an expectation of reciprocal benefits. (Nayak et al., 2021). Employees form expectations based on promised future returns (Nayak et al., 2021), including factors such as compensation, career growth, and professional development, etc. When these expectations are met, employees are more likely to feel committed, satisfied, and inclined to stay with the organization (Wanous et al., 1992). However, if employees perceive a discrepancy between promised and actual benefits in any area, job satisfaction may suffer, especially when those areas are considered important. (Robinson & Rousseau, 1994).

Existing research suggests that a perceived imbalance in the promises made between employees and their organizations can result in job dissatisfaction, which may manifest in increased absenteeism and turnover rates (Morrison et al., 1997; Hackett, 1989; Griffeth et al., 2000). If dissatisfied employees choose to stay with the organization, they may exhibit counterproductive behaviors such as providing subpar service, spreading malicious rumors, committing theft, or damaging company property (Knights & Kennedy, 2005). When employees perceive a high degree of internal ambassadorship, it positively correlates with their affective commitment (Burmman et al., 2005; King et al., 2008), engagement (King et al., 2012; Lee et al., 2014; Briggs et al., 2022), and satisfaction (Arnett et al., 2002; Lu et al., 2017; Yandi & Hazimi, 2022). Therefore, it can be proposed that once expectations are met, this will influence obligations to contribute and remain longer in the organization, ultimately affecting the level of employee satisfaction within the organization.

H1: Employee's obligation positively affects job satisfaction.

H2: Employer's obligation positively affects job satisfaction.

4.2 Job Satisfaction and Employee Engagement

Job satisfaction is defined as a positive emotional state, such as happiness or pleasure, resulting from the appraisal of one's job or job experience (Locke, 1976). Research on job satisfaction became popular in the 1930s. Since then, job satisfaction has been one of the most frequently studied subjects in the field of organizational behavior (Jayaratne, 1993). Literature review indicates that job satisfaction is an antecedent of work engagement (Abraham, 2012). Research has shown that employees who are satisfied with their jobs tend to become engaged in their work for several reasons. One explanation is supported by SET, which suggests that job satisfaction is a precursor to work engagement. Employee satisfaction is continually influenced by the exchange relationships within the organization. Strong employee-organization relationships lead to high job satisfaction and organizational commitment (e.g. Conway & Briner, 2005; Zhao et al., 2007). In addition, work engagement was initially conceptualized as the antithesis of burnout, including three dimensions: exhaustion, cynicism, and inefficacy (Bakker & Demerouti, 2008). Both work engagement and burnout are influenced by similar factors. Various studies have identified significant relationships between job satisfaction and burnout, suggesting that low job satisfaction can lead to higher levels of burnout (Bacharach et al., 1991; Lee & Ashforth, 1993; Lee & Ashforth, 1996; Spector, 1997). Thirdly, engagement is a motivational concept. It is related to how individuals physically, cognitively and emotionally connect to their jobs (Kahn, 1990; Rich et al., 2010). Satisfaction is the outcome of having needs fulfilled, and employees will be motivated in their jobs to the extent that they meet their needs (Wolf, 1970). Therefore, once employees' needs are met, leading to job satisfaction, they are expected to become engaged in their work.

H3: Job satisfaction positively affects employee engagement.

4.3 Job Satisfaction as a Mediator

Job satisfaction is the extent to which an employee's job needs are met and how much they perceive this fulfillment (Porter, 1962). It is a positive or negative assessment of one's job or work environment (Weiss, 2002). Instead of being an emotional state or an effective response, job satisfaction is actually an evaluation of an emotional state. Job satisfaction is formed through employees' cognitive and emotional reactions to their jobs (Locke, 1969; Organ & Near, 1985; Judge & Ilies, 2002; Rich et al., 2010). In other words, job satisfaction is a combination of both how an employee feels about their job and what they think about the different aspects of their work.

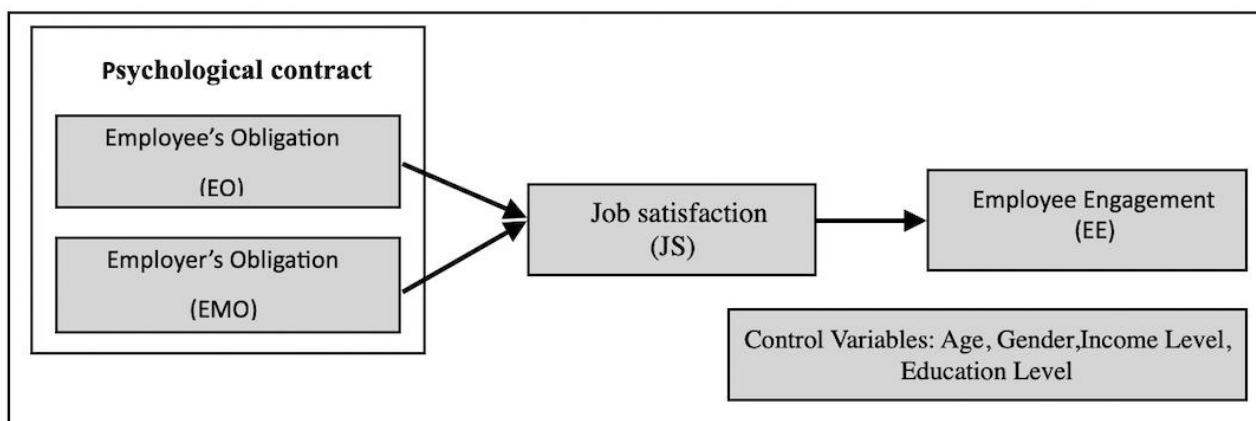
Our argument regarding the mediating role of job satisfaction in the Psychological contract-employee engagement relationship establishes job satisfaction as an antecedent of employee engagement (Rayton & Yalabik, 2014). However, the literature fails to provide a definitive answer regarding the direction of the relationship between job satisfaction and employee engagement (Mauno et al., 2007; Bakker et al., 2008; Schaufeli & Bakker, 2010). Some studies argue that job satisfaction is an outcome of employee engagement (Saks, 2006; Avery et al., 2007; Karatepe & Aga, 2012; Vecina et al., 2012). For example, Saks (2006) argues that overall job satisfaction is a positive outcome of employee engagement, as measured by both job and organizational engagement. Saks (2006), acknowledging that his argument for this causal order is weakened by the use of cross-sectional data and common method variance, emphasizes the need for longitudinal studies to provide more definitive conclusions about the causal effects of employee engagement and the extent to which social exchange theory explains these relationships (Rayton & Yalabik, 2014).

Engagement, a motivational concept, is related to how individuals connect to their jobs physically, mentally, and emotionally (Kahn, 1990; Rich et al., 2010). Unlike relatively passive attitudes like job satisfaction and organizational commitment, engagement involves an active personal presence (Kahn 1990; Rich et al., 2010; Sonnentag et al., 2010). As Harrison et al., (2006) state, "job satisfaction and organizational commitment are attitudes that have a specific target but don't specify any particular action. As Macey & Schneider (2008) argue that job satisfaction is about feeling full or satisfied, while engagement is about being active and energized. Engaged employees have high levels of excitement and activation in their work, which motivates them to take action. (Bakker, 2009; Bakker & Bal, 2010; Bakker et al., 2011; Salanova et al., 2011). Job satisfaction focuses on a limited view of the self and primarily concerns the emotional response to fulfilling personal needs through work (Rich et al., 2010). Employees will be motivated in their jobs to the degree that they fulfill their needs, as satisfaction is the result of needs gratification (Wolf, 1970). Therefore, when employees' needs are met, leading to job satisfaction, they are expected to become engaged in their work. For these reasons, we hypothesize the following:

H4: Job satisfaction mediates the relationship between employee's obligation and employee engagement.

H5: Job satisfaction mediates the relationship between employer's obligation and employee engagement.

Figure 1: Conceptual Model



5. Methodology

5.1 Sample & Research Design

The research was conducted among personnel employed in private-sector higher education institutions located in Uttar Pradesh, India. Utilizing a self-administered survey questionnaire, data were gathered from individuals working within these educational establishments. Direct communication channels were employed to reach out to staff members and solicit their participation in the survey, encouraging them to also invite their colleagues to take part.

The measurements of the variables were adapted from reliable sources: Psychological Contract, from Rousseau (2000), Employee Engagement from Brad et.al (2017), and Job Satisfaction from Andrade et al. (2020). The 5-point Likert scale was used, in which one indicated strongly disagree while five indicated strongly agree.

A Google Forms survey link was disseminated to over 1000 employees across these institutions, with a request for further distribution among peers in other organizations. No financial incentives were offered for survey participation, and

respondents had the option to participate anonymously. Ultimately, 600 responses were received, and after screening for extensive missing data, 573 responses were deemed suitable for subsequent analysis.

Table 1: Demographics

Demographics		%
Gender:		
Males	294	51.31
Females	279	48.69
Marital Status:		
Married	389	67.89
Unmarried	183	31.94
Other	1	0.17
Age:		
Less than 25 years	96	16.75
25 - 35 years	213	37.17
36 - 45 years	134	23.39
46 - 55 years	87	15.18
Above 55 years	43	7.50
Income:		
Less than 1.5 Lacs	140	24.43
1.5 - 3 Lacs	183	31.94
3 - 4.5 Lacs	137	23.91
4.5 - 6 Lacs	84	14.66
6 - 10 Lacs	25	4.36
More than 10 Lacs	4	0.70
Education:		
Undergraduate	0	0.00
Post-graduate	396	69.11

Doctorate	125	21.82
Other	52	9.08
Work Experience:		
Less than 1 year	85	14.83
1 - 5 years	262	45.72
5 - 10 years	155	27.05
More than 10 years	71	12.39

6. Findings

The findings presented in Table 2 indicate that Cronbach's alpha coefficient for each construct in the model surpasses the recommended threshold of 0.7, as proposed by Nunnally (1978), suggesting adequate internal consistency and reliability of all constructs. Convergent validity was confirmed through factor loading values exceeding 0.7, and satisfactory average variance extracted values were observed (Fornell & Larcker, 1981). Discriminant validity was assessed using the Heterotrait-monotrait ratio (HTMT) - Matrix (Table 3), revealing no concerns in this regard. To ensure the absence of multicollinearity, Variance Inflation Factor (VIF) values for all variable items were examined and found to be below 5, indicating no issues with multicollinearity in the dataset. Moreover, our proposed model demonstrated a favorable fit criterion, with an R-square value of 0.38.

Table 2: Reliability

Reliability			
	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)
Employee Engagement	0.801	0.847	0.841
Employee Obligation	0.778	0.833	0.822
Employer Obligation	0.791	0.837	0.835
Job Satisfaction	0.754	0.758	0.826

Table 3: Heterotrait-Monotrait Ratio (HTMT) – Matrix

Heterotrait-Monotrait Ratio (HTMT Matrix)						
	EEB	EEC	EEE	EO	EMO	JS
Behavioural Employee Engagement (EEB)						
Cognitive Employee Engagement (EEC)	0.856					
Emotional Employee Engagement (EEE)	0.769	0.724				
Employee obligation (EO)	0.257	0.375	0.481			
Employer Obligation (EMO)	0.736	0.721	0.711	0.263		
Job Satisfaction (JS)	0.672	0.775	0.662	0.344	0.699	

For this research, we adopted the procedural remedy advocated by Podsakoff et al. (2003) to address potential common method bias. The statistical assessment revealed a Harman single factor score of 17.02%, indicating the lack of common method bias. Additionally, we utilized SmartPLS software for the PLS-SEM analysis in this study, chosen for its user-friendly interface and consistent updates to remain current with advancements in PLS-SEM methodology (Sarstedt & Cheah, 2019).

Hypothesis H1 posits that Employer's obligation positively affects job satisfaction. The results support this hypothesis as the coefficient is significant ($\beta = 0.207$, $p\text{-value} = 0.00^{**}$, $LCL = 0.146$, $UCL = 0.251$). The mean score & standard deviation are shown in Table .Hypothesis H2 posits that Employee's obligation positively affects job satisfaction. The results support this hypothesis as the coefficient is significant ($\beta = 0.527$, $p\text{-value} = 0.00^{**}$, $LCL = 0.457$, $UCL = 0.585$). The mean score & standard deviation are shown in Table .Hypothesis H3 posits Job satisfaction positively affects employee engagement. The results support this hypothesis as the coefficient is significant ($\beta = 0.617$, $p\text{-value} = 0.00^{**}$, $LCL = 0.556$, $UCL = 0.663$). The mean score & standard deviation are shown in Table.

Hypothesis H4 posits Job satisfaction mediates the relationship between employee's obligation and employee engagement. The mediation effects are studied by analyzing data to produce specific indirect effects at a 95% confidence level. In this hypothesis Job satisfaction as the mediator between the direct positive relationship between employee's obligation and employee engagement. The mediation effect appears to hold good if 0 does not lie between the Lower Confidence Interval Value and the Upper Confidence Interval Value. The results support this hypothesis as the coefficient is significant ($\beta = 0.325$, $p\text{-value} = 0.00^{**}$, $LCL = 0.266$, $UCL = 0.378$).

Hypothesis H5 posits Job satisfaction mediates the relationship between employer's obligation and employee engagement. The mediation effects are studied by analyzing data to produce specific indirect effects at a 95% confidence level. In this hypothesis Job satisfaction as the mediator between the direct positive relationship between employer's obligation and employee engagement. The mediation effect appears to hold good if 0 does not lie between the Lower Confidence Interval Value and the Upper Confidence Interval Value. The results support this hypothesis as the coefficient is significant ($\beta = 0.198$, $p\text{-value} = 0.00^{**}$, $LCL = 0.186$, $UCL = 0.158$).

Table 4: Path Coefficients

Path Coefficients					
	Original sample (β)	T statistics ($ O/STDEV $)	P values	LCL	UCL
Employer Obligation -> Job Satisfaction	0.207	7.457	0.000	0.146	0.251
Employee obligation -> Job Satisfaction	0.527	16.331	0.000	0.457	0.585
Job Satisfaction -> Employee Engagement	0.617	22.885	0.000	0.556	0.663

7. Discussion

The aim of the present work to examine the impact of Psychological Contract on Employee Engagement Behaviour. A study is conducted on Private organisation's teacher of Higher education in Uttar Pradesh. This study is based on two major factors one is Psychological Contract was composed of two sub factors that are employee's obligation and employer obligation and the other one is Employee engagement was composed of three subfactors that are cognitive, emotional, and behavioral. And this study explores the mediating effects of Job satisfaction. This study finds that Employer's obligation positively affects job satisfaction and employees's obligation positively affects job satisfaction as well and findings are in line with Chaubey, D. S. et al (2016) and Nayak et al. (2021) and their findings explicated that when the terms of the psychological contract are honored, all aspects of the working relationship should run more smoothly. This greater degree of trust, respect and understanding can lead to a positive, healthy relationship, a workplace that is run in a more efficient manner and a greater degree of job satisfaction by both parties and the expectation of the relationship between employee and employer will determine the extent of employee stay" in the organization as well as employee satisfaction level in the organization. And the result suggest that the Job satisfaction positively affects employee engagement and Singh (2017) strongly support the relationship between job satisfaction and employee engagement and it also provides support for the impact of job satisfaction on employee engagement and the study by Biswas & Bhatnagar (2013), provides empirical evidence about job satisfaction and its linkage with employee

engagement. They found that employee engagement leads to variance in organizational commitment and job satisfaction and they also studied the influence of employee engagement on job satisfaction and found a significantly positive influence. Specifically, this study finds that Job satisfaction mediates the relationship between employee's obligation and employee engagement and also Job satisfaction mediates the relationship between employer's obligation and employee engagement. Bruce & Zeynep (2014) support the idea that employee engagement is more likely when employees feel their organizations are fulfilling their obligations and when employees are satisfied with their jobs. These results have significant implications for the literature on Psychological contracts and work engagement. Consistent with previous research (e.g., Zhao et al., 2007), this study confirms that job satisfaction is a key outcome of Psychological contracts and also confirms that employee engagement is influenced by Psychological contracts.

8. Limitations and Future Research

This research is limited in scope as the findings are centric to the employees of private sector higher education institutes. The results may not be generalizable to public sector employees of higher education institutes or organizations other than education or academic institutes. The research initially explored the associations between psychological contract and job satisfaction; and also, between employee engagement and job satisfaction. The study identified a significant relationship, although it is suggested that this connection requires a more comprehensive explanation. It was hypothesized that psychological contract becomes evident when a job satisfaction is in play within the organization. Future studies should delve deeper into understanding the association between these variables. The role of the job satisfaction as a moderator can also be explored by future studies.

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