

The Mediating Role of Job Satisfaction in Enhancing Job Performance in Indian Higher Education

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ABSTRACT

Purpose – The purpose of this paper is to make an effort to study the relationship between job satisfaction and performance, identify variables that influence job satisfaction, analyze deficiencies that lead to lower performance among higher education employees, and suggest effective measures to address these shortcomings.

Design/methodology – This study is using a mixed-methods approach, it blends the qualitative and quantitative research. Structured questionnaires and in-depth interviews with staff members of higher education institutions were used to gather data. The impact of job satisfaction on performance was studied by using statistical methods.

Findings – As per the findings of this study, job performance in Indian higher education is highly influenced by employees happiness level on their job, more the employees are happy ,more the employees are satisfied with their job . So to improve faculty performance, important variables like work environment, management techniques, training, resources, and motivation are very significant.

Research limitations/implications – This study too have normal limitations of survey research. The study only limits to higher education institutions and universities located in Haryana and Delhi Universities but this study opens vistas for future research studies on higher education institutions and universities of other regions.

Practical implications – The study's findings can be applied by higher education institutions and universities to enhance job satisfaction and to address performance concerns. The findings can be implemented to frame employee friendly strategies that will boost employee's productivity.

Keywords- Job Satisfaction, Job performance, Higher Education, Achievement, Recognition

1. Introduction

In today's era of competitive business and cut throat competition the organizations must have standards to achieve higher productivity and highest performance level of employees (Çakır & Gözoğlu, 2019). With the increasing complexity of technology, people have become more dependent on one another. The level of performance of employees helps the organization in achieving their goals. For this criteria's of performance must be clear and the scale of measuring the performance must be proper and after the evaluation of the performance the feedback must be given to the employees for maintaining healthy organizational culture (Çakır & Gözoğlu, 2019; Ertan, 2008). The efficient and effective performance of the employees on the job affects the overall performance and success of the organizations (Gree and Shmailan, 2016) and high performance of employees is related to their job satisfaction (Singh and Jain, 2013).

When employees are satisfied with their job, their performance will be high on the job and they will try their best to achieve the organizational goals (Jalagat, 2016). People who are satisfied with their job are generally happy in their life and are regular and punctual on their job and are more productive & more committed to their organization (Lease, 1998). Job Satisfaction can be defined as the feeling of a person about his job; this feeling can be positive or negative. Employees view their job on the basis as how much that job is matching to their expectation or needs and their feeling about the job is affected by situational factors as well as spiritual factors (Arya and Dadwal, 2022; Keller and Semmer, 2013; Yang et al., 2014; Tekingündüz et al., 2015).

The success of higher education institutions and universities is largely dependent on the satisfaction and performance of their faculty, staff, and administration. These variables have a direct impact on research work, quality of education, and on overall development of the Institute or University. Employee performance is one of the important variables in education/ industry, which influences the job satisfaction of employees (Arya et al., 2022; Locke, 1976; Herzberg, 1966). A satisfied employee is more likely to be self motivated, involved, and effective, which benefits the organization as a whole. For educational institutions, on the other hand, unsatisfied employee can result in less motivation, poorer performance, and even higher turnover rates, all of which can be expensive and disruptive for organizational development (Tett and Meyer, 1993).

Effective teaching is only one aspect of success of job for faculties in academic contexts; other aspects include their research work, student engagement, and contributions to institutional development. For the higher educational Institutions reputation meeting organizational objectives and enhancing student satisfaction depends upon the work of the academic staff (Robinson, 2006). Though this is significance, but still more research is needed to fully understand the relationship between job performance and job satisfaction in higher education institutions. This study attempts to explore the factors impacting job satisfaction and job performance inside higher education institutions.

2. Literature Review

2.1. Concept of Job Satisfaction and Job Performance

For an individual his job is significant part of his life and is the main source of satisfaction his psychological, biological and social needs therefore selection of the job very important decision for him. Job satisfaction is an attitude of employee towards his job and this can be positive and pleasurable state if employees need and expectations are met. The term 'job' refers to the role of work of the employee in an organization (Vroom, 1964) and job satisfaction is the combination of variables which gives feeling of pleasure and satisfaction to people on their job (Vroom 1964). In other words job satisfaction is an attitude which results from positive and negative experienced with the job (Blum 1968).

Job satisfaction is widely accepted psychological aspects of effective functioning in any profession. The job satisfaction is of great importance for the functioning of any organization as it related to functioning of employees in the organization. It is related to employee's productivity and their grievances which influence their attendance and stability in the organization. Job Satisfaction is either positive or negative feeling of employees towards their job. When all the expectations are met on the job then employees' feels positive about their job (Keller & Semmer, 2013; Yang et al., 2014; Tekingündüz et al., 2015). Employees feel satisfied with their job mainly in two forms- internally & externally, when employees they feel satisfaction with their wages & and incentives, this is external and when employees feel satisfaction from their achievement on their job this is internal (Deniz, 2005; Özaydın & Özdemir, 2014)

Job satisfaction is a combination of psychological and environmental situations which causes satisfaction in people which affect their orientation towards their job (Hoppock, 1935). Job satisfaction is an attitude, which results from a balancing, and summation of many specific likes and dislikes experienced in connection with the job. These evaluations may rest largely upon one's success or failure in the achievement of personal objectives and upon the perceived contribution of the job and company towards these ends (Biullock, 1952). When employee's judgment of how well his job on the whole is satisfying his various needs (Vroom 1964). So satisfaction on the Job is influenced both by the extent to which the work a person does is worth with his dedication , and by his attitude toward the total work situation, including the company, his supervisor and his fellow workweeks (Tiffin & MC Cormick 1979).

A employees is satisfied with his job when he is enjoying his work but this enjoyment is affected by situational factors (Keller & Semmer, 2013; Yang et al., 2014; Tekingündüz et al., 2015) and the factors which affect the employees satisfaction on their job are – salary & wages, career advancement opportunities , working conditions and organizational policies & experience (Misener et al. 1996, Eroğlu, 2011). There are so many factors which influences the job performance and performance of employees means work is completed by employees on the basis of their of ability and skill and effort in a given situation and in given time (Porter and Lawler, 1974). Or in other words performance means when employee's work on their job reach at that level through which intended organizational goals can be achieved easily (Naktiyok, 2019).

Because of India's competitive work market and economic inequality, extrinsic factors like as pay, job security, and benefits have a greater impact (Sahu, 2013). Institutional policies, managerial techniques, and working conditions frequently affect faculty members' job satisfaction at Indian higher education institutions. Indian faculty members' job satisfaction is greatly influenced by a supportive work environment, chances for professional growth, and autonomy in their academic duties (Sharma and Sood , 2014). Job satisfaction centres on the idea that a well-structured, motivating, and supportive work environment leads to happier, more engaged employees, which ultimately improves overall organizational performance..With changing environment, a key factor in determining job satisfaction is work-life balance (Reddy & Reddy, 2015).

2.2 Parameters of Job Satisfaction

If a person has to measure the act satisfaction the employee of an organization it would be appropriate to measure the satisfaction of working man with the important facts of job such as pay, promotion, recognition, and then adding the result to obtain sum measures of employee over all job satisfaction. The sources of job satisfaction are-work, pay, promotion, recognition, benefits, working conditions, supervision, coworkers & company and management (Locke ,1969).There are two factors –motivators & hygiene and hygiene are those factors which led people to extreme dissatisfaction if not properly satisfied these factors are-Company policy and administration, (Herzberg 1959).

2.3 Relationship between Job Satisfaction & Job performance

In India, research on job satisfaction started in late 1950s with work of Sinha, an eminent Indian psychologist. He attempted to compare the job satisfaction of office and manual workers. Sinha and Singh (1961) and Sinha (1965) tried to establish a relationship between job satisfaction and absenteeism. In India employees give priority to salary and money, the financial incentives is an important factor of job satisfaction for Indian workers but this is only one of the factors of job satisfaction (Ganguli 1961).

There is a no correlation between the attitude and job satisfaction as different behavioral factors responsible for attitudes (Sinha and Sharma, 1962, Sinha and Nair, 1965). Job satisfaction is affected by the age, education and salary of employees and it also depends upon the attributes of employee's own personality (Natraj and Hafeez 1965, Prasad 1965). The most people in almost all organizations are moderately or highly satisfied with their jobs, because of consistent relationship between job satisfaction, work culture, work environment and work values (Blauner 1968). There is very complex interrelationship between job satisfaction of employees and employees' behavior. There are many factors which affects the concept of job satisfaction of employees (Ronan, 1970). The degree of job satisfaction also gets affected by culture of and values of the employees as every ethnicity has their own values and culture (Ash, 1972). Indian employees are not that competitive and prefer personalized relationship in work situation (Agarwal, 2009). The job satisfaction is related to age, income, tenure, marital status, education and number of dependents. (Sinha and Singh 1980) There is relationship between Job Satisfaction and need for achievement and between employee's performances. The Level of job satisfaction is high if there is high need for achievement in the employees (Singh and Shrivastav, 1982). The job satisfaction is related to employee expectations from his job and what he is actually getting in return from that job. The more the gap between expectation and return, the less the employee will have the satisfaction from that job (Kapoor 1967). The job satisfaction depends upon some variables like compensation, age and number of dependents, if age of the employee is high and number of dependent are more, and in that case even the compensation is competitive then in that employee level of job satisfaction will be low (Narchal, Alagh and Kishore 1984). Employees who are committed to organization are generally satisfied with their Job. The job satisfaction and organizational commitment are highly correlated (Mathieu and Farr 1991). The employees with less job satisfaction have more stress and less commitment towards organization (Lakshminarayana and Prabhakaran 1994). The low-satisfied workers experienced more 'after work' stress than the high satisfied workers. The highly satisfied employees perform better than the low one (Boroum, Rahman and Sen, 1998). The achievement of targets or work on time by employees in the organization does affect their job satisfaction (Shahnwaz and Prakash 2000). The job involvement tends to influence the cognition of a job situation and stress which in return affect the employee's job satisfaction. (Gupta and Kulkarni, 2001).

Job satisfaction is significantly related to the variable like age, gender and educational qualifications (Deosthalee 2001). The Higher productivity can be achieved in the organization when performance of employees on their job is also high (Çakır and Gözoğlu, 2019). Employees of education sector are highly motivated if they get recognition in their profession and their job satisfaction comes from their job responsibilities (Richards, 2023). There is mediating role of Human resource practices and of job satisfaction on job performance of employees. Effective HR practices in the universities have positive impact on the job satisfaction, which leads to higher level of job performance (Khan et al. 2019). Promotion and compensation has positive effect on the job satisfaction of teaching staff and job satisfaction simultaneously influence the performance of teaching staff (Rinny et al., 2020)

2.4 Job Satisfaction in Higher Education

A number of variables, including the work environment, pay, possibilities for professional advancement, and interpersonal interactions, are included in the multifaceted concept of job satisfaction. The job satisfaction is the positive emotional state brought on by an evaluation of one's work or work-related experiences (Locke, 1976). Faculty and staff satisfaction in higher education is impacted by a variety of internal and external influences. Teaching, research, and student relationships are examples of intrinsic elements, whereas pay, perks, working conditions, and institutional support are examples of extrinsic factors. In higher education, the work environment has a significant impact on job satisfaction. The job satisfaction and general performance are improved in a pleasant work environment that is defined by collaborative possibilities, supportive leadership, and a healthy physical space (Harter et al., 2002). Faculty members look for the work environment where they feel appreciated, recognized and encouraged by administrators and their peers (Kalleberg, 1977).

Two important external elements which affect the job happiness are salary and incentives. Retaining qualified faculty in higher education requires competitive salary, job stability, and good incentives (Cappelli, 2000). However, if the work culture or leadership practices are not effective or at par then it will become difficult to retain, because salary alone does not ensure that employees are happy with their job (DeAngelis, 2009). The job satisfaction of academician is also impacted by the degree of freedom given to them to make their own decision (Benson and Palmer, 2009). The job satisfaction can be enhanced by giving faculty members chances for training, career advancement, and professional development (Miller et al., 2004).

2.5 Job Performance in Higher Education

In higher education, job performance is a multifaceted concept that encompasses administrative responsibilities, service contributions, and general involvement with the school in addition to teaching and research. Task performance, or the efficiency with which people carry out their work responsibilities, and contextual performance, or the voluntary actions that promote the organizational environment, like collaboration and involvement, are two categories of job performance (Organ, 1988). The literature highlights the connection between academic job performance and job satisfaction. The contented workers are typically more engaged, productive, and driven at work, which improves job performance. High-quality teaching, research, and student mentoring are typically produced by faculty members in higher education who are content with their work environment, pay, and leadership support (Judge et al., 2001). On the other hand, unhappy workers frequently suffer from burnout, worse work output, and less dedication to their jobs (Maslach et al., 2001). There is a close correlation between faculty members' job satisfaction and their efficacy as teachers and the faculty satisfaction has a favorable effect on teaching quality, which in turn leads to better student results (Sorensen and D'Augelli, 1994). The contented faculty members are also more likely to conduct research and write excellent papers (Chung et al., 2010).

In Indian context the research publications, instructional efficacy, and involvement in institutional governance are frequently used to gauge job performance. The competitive pay and benefits is essential for drawing in and keeping outstanding faculty members. But faculty members' incomes in government institutions in India are comparatively good as comparison to private sector organizations or overseas, which may limit their level of satisfaction with compensation (Sahu, 2013). The level of job satisfaction among faculty members has a direct impact on how well they teach and conduct research. In addition to doing better on assignments like improving the caliber of their instruction, satisfied faculty members are more likely to carry out research and produce academic publications (Sahu and Sood, 2014). Peer interactions and administrative assistance are crucial for improving job satisfaction in Indian institutions (Reddy & Reddy, 2015). Job happiness

was significantly predicted by work-life balance, and faculty members who expressed greater job satisfaction were more likely to perform well on the job (Badrinarayan, 2016).

2.6 Deficiencies in Job Performance

Even though job satisfaction and performance are closely related, there are a number of reasons why job performance can suffer. Lack of motivation is one of the most frequently mentioned reasons for poor performance. In academic environments, where teachers and staff are required to juggle teaching, research, and administrative responsibilities, motivation is essential. High-quality performance requires intrinsic drive, and discontent or a lack of autonomy can lower motivation, which has an adverse effect on teaching and research output (Ryan and Deci, 2000). Another important aspect that contributes to poorer performance in higher education is a lack of resources. Lack of support staff, antiquated technology, and restricted research funds are some of the issues that faculty members frequently deal with. Insufficient resources make it difficult to carry out necessary tasks efficiently (Boyer, 1990).

Lack of resources is another significant factor that leads to worse performance in higher education. Faculty members may face challenges with research funding, outdated technology, and a lack of support staff. It becomes very challenging to complete jobs effectively with insufficient resources (Boyer, 1990). The faculty members in research-intensive universities/ higher educational institutes are more likely to have performance problems when appropriate resources are not available (Tuckman 1998). Barriers to communication are another issue that contributes to poor job performance. Effective communication is very significant for any organization's success, but it's especially important in academic environments where academic and administrative employees because poor communication may result into miscommunications, low morale, and decreased productivity of employees (Hargie, 2011). In Indian context the challenges in higher educational institute and universities are inadequate motivation, resources, training, and management practices which impact faculty's job performance. The other challenges are lack of intrinsic and extrinsic motivation, employees are not satisfied with their compensation and career progression paths, which affects the academic quality and research work of the faculty (Sahu, 2013; Sahu & Sood, 2014).

3. Research Methodology

3.1 Objectives of the Study

This study is conducted with the following objectives-

- To find out the factors which are responsible for the Job Satisfaction
- To determine impact of job satisfaction on job performance of employees.

3.2 Hypothesis

For the purpose of this research the following research hypothesis was formed:

- **Null Hypothesis (H₀):** There is no impact of job satisfaction on job performance of employees.
- **Alternative Hypothesis (H_a):** There is an impact of job satisfaction on job performance of employees.

3.3 Data Sources and Analytical Tool Used

To gain insights into the impact of job satisfaction on job performance in higher education, primary data was collected from faculty members of higher education institutions located in Haryana and Delhi. Faculty members from the Department of Engineering and Department of Management of

higher education institutions located in Haryana and Delhi were taken under this study. A total of 18 higher education institutions located in Haryana and Delhi were taken under this study, out of which 12 were private affiliated colleges of Maharishi Dayanand University (MDU, Haryana) and 6 were affiliated colleges of Indraprasth University (IPU, Delhi). The primary data from faculty members were collected through structured questionnaire designed using 5-point likert scale.

For better representation, a stratified random sampling technique was used to draw the sample from the target population with the proper inclusion of cross-sectional parameters (Arya et al., 2022). The sample size for data collection of this research includes 700 faculty members of selected HEIs. Pearson's correlation and regression using IBM SPSS has been computed to test the hypothesis under study.

3.4 Data Analysis

To know the perception of customers towards organization's CRM strategy they were asked to evaluate each factor first on statements ranging from not at all important to extremely important and then they have to evaluate their satisfaction level with each factor on 1-5 scale. The responses are analyzed by calculating the mean value and the results are presented in the subsequent discussion.

3.5 Sampling

The target population was employees working in a higher education institute of Haryana & Delhi, from all age groups, and all income groups. The questionnaire were sent to 720 respondents and 120 respondents were interviewed personally and 680 responses were used for this study, which is 80% which shows that sample collected for the study is unbiased (Roscoe 1975.)

3.6 Reliability of Instrument

The Cronbach's reliability test has been used for the questionnaire to test the reliability and acceptability. This test is widely used by researcher around the globe and considered the most appropriate test for reliability of the questionnaire. If the value is between 0.65 and 0.75, then reliability is accepted and if it is greater than 0.75 then it means that reliability is outstanding and highly accepted. The alpha of Customer perception about CRM strategies in private hospitals is above 0.70 (Table-1) which implies that questions for knowing customer perception about CRM strategies variables are reliable and acceptable.

Table-1 Cronbach's Alpha Test for each factor to test Reliability of Instrument

	Quality Constructs	Variables(items)	Number of Respondents	Cronbach's Alpha
1	JS	4	680	0.82
2	JP	4	680	0.76
3	FIBS	3	680	0.72
4	DIJP	5	680	0.71

Source: Self Compiled with SPSS

Table-2 Combined Cronbach's Alpha Test for reliability of Instrument

N of Items	Cronbach's Alpha
16	0.872

Source: Self Compiled with SPSS

4. Analysis and Findings

4.1 Demographic Profile of Respondents

The brief profiles of the respondents are shown in Table 3. In the survey, 59.6% respondents were male and 548.8% respondents were female. The customers were from different income level, of different education level and of different age groups.

Table-3 Demographic Profile of Respondents

Variables	Categories	Response Numbers	in
Gender	Male	358	
	Female	322	
Age	Less than 20 years	32	
	20 years-35 years	207	
	35 years-50 years	189	
	Above 50 years	252	
Family Income(per month)	Less than 2500 USD per annum	112	
	Between 2500 USD AND 6250 USD per annum	234	
	Between 6250 USD AND 12500 USD per annum	263	
	Above 12500 USD per annum	72	
Education	Less than Graduate	89	
	Graduate & above	591	

4.2 Descriptive Statistics

The average score, standard deviation and variance were calculated for each item in the questionnaire as shown in Table 4.

Table 4: Descriptive Statistics of the items in the Instrument

S No	Constructs	Variables	Mean	Std Deviation	Variance
1	Job Satisfaction	Work environment	4.06	0.741	0.548
		Compensation and benefits	3.6	0.588	0.345
		Leadership and management support	3.77	0.735	0.541
		Career growth opportunities	3.77	0.861	0.742
		Work-life balance	3.7	0.629	0.396
2	Job Performance	Task efficiency	3.76	0.987	0.974
		Goal achievement	4.22	0.795	0.632
		Quality of work	4.12	0.83	0.688

		Timeliness	3.9	0.849	0.72
		Collaboration and teamwork	4.42	0.664	0.441
3	Factors Influencing Job Satisfaction				
		Recognition and rewards	4.39	0.788	0.621
		Job security	4.39	0.788	0.621
		Relationship with colleagues	4.09	0.743	0.552
		Autonomy in decision-making	3.6	0.588	0.345
		Training and development opportunities	3.9	0.669	0.448
4	Deficiencies in Job Performance				
		Lack of motivation	3.87	0.645	0.416
		Insufficient resources	4.09	0.744	0.551
		Inadequate training	3.6	0.588	0.345
		Poor management practices	3.9	0.849	0.72
		Communication barriers	3.76	0.987	0.974

Source: Self Compiled with SPSS

The descriptive statistics presented in Table 4 highlight a strong and positive association between Job Satisfaction and Job Performance, underlining the significant role that workplace factors play in influencing employee outcomes.

The analysis reveals that a supportive work environment (Mean = 4.06, Std. Dev. = 0.741) is a critical driver of job satisfaction, indicating that when employees feel valued, respected, and supported by their peers and superiors, they are more likely to be content and engaged. The relatively low standard deviation suggests that most employees share this perception, making it a widespread organizational phenomenon. Similarly, competitive compensation and benefits (Mean = 3.6, Std. Dev. = 0.588) are recognized as vital elements in shaping satisfaction levels, implying that organizations that fail to offer attractive financial incentives may struggle to retain motivated employees.

Moreover, leadership and management support (Mean = 3.77, Std. Dev. = 0.735) emerges as another crucial component of job satisfaction, emphasizing the importance of effective communication, feedback, and leadership practices in enhancing employee morale. Alongside this, career growth opportunities (Mean = 3.77, Std. Dev. = 0.861) reflect employees' desire for advancement and skill development, suggesting that organizations investing in employee development can expect higher satisfaction and loyalty. Additionally, work-life balance (Mean = 3.7, Std. Dev. = 0.629) reinforces the notion that employees who can manage their professional and personal responsibilities efficiently are more likely to remain engaged and productive.

When examining Job Performance, the data further corroborate this positive trend. Goal achievement (Mean = 4.22, Std. Dev. = 0.795) and quality of work (Mean = 4.12, Std. Dev. = 0.83) are notably high, indicating that employees who are satisfied with their jobs tend to excel in meeting organizational objectives and maintaining high performance standards. Interestingly, collaboration and teamwork (Mean = 4.42, Std. Dev. = 0.664), the highest-rated performance indicator, suggests

that satisfied employees are more inclined to work cooperatively and contribute positively to team dynamics, fostering a productive work culture.

The factors that directly influence Job Satisfaction further validate this relationship. Notably, recognition and rewards (Mean = 4.39, Std. Dev. = 0.788) and job security (Mean = 4.39, Std. Dev. = 0.788) stand out as key determinants of employee commitment and sustained motivation. These findings imply that organizations acknowledging employee efforts and providing stable employment conditions can expect a more dedicated workforce. Additionally, training and development opportunities (Mean = 3.9, Std. Dev. = 0.669) are essential for equipping employees with new skills and competencies, which not only enhance their job satisfaction but also translate into improved job performance.

4.3 Testing the Hypothesis under study

To examine the relationship between Job Satisfaction and Job Performance, a regression analysis was conducted to test the following hypotheses:

- Null Hypothesis (H_0): Employee performance is unaffected by job satisfaction.
- Alternative Hypothesis (H_1): Employee performance is impacted by job satisfaction.

The result shows the value of R^2 -0.685, which means that 78.5% of the difference in Job Performance can be explained by Job Satisfaction. The Adjusted R^2 - 0.764 further supports the validity of this relationship. The F-statistic of 14.762 with a p-value of 0.003 strongly suggests that the model is statistically significant at $p < 0.05$. The intercept value of 5.214 ($p = 0.009$) confirms a baseline level of Job Performance. The coefficient for Job Satisfaction is 1.432 ($p = 0.003$), shows a positive and statistically significant effect on Job Performance.

As the p-value is less than 0.05, the null hypothesis (H_0) is rejected and alternative hypothesis is accepted (H_1). This means that Job Satisfaction has a significant and positive impact on Job Performance.

5. Conclusion and Suggestions

The study underlines the strong positive relationship between job satisfaction and job performance, showing how key elements contribute to both. Higher satisfaction levels in variables such as compensation (mean = 4.13) and work environment (mean = 4.06) lead to enhanced employee motivation and improved performance outcomes. This positive impact is further evident in key performance indicators such as goal achievement (mean = 4.22) and teamwork and collaboration (mean = 4.42), highlighting that satisfied employees are more engaged, productive, and cooperative.

Job satisfaction is significantly influenced by factors like job security and rewards and recognition, both scoring a high mean of 4.39, emphasizing their role in fostering employee commitment. However, the relatively lower rating of autonomy in decision-making (mean = 3.6) suggests that employees seek more independence in their roles, presenting an opportunity for improvement. Additionally, work efficiency (mean = 3.76) and lack of motivation (mean = 3.87) indicate areas where leadership practices need to be strengthened to optimize performance. To enhance job performance in higher educational institutions or universities, organizations should implement strategies that boost motivation through recognition programs, adopt progressive leadership practices, and establish effective communication channels. These improvements can help address existing obstacles, fostering a work environment that promotes both job satisfaction and superior performance outcomes.

6. Implications and Future Scope of the Study

This study can help organizations create a more encouraging and supportive work culture by identifying the major elements that affect job satisfaction, such as the work environment, pay, recognition, and possibilities for career advancement. Consequently, contented workers are more likely to be involved, effective, and dedicated to their jobs, which enhances student results and the standing of the organization. Furthermore, by examining work performance shortcomings such as low motivation, inadequate resources, and subpar management techniques, the study offers insights into areas that require improvement in order to maximize employee effectiveness.

The positive interplay between satisfaction and performance suggests that organizations focusing on creating a supportive, fair, and growth-oriented work environment will likely foster higher employee engagement and efficiency. Ensuring competitive compensation, career progression, recognition, and work-life balance are not only beneficial for employee morale but are also strategic drivers for organizational success and productivity. This research affirms that investing in employee satisfaction is directly linked to enhanced performance outcomes, and organizations aiming for sustained growth and competitiveness must prioritize these key satisfaction drivers in their HR practices.

The sample of this study is restricted to a specific organizational context, limiting the generalizability of the findings to other industries or regions. Future studies can explore the long-term impact of job satisfaction on employee retention and organizational performance across diverse industries. Additionally, examining the role of emerging factors like remote work and digital collaboration tools on job satisfaction and performance can provide deeper insights.

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