



**EXPLORING EMPLOYEE SATISFACTION IN HIGHER  
EDUCATIONAL INSTITUTIONS: A STUDY OF RAJKOT CITY**

A dissertation

Submitted to the

**Department of Commerce**

Atmiya University

in partial fulfilment of the requirements for the degree of

**MASTER OF COMMERCE**

By

**KRUPALI BHARATBHAI PARSANA**

Enrolment No. – 210421007

Under the Guidance of

**MR. PRATIK PRAVIN**

Assistant Professor

Department of Commerce

**ATMIYA UNIVERSITY,**

**Yogidham Gurukul, Kalawad Road,  
Rajkot–360005, Gujarat (India) April,**

2023

**Declaration by Research ScholarOriginality  
of Research Work**

I declare that dissertation entitled “**EXPLORING EMPLOYEE SATISFACTION IN HIGHER EDUCATIONAL INSTITUTIONS: A STUDY OF RAJKOT**” is my own work conducted under the supervision of **Mr. Pratik Pravin** at Department of **Commerce**, Faculty of **Business and Commerce**, Atmiya University, Rajkot, Gujarat, India and approved by the Director of Research.

I further declare that to the best of my knowledge the dissertation does not contain any part of any work which has been submitted for award of any degree either in this University or any other University without proper citation.

Date:

Place: Atmiya University, Rajkot.

Signature of the Research Scholar

Krupali Bharatbhai Parsana

## **Certificate of Supervisor**

This is to certify that work entitled **“EXPLORING EMPLOYEE SATISFACTION IN HIGHER EDUCATIONAL INSTITUTIONS: A STUDY OF RAJKOT”** is a piece of research work done by **Krupali Bharatbhai Parsana** under my supervision for the degree of **MASTER OF COMMERCE** in **Department of Commerce, Faculty of Business and Commerce,** Atmiya University, Rajkot, Gujarat, India.

To the best of my knowledge and belief the research work and dissertation

- I. Embodies the work of candidate herself,
- II. Has duly been completed,
- III. Fulfils the requirement of **MASTER OF COMMERCE** degree of the University & is up to the standard both in respect of content and language for being referred to the examiner.

Date:

Place: Atmiya University, Rajkot.

Signature of the Research Supervisor

Mr. Pratik Pravin

Assistant Professor,

Department of Commerce

ATMIYA UNIVERSITY, RAJKOT CERTIFICATE OF PLAGIARISM CHECK

1	NAME OF THE RESEARCH SCHOLAR	Krupali Bharatbhai Parsana
2	TITLE OF THE DISSERTATION	"EXPLORING EMPLOYEE SATISFACTION IN HIGHER EDUCATIONAL INSTITUTIONS: A STUDY OF RAJKOT"
3	NAME OF THE SUPERVISOR	MR. PRATIK PRAVIN
4	DEPARTMENT / INSTITUTION RESEARCH CENTER	FACULTY OF BUSINESS AND COMMERCE, ATMIYA UNIVERSITY
5	SIMILAR CONTENT (%) IDENTIFIED	6%
6	ACCEPTABLE MAXIMUM LIMIT	15%
7	SOFTWARE USED	URKUND
8	DATE OF VERIFICATION	4 <sup>th</sup> APRIL, 2023

Report on plagiarism check specify included / excluded item with 13% of similarity to be attached. Checked by (with name of designation & signature):

**(Dr. Sheetal Tank)**  
**Librarian, Atmiya University, Rajkot**

Name & Signature of the Researcher:

**(Krupali Bharatbhai Parsana)**

Name & Signature of the Supervisor:

**(Mr. Pratik Pravin)**












Name & Signature of the HOD:

**(Dr. Piyush Mehta)**

**Document Information**

<b>Analyzed document</b>	roll no 7 parsana krupali b..docx (D163162587)
<b>Submitted</b>	2023-04-04 18:45:00
<b>Submitted by</b>	Dr. Sheetal Tank
<b>Submitter email</b>	librarian@atmiyauni.ac.in
<b>Similarity</b>	6%
<b>Analysis address</b>	librarian.atmiya@analysis.orkund.com

**Sources included in the report**

<b>W</b>	URL: <a href="https://www.aihr.com/blog/employee-satisfaction-metrics/">https://www.aihr.com/blog/employee-satisfaction-metrics/</a> Fetched: 2023 04-04 18:46:00	26 
<b>W</b>	URL: <a href="https://www.aihr.com/blog/employee-satisfaction-metrics/">https://www.aihr.com/blog/employee-satisfaction-metrics/</a> Fetched: 2021 09-23 12:07:55	2 
<b>W</b>	URL: <a href="https://www.researchgate.net/publication/336153219_JOB_SATISFACTION_OF_EMPLOYEES_IN_THE_HIGHER...">https://www.researchgate.net/publication/336153219_JOB_SATISFACTION_OF_EMPLOYEES_IN_THE_HIGHER...</a> Fetched: 2020 11-03 08:44:57	1 
<b>SA</b>	Debi. D - M.Com.pdf Document Debi. D - M.Com.pdf (D163031212)	5 
<b>SA</b>	201206018) X.monisha.pdf Document 201206018) X.monisha.pdf (D131476109)	2 
<b>SA</b>	EMPLOYEE ENGAGEMENT -HES.docx Document EMPLOYEE ENGAGEMENT -HES.docx (D144332442)	1 
<b>SA</b>	2013_3768_JamesPal.docx Document 2013_3768_JamesPal.docx (D119646884)	1 
<b>SA</b>	Library Science Jyoti Suryawanshi PhD Thesis.pdf Document Library Science Jyoti Suryawanshi PhD Thesis.pdf (D112966729)	1 
<b>SA</b>	Dayana Ph D Thesis.pdf Document Dayana Ph.D Thesis.pdf (D141296740)	1 
<b>SA</b>	ER THESIS MAIN (1).docx Document ER THESIS MAIN (1).docx (D134649393)	2 
<b>SA</b>	Final Research report 2020. Work Environment.docx Document Final Research report 2020. Work Environment.docx (D76645890)	1 

## ACKNOWLEDGEMENT

As, I began to think of all the people to whom I would like to express my gratitude for their support, suggestions and inspiration in making this project report possible, the list continues to grow. First of all, I would like to express my sincere thanks to my guide **Mr. Pratik Pravin** Assistant Professor, Department of Commerce, Atmiya University, Rajkot, who has guided me and taken a keen interest in my dissertation. I am greatly thankful to him for the inspiration and guidance given to me for the successful completion of this dissertation.

I am sincerely grateful to **Dr. Vishal Khasgiwala**, Associate Professor and Dean of the Faculty of Business and Commerce, Atmiya University, Rajkot, for his guidance and support. I extend my sincere thanks to **Dr. Piyush Mehta**, Associate Professor and Head of the Department of Commerce, Atmiya University, Rajkot, for his valuable feedback and support. I would like to express special gratitude to **Miss. Pankti Pandya**, **Mr. Suresh Vasani** and **Mr. Shrey Bhupatkar** Assistant Professor, Department of Commerce, Atmiya University, Rajkot, for their guidance and support throughout my dissertation journey. I am also grateful to all the staff members of the Faculty of Business and Commerce who have provided me with valuable suggestions and motivation for my dissertation.

I want to convey my sincere appreciation to both God and my parents, **Bharatbhai Parsana** and **Jyotsnaben Parsana**, for their unconditional love and unwavering support throughout my academic journey. Their support has been an anchor in my life, helped me to stay motivated and committed to my goals.

Lastly, I would like to express my deepest appreciation to my dear friends **Chandni, Kinjal, Darшти, Nirali, Saxi, Shivangi, and Shivani** for their unwavering support and encouragement throughout my project work. Their constant presence and words of encouragement have helped me to stay motivated and focused during challenging times.

Date:

Place: Atmiya University, Rajkot.

Signature of the Research Scholar

- Krupali Bharatbhai Parsana

## INDEX

SR NO	PARTICULER	PG NO
•	Declaration	II
•	Certificate	III
•	Certificate of Plagiarism Check	IV
•	Plagiarism Software Analysis Report	V
•	Acknowledgement	VI
•	Index	VIII
•	List of Table	IX
•	List of Charts	X
	Chapters	
1	Introduction of Educational Institution	1-24
2	Conceptual Farmwork	25-37
3	Review of Literature	38-59
4	Research Methodology	60-67
5	Data Analysis & Interpretation	68-85
6	Summary, Findings & Suggestion	86-89
•	Bibliography	90-93
•	Annexure	❖
	1. Questionnaire	

### List of Table

Table no.	particular	PG NO
1.1	Women and African-Americans at college	13
5.1	Classification of respondent according to Gender	68
5.2	Classification of respondent according to Age group	69
5.3	Classification of respondents according to place of institution	70
5.4	Classification of respondents according to education qualification	71
5.5	Classification of respondents according to types of employment	72
5.6	Classification of respondents according to working experience	72
5.7	Types of employment wise classification's institutional atmosphere	73
5.8	Types of employment wise classification's employee engagement	74
5.9	Types of employment wise classification's job satisfaction	76
5.10	Types of employment wise classification's workplace spiritually	79
5.11	Types of employment wise classification's retention	80
5.12	T- test on types of employment & institutional atmosphere	82
5.13	T- test on types of employment & employee engagement	83
5.14	T- test on types of employment & job satisfaction	83
5.15	T- test on types of employment & workplace spiritually	84
5.16	T- test on types of employment & retention	84



## LIST OF CHARTS

S.R NO	PARTICULAR	P.G NO
5.1	Classification of respondent according to Gender	69
5.2	Classification of respondent according to Age group	70
5.3	Classification of respondents according to the place of institution	70
5.4	Classification of respondent according to the education qualification	71
5.5	Classification of respondents according to the types of employment	72
5.6	Classification of respondents according to the working experience	73

# Chapter 1

## INTRODUCTION OF EDUCATIONAL INSTITUTION



# Chapter-1

SR.NO.	TITAL	PG NO
1.1	INTRODUCTION TO HIGHER EDUCATION	1
1.2	EDUCATIONAL INSTITUTION TYPES	1
1.3	HISTORY OF HIGHER EDUCATION	6
1.4	CONCLUSION	23

## **1.1 INTRODUCTION TO HIGHER EDUCATION:**

Educational institution- an educational institution an educational institution is one that is dedicated to education. Institution establishment-a non-profit organisation formed for a specific purpose. Preschool education is an institution for children who are too young to attend an abecedarian academy. "The academy was in no vat din 1900," says the dictionary.

The faculty and scholars of an educational institution; "the academy keeps parents informed"; "the entire academy turned out for the game". council- a higher education institution established to educate and award degrees; usually part of a university. a university- a large and diverse advanced literacy institution established to educate for life and for a profession and to award degrees.

## **1.2 EDUCATIONAL INSTITUTION TYPES:**

The following are terms related to higher education institutions. These definitions contain numerous nuances and exceptions. The following provides a foundation for understanding how institutions define themselves, as well as insight into the history of advanced education in the United States.

➤ **The Academia:**

Academia of the Academy Both of these terms are synonymous with advanced education and are derived from Plato's gospel academy, known as "The Academia," which was founded around 365 BCE. The terms refer to tutoring, advanced literacy, and exploration, as well as the location and culture of these activities.

➤ **Accredited University:**

An institution that meets the quality standards set by nongovernmental accrediting agencies, as well as civil and state blessing agencies. Accrediting agencies exist for both institutions and programmes. The United States Department of Education offers an overview, history, and a list of agencies. Accrediting bodies' websites list accredited institutions.

➤ **College:**

College a four-year baccalaureate institution that also confers associate, master's, and doctoral degrees on occasion. The College of William and Mary

(Va.), founded in 1693, is the second-oldest institution and the first to use the word "council" in its name continuously.

➤ **Community College (usually public) and Junior College (usually private):**

Institutions that specialise in two-year associate degrees, vocational, specialised, and professional training. Joliet Junior College (Ill.), a public institution founded in 1901, was the first of its kind. There are also military inferior sodalities.

➤ **Division I, Division II, or Division III:**

The three-division structure of the National Collegiate Athletic Association for organising athletic programmes at various sizes and types of institutions. Each division has its own conference (or grouping of brigades) that contend against each other annually similar as the Atlantic Coast Conference, the Big Ten and the Ivy League.

➤ **For-Profit Organization:**

This is an institution that has been intimately created by businesses and companies. Profits are returned to noneducational charges and investors. More information is available at [thebestschools.org/resources/for-profit-colleges](http://thebestschools.org/resources/for-profit-colleges).

➤ **Hispanic-Serving Organization:**

This is a United States Department of Education designation swung by operation. To be considered, an institution must have at least 25% Hispanic scholars. There were 411 HSIs in 2018.

➤ **Historically Black Colleges and Universities:**

These are defined by The Higher Education Act of 1965 as “any historically black council or university that was established previous to 1964, whose top charge was, and is, the education of black Americans” The foremost HBCUs were started in the northern U.S. in the early and mid-1800s. Some were established as professional seminaries, similar as preceptors’ sodalities. also, HBCUs were established through the Morrill Act of 1862 and the Alternate Morrill Act of 1890. The oldest HBCU is Cheyney University of Pennsylvania, established in 1837. In 2020, there were 107 HBCUs in the U.S.

➤ **Institutes and seminaries:**

These are institutions that concentrate on a specific content, exploration area or discipline. exemplifications in the trades include the Maryland Institute and

College of Art, the Pratt Institute and the Penn – Sylvania Academy of Fine Art.

➤ **Land-Grant University:**

A college or university founded as a result of the Morrill Act of 1862 or the Alternate Morrill Act of 1890. The first act, modelled after Michigan State University, prohibited Southern countries engaged in the Civil War against the United States government from using or selling civil lands to establish universities focusing on scientific husbandry, civil and mechanical engineering. Later, the Alternate Morrill Act of 1890 preliminarily barred Southern states. It should be noted that these civil lands were ethnically expropriated from Native Americans. • Agricultural and Mechanical or A&M • Agricultural and Technical or A&T • Polytechnic or Tech • Numerous but not all state universities are land- entitlement institutions • Institutions of higher learning Not all institutions using these names are land- entitlement institutions, including Rensselaer Polytechnic Institute, established in 1824, and the first of its type.

➤ **College of Liberal Arts:**

An institution focused on a broad field of study related to trades, humanities, social lore's, and natural lore's. In small classroom settings, communication, critical thinking, and creative problem solving are emphasised. The term "liberal" does not denote a political position.

➤ **Men's College:**

This is a school that only accepts male students (some include scholars who identify as men). Until the late twentieth century, the majority of sodalities and universities only served men (primarily white men). Columbia University was the last Ivy League academy to become coeducational in 1983. Following a Supreme Court ruling, Virginia Military Institute became coeducational in 1997. At the moment, three men-only institutions (all private) exist: Hampden-Sydney College (Va.), More House College (Ga.), and Wabash College (Ind.).

➤ **Military Academy:**

There are three types of institutions that train officers for the United States military. There are five civil service seminaries, which provide advanced education to commissioned officers. There are ten elderly military sodalities for educating and training reserve officers. There are four military inferior

sodalities that train commissioned officers for the United States Army Reserve.

➤ **Non-profit Organization:**

A.U.S. Internal Revenue Service - designated institution that operates in accordance with IRS Section 501(c) 3. A non-profit organisation, also known as a charitable organisation or 501(c) 3, is organised and operated solely for educational purposes, and as such may accept state and civil aid as well as tax-deductible contributions. According to NCES, of the,947 advanced education institutions,259 were non-profit institutions in 2019.

➤ **Non-residential (also known as "Commuter") College or University:**

An institution in which students do not live in lot-swung housing, such as dormitories, and other lot life conditioning are limited or unavailable. There are numerous non-residential community sodalities and inferior sodalities.

➤ **Normal School and College of Preceptors:**

Previously, these institutions trained scholars for the tutoring profession. Preceptors for primary seminaries were trained in normal seminaries. The name is derived from St. Jean Baptiste La Salle of France, who pioneered the concept of instilling behavioural morals in scholars. Normal seminaries were first established in the United States in the early and mid-1800s. The alternative United States Normal Academy, founded in 1839, is still in operation today as Framingham State University (Mass.). In the early twentieth century, many ordinary seminaries changed their names to preceptors' sodalities. The term "preceptors" was dropped in the mid- and late-twentieth century, when institutions such as comprehensive sodalities and universities were established. Many, but not all, normal seminaries and schoolteacher's sodalities only admitted women. There were also normal and preceptors' sodalities at HBCU.

➤ **Private (also referred to as "Independent") Institution:**

An institution that is solely funded by the state government. Many, but not all, are non-profit and accredited organisations.

➤ **Professional Education:**

A school that prepares students for a specific profession, practise, or assiduity, such as law, business, or medicine. An associate, baccalaureate, master's, or

doctorate degree is possible. A professional academy can be integrated into an institution or stand alone.

➤ **Public (also known as "State") Institution:**

An institution that is part of the state government.

➤ **Religiously Complementary:**

An organisation that identifies with a religion, symbol, or faith. The manner and extent to which religion is manifested in scholar education varies greatly. Bluesoes founded the oldest institution, Harvard University, in 1636. According to NCES data from 2019, there were 866 religiously combined postsecondary institutions out of the total of 947 degree-granting institutions.

➤ **Residential University or College:**

An institution where students live on a lot that has been handed down. Students, faculty, and staff all participate in a literacy community that incorporates classroom gestures and other lot life conditioning. There are also low-enrolment programmes at domestic institutions that combine distance education with domestic gests. Goddard College (Vt.) established the first low-occupancy programme in 1963.

➤ **Seminary and Spirituality School:**

An institution that trains students to become ordained clerks, ministers, or rabbis. Andover Theological Seminary (Mass.) was the first seminary in the United States, founded in 1807. (Now Andover Newton Seminary at Yale Divinity School).

➤ **Tribal Colleges and Universities:**

Institutions "created and chartered by its own ethnical government or the civil government for the specific purpose of providing advanced education opportunities to American Indians through programmes that are locally and culturally grounded, holistic, and probative." TCUs emerged in the late 1960s as a response to the erasure of American Indian culture in education. Diné College (Ariz.) was the first TCU to open its doors in 1968. There are currently 37 TCUs.

➤ **University:**

In general, a university is a larger institution than a council that offers a wide range of undergraduate and graduate programmes with an emphasis on exploration.



➤ **Women's College:**

An institution that only accepts female students (some also admit nonbinary scholars and scholars who identify as women). Many women's sodalities began as female seminaries (also known as " seminaries ") that focused on address. In the 1800s, womanish normal seminaries appeared, which later evolved into preceptors' sodalities and, eventually, comprehensive institutions. Wesleyan College (Ga.) was the first institution chartered as a four-year, baccalaureate-granting women's council in 1836. There are currently 37 women's sodalities (all private).

➤ **Work College:**

An undergraduate institution that requires students to participate in a work, literacy, and service programmed four times a year. Its forerunner was the 19th-century homemade employment council. The goal of both homemade employment and work sodalities was to provide opportunities for those without means to attend council (scholars erected and sustained the council community in exchange for their education). At the moment, the US Department of Education oversees nine work sodalities that must meet specific criteria to be designated. This manual is only intended to provide a high-level overview. The author acknowledges that the history of individual institutions, types of institutions, and advanced education in the United States as a whole has a limited depth and breadth. Due to space constraints, identifiers related to colourful ranking agencies such as “military-friendly,” “LGBTQIA-friendly,” etc.

### **1.3 History of Higher Education:**

➤ **Education history:**

Education has become one of the most important aspects of a man's life. India is a country that excelled in education thousands of years ago and demonstrated the light of knowledge to the rest of the world. History shows that thousands of foreign students studied at universities such as Nalanda and Thaksin. This article will assist us in understanding the history of India's modern education sector.

➤ **Gurukul education, schools, and madrasahs are all available.**

Even before the British East India Company took control of our country, the system of imparting education through schools and madrasahs was prevalent. These schools frequently used a system in which students of various ages sat together and learned with the same teacher. In addition, the children of kings, nobles, and government officials invited teachers to their homes to learn. According to an East India Company memorandum from 1797, Tamil Nadu had over 700 schools at the time.

➤ **THE CHARTER OF 1813**

At some point, such schools began to vanish. When the British conquered and established their power in cities like Mumbai, Kolkata, and Chennai, western culture gradually began to infiltrate. As a result, churches built to spread Christianity not only converted people, but also built libraries and schools in the communities where they occurred. This education was viewed as a religious imposition by the Indians, who protested it.

As a result, debates in the British Parliament ensued. The British government declared its mission to educate Indians in 1813. Annual grants of up to one lakh rupees were made to Christian missionary schools. This move effectively ended Indian schools and madrasahs. This act is known as "CHARTER OF 1813".

"Indians are not required to have any caste, religion, or status to work in the various departments of the East India Company," according to the charter. Only educational qualifications will be considered for employment." This educational qualification is "English medium" education, according to the announcement.

➤ **MINUTES OF MACAULAY**

Between 1813 and 1833, the British government proposed a new programme to broaden English education. Upper-class Indian families should be drawn to English education and placed in government jobs. It was hoped that this move would entice others to study English.

In 1834, Macaulay went to India. Lord Bending, the Governor General of India at the time, appointed Macaulay to head the Department of Public

Instruction. Macaulay spent four months researching India's educational system and submitting a report titled MACAULAY'S MINUTES.

Macaulay's goal was to replace the traditional Indian education system of "varnashrama dharma" The main task now is to educate a new generation to serve as goodwill ambassadors between us and the people we govern. By blood and colour, they are Indians. "However, British by feeling, position by behaviour, thought, likes and dislikes," he explained.

Furthermore, with the funds available for education, it is difficult to educate all Indians and translate all books in English into regional languages. Not only that, but the British desperately needed people who could understand their language and communicate with the people they ruled in their native tongue. So, first and foremost, let us teach English to some people in India. Allow them to read all of the books in English and translate them into their native language. "Take them to everyone," he instructed Lord Bending, the Governor General of India at the time, put Macaulay's recommendations into action in 1835.

➤ **Wood's Delivery**

This Wood act is known as the "MAGNA CARTA" of Indian Education. A committee was formed in 1853 under the chairmanship of Charles Wood, chairman of The Board of Control of Education in England. "Would it be possible for the British Government to seize the East India Company's educational authority and carry it directly?" This group's mission is to investigate and discover.

This group was responsible for regional language primary education, secondary and higher education in English and regional languages, and graduation in English only. It also paved the way for women in India to obtain an education. The first Directorate of Education was established. It helped pave the way for the establishment of universities in India.

The Government of England established an Education Commission, led by William Hunter, in 1882. It was known as the INDIAN EDUCATION COMMISSION. The committee was formed to investigate the state of primary education in India.

Only through this group were quarterly, half-yearly, full-year, and monthly exams introduced in our classrooms. Among the group's accomplishments are the implementation of uniforms in schools and the promotion of regional language education. The group also resulted in more students enrolling in primary school.

➤ **Gandhian instruction**

A few years later, in 1937, an Education Conference was held in Wardha, India, bringing together Ministers from the Congress-led provinces.

During that conference, the party presented some educational policies.

- From the age of six to fourteen, compulsory education should be provided free of charge.
- Primary education should be mandatory in the student's mother tongue;
- Students should learn a career in school, including rattan; and
- The goal of education is to create self-controlled children who can stand on their own.

That was proposed at this conference.

Only 14 percent of Indians were literate at the time of independence. Nehru, the first Prime Minister of independent India, formed several committees to address this situation. Dr. Radhakrishnan, who worked at Oxford at the time, presided over the first Education Commission University and later served as Vice President and President of India.

➤ **Committee of Lakshmanaswami Mudaliar:**

In 1952, an educational committee was formed under the chairmanship of Lakshmanaswami Mudaliar, with Dr. Radhakrishnan as a member. Two recommendations were made by the committee.

- Acceptance of girls' separate schools.
- To promote comprehensive regional language education.

In 1964, Nehru appointed an academic committee chaired by the then-chairman of the University Grants Commission, DS Kothari. It included professors from the United States, France, and Russia. Activities such as the national welfare programme, sports teachers, painting teachers, and so on were only carried out on the committee's recommendations.

Following that, "Navodaya Schools" were established throughout the country under the leadership of Mr. Rajiv Gandhi to provide students with an international standard of education.

After becoming Prime Minister in 2002, Mr. Vajpayee implemented the Education for All Movement (SARVA SHIKSHA ABHIYAN) to provide compulsory free education for all children aged 6 to 14, make compulsory pass for all up to 8th standard, and prevent school dropouts.

As a result, the Indian education sector has undergone numerous changes, paving the way for our country's literacy rate to reach 76 percent. Our country is on the verge of overtaking the rest of the world in terms of education and human resource indices.

➤ **The 19th century:**

In the nineteenth century, particularly after 1850, most Protestant and unqualified appellations opened small sodalities. Although there were many German language seminaries and sodalities, nearly all were tutored in English.

➤ **Frontier**

While sodalities sprouted up across the Northeast, Transylvania University, founded in Lexington, Kentucky in 1780, faced little competition on the western frontier. It had law and medical programmes in addition to its undergraduate programme. It drew politically aspirant young men from across the Southwest, including 50 United States legislators, 101 assemblywomen, 36 governors, and 34 ministers, as well as the coalition's chairman, Jefferson Davis. Many of the sodalities that were established at this time were funded by churches and denominations, instructing pastors and preceptors. It wasn't until the Morrill Land-Grant Acts of 1862 and 1890 that public schools and universities, including many of the first public HBCUs, were established in the Midwest. The seminaries were all Drilling in Greek, Latin, figure, ancient history, sense, ethics, and rhetoric, with lots of conversations but no lab sessions. Originality and creativity were not rewarded, but exact repetition was. The council chairman enforced strict discipline in general, and the upperclassmen enjoyed hazing the newcomer. Many of the students were under the age of 17, and the majority of the sodalities happened to run an

introductory academy. There were no organised sports or Greek-letter fraternities, but there were erudite societies. Literacy was widespread and education was extremely low. Many of the scholars were clergymen's sons, and the majority of them aspired to be ministers, attorneys, or preceptors. By the 1820s, there was a growing desire to replace Greek and Latin with ultramodern languages, as Jeffersonians at the University of Virginia had proposed. the newly established City University of New York. The Yale Report of 1828 was written to defend the Latin and Greek classes. It called for the preservation of traditions, particularly in light of the forceful character of German exploration universities that were beginning to attract young American postgraduate scholars. Although most critics saw it as an archconservative move, Pak depicted it in terms of attracting scholars from the growing number of private seminaries that continued to emphasise the classic languages. The liberals failed, and classical languages remained the focal point of the rigid traditional class until the Civil War. For example, East Alabama Male College, a small Methodist academy founded in 1856, pioneered a class centred on Latin, Greek, and moral wisdom. It was reminiscent of most other antebellum Southern sodalities. During the Civil War, it was closed and reopened as the Agricultural and Mechanical College of Alabama, becoming the state's land-entitlement institution. While some of the antebellum classical classes were retained to accommodate returning faculty, new courses in agrarian and artificial trades, as well as applied lore's, were added. In 1899, Alabama Polytechnic Institute was founded, which is now known as Auburn University.

➤ **The influence of nineteenth-century sodalities**

Prior to 1914, many American scholars and scientists studied at German universities. They returned with PhDs and established research-oriented universities based on the German model, such as Cornell, Johns Hopkins, Chicago, and Stanford, as well as upgraded established seminaries such as Harvard, Columbia, and Wisconsin. However, liberal trades schools thrived, and most did not add graduate programmes. Katz concludes that in the nineteenth century, after recapitulating Burke and Hall's investigation.

1. The country's numerous small sodalities assisted young men in transitioning from pastoral granges to complex civic occupations.

2. These sodalities, in particular, encouraged upward mobility by preparing ministers, leaving municipalities across the country with a core of community leaders.

3. The more affluent sodalities became less exclusive and contributed little to upward social mobility. The elite Eastern sodalities, particularly Harvard, played an important role in the formation of a powerful North Eastern nobility by focusing on the seed of fat families, ministers, and many others. Seminaries in law and medicine The University of Pennsylvania School of Medicine in Philadelphia, founded in 1765 as the College of Philadelphia Department of Medicine, was the country's first medical academy. There were no law schools in the early British colonies. During the social times, there were no law seminaries in America. Many attorneys studied at London's prestigious Auberges of Court, while the mature served internships with established American attorneys. In comparison to drug, which was even more primitive in the colonies, law was firmly established. 117 Americans graduated in drug in Edinburgh, Scotland, in the 18th century, but most croakers in the colonies learned as apprentices. The Medical College of Philadelphia was founded in 1765 in Philadelphia and was merged with the university in 1791. The medical department of King's College in New York was established in 1767 and awarded the first American M.D. degree in 1770. The name has been changed to Columbia University Vagelos College of Physicians and Surgeons. After 1799, the medical programme at Transylvania University in Kentucky, which graduated 8000 croakers by 1860, influenced medical professionalism and medical education on the frontier.

In 1837, Mary Lyon (1797-1849) established Mount Holyoke Female Seminary, the first council for women, which is now Mount Holyoke College, one of the Seven Sisters. Lyon was a deeply religious Congregationalist who, despite not being a minister, preached on renewals at her academy. She admired social theologian Jonathan Edwards' theology as well as his ideals of tone restraint, tone denial, and disinterested benevolence. Georgia Female

College, now known as Wesleyan College, was founded in 1839 as the first Southern women's college. Oberlin College, originally known as Oberlin Collegiate Institute, was founded in 1833 in the heavily Yankee north eastern corner of Ohio. It was the first coeducational council, with four women admitted in 1837. They were soon fully integrated into the council and consisted of a diverse range of people. third to half of the pupil body. Religious writers, particularly evangelical theologian Charles Grandison Finney, saw women as naturally superior to men. Indeed, many alumnae were inspired by this sense of superiority and their specific duty to fulfil God's charge and went into missionary work. Chroniclers have generally presented coeducation at Oberlin as an enlightened societal development foreseeing the unborn elaboration of the ideal of equivalency for women in advanced education. In the 1830s, Oberlin was the only council to admit black scholars. Still, as evangelical idealism faded in the 1880s, the academy began to separate its black scholars.

**Table 1.1**  
**Women and African-Americans at college**

College women enrolment	Women's colleges	Code-colleges	% Of all students
1870	6,500	2,600	21%
1890	16,800	39,500	36%
1910	34,100	106,500	40%
1930	82,100	398,700	44%

(Source [en.wikipedia.org](http://en.wikipedia.org))

During 1973 and 1975, the number of African Americans who graduated from high school and went to council increased, but this trend reversed in the 1980s. In the 1980s, the number of white scholars remained constant while the number of African American scholars decreased. Scholars



believe this is due to changes in council costs and the Pell Grant. The majority of these changes in figures can be attributed to Pell Grant reductions. The figures were advanced in the 1970s because education costs were lower at the time. Because the decline in these figures and the number of African American students sounded connected, scholars concluded that rising costs were the cause of changing student demographics. While there are always other reasons for changes in student registration, cost is one of them. The registration of scholars in the nineteenth century was very important. Prices rose in the 1980s, making lower-income families unable to enrol in sodalities. Changes to the Pell Grant qualifications impacted many students' ability to attend college. As time passed, the Pell Grant covered fewer costs and included lower-income students. The Pell Grant has undergone numerous changes over the years.

African American studies blossomed in the sodalities during the black power protests and changing artistic views, creating a different lot experience. These modifications occurred during the civil rights movement and the Vietnam War protests. Sodalities began to transition to co-educational status around this time. Women were also permitted to attend seminaries that had previously only accepted male scholars. The baby-boomers who were in council at the time changed many aspects of council life, including a more inclusive structure for women and people of all ages. In the late 1960s, the Rockefeller Foundation granted Reed Council the right to send additional African American scholars.

Brown University in Providence, Rhode Island, is one of eight prestigious Ivy League universities in the United States that are consistently ranked among the world's best universities.

Original fat families frequently donated land to original seminaries, particularly those of religious denotation. For example, wealthy philanthropists founded Johns Hopkins University, Stanford University, Carnegie Mellon University, Vanderbilt University, and Duke University. John D. Rockefeller funded the University of Chicago without his name being attached to it. (34) Protestant appellations established funds that, by

1830, subsidised roughly one-fourth of the prospective ministers in council. The American Education Society, founded in 1815, raised funds for its scholars from original Protestant churches. Likewise, it aided seminaries, sodalities, and seminaries in maintaining high standards academic norms. It stood up for the classical class against the demands for more ultramodern chops.

Kansas State University in Manhattan, Kansas was founded as one of the first institutions established under the Morrill Land-Grant Acts

Each state used the Morrill Land-Grant Colleges Acts of 1862 and 1890 to establish "land entitlement sodalities" that specialised in husbandry and engineering.

Iowa State University, Purdue University, Michigan State University, Kansas State University, Cornell University (New York), Texas A&M University, Pennsylvania State University, The Ohio State University, and the University of California were among the first. Many alumni became growers, but they played a declining role in the larger food assiduity, especially after the Extension system was established in 1916, which placed trained agriculturists in every agrarian county.

Engineering graduates played an important role in the rapid development of technology. (In fact, the land- entitlement council system produced the agrarian scientists and artificial masterminds who formed the critical mortal coffers of the directorial revolution in government and business (1862 - 1917), laying the foundation of the world's preeminent educational structure that supported the world's preeminent technology- grounded frugality.

Penn State University is an excellent example of this. The Growers' High School of Pennsylvania (later the Agricultural College of Pennsylvania and also Pennsylvania State University) was founded in 1855 to preserve declining agricultural values and show growers how to prosper through more productive husbandry. Scholars were to develop character and meet a portion of their responsibilities by performing agrarian labour. By 1875, the mandatory labour demand had increased was dropped, but manly

scholars were required to participate in an hour of military training per day in order to meet the requirements of the Morrill Land Grant College Act. The agrarian class was not well developed in the early days, and politicians in Harrisburg frequently regarded it as an expensive and futile trial. The council was a centre of middle-class values that assisted young people on their path to white-collar jobs.

➤ **Soda Fountains on Black Land:**

In 1890, Congress funded each-black land entitlement sodalities, which were primarily used to train schoolteachers. These sodalities made significant contributions to pastoral development, including the Tuskegee Institute's establishment of a travelling academy programme in 1906. Tuskegee-sponsored pastoral conferences focused on improving the effectiveness and living standards of black growers. Booker T. Washington, the book's author, was the most influential black spokesperson from 1895 to 1915, and he received numerous academic grants from northern philanthropists and foundations. Beginning in 1900, he worked to establish contacts with African preceptors; for example, he collaborated with the Phelps- Stokes Fund and the Firestone Rubber Company to design the Booker T. Washington Agricultural and Industrial Institute in Liberia. It was postponed by World War I and reopened 13 years later, in 1928, 13 years after Washington's death. Since the 1960s, nineteenth-century seminaries have assisted in the training of numerous scholars from developing countries who have returned home with the ability to improve agricultural output.

➤ **Twentieth century**

In the early twentieth century, the United States had less than,000 sodalities and,000 scholars. The number of sodalities passed in bursts, especially between 1900 and 1930 and 1950 and 1970. State universities grew from small institutions of less than 1000 scholars to campuses with tens of thousands of additional scholars, as well as a network of indigenous campuses throughout the state. As a result of the indigenous premises failing, separate universities emerged. To deal with the expansion of K-12 education, every state established a network of preceptors'

sodalities, beginning with Massachusetts in the 1830s. After 1950, state sodalities and state universities with a diverse student body appeared.

The United States had less than 1,000 sodalities and 1,000 scholars in the early twentieth century. Sodalities occurred in bursts, particularly between 1900 and 1930 and 1950 and 1970. State universities grew from small institutions with fewer than 1000 scholars to campuses with tens of thousands of additional scholars, as well as a network of indigenous campuses spread across the state. Separate universities arose as a result of the indigenous premises failing. To deal with the expansion of K-12 education, every state, beginning with Massachusetts in the 1830s, established a network of preceptors' sodalities. State sodalities and state universities with a diverse student body appeared after 1950.

In Germany, the government funded universities as well as leading professors' research programmes. It was impossible for professors who had not been approved by Berlin to train graduate students. Private and public universities in the United States were both independent of the civil government. The level of independence was high, but the level of support was low. This began to change when private foundations began to support wisdom and history exploration on a regular basis; large pots occasionally supported engineering programmes. The Rockefeller Foundation established the postdoctoral fellowship in 1919. Meanwhile, the leading universities established a network of scholarly journals in collaboration with academic scholars of the time. "Publish or perish" became the formula for faculty advancement in research universities. Following WWII, state universities across the country significantly increased undergraduate enrolment and eagerly added exploration programmes leading to master's or doctorate degrees. Their graduate faculties had to have a track record of publication and research grants. Late in the twentieth century, "publish or corrupt" became less important in sodalities and lower universities, not just large research universities.

➤ **Sodalities for juniors**

The development of inferior sodalities was one of the major new trends. Beginning in the 1920s, megacity academy systems established them. Some were renamed "community sodalities" by the 1960s.

Junior sodalities increased from 20 in 1909 to 170 in 1919. By 1922, 37 countries had established 70 inferior sodalities, each with about 150 scholars. Meanwhile, another 137 were closely monitored, each with about 60 scholars. Rapid expansion continued in the 1920s, with 440 inferior sodalities enrolling approximately 1,000 students in 1930. The peak year for private institutions was 1949, when there were 322 inferior sodalities in total; 180 were affiliated with churches, 108 were independent non-profits, and 34 were for-profit private seminaries.

Several factors contributed to the explosive growth of community sodalities. Scholars, parents, and businessmen desired hard, low-cost seminaries to train for both the growing white-collar labour force and more advanced specialised jobs in the blue-collar sphere. Four- time sodalities were also growing, albeit not as quickly; however, many of them were located in pastoral or small- city areas away from the rapidly expanding megalopolis. Community sodalities remain open enrolment, low-cost institutions with a strong vocational education component, as well as a lower-cost medication for transfer students into four-year seminaries. They appeal to a poorer, older, less established demographic.

#### ➤ **Presidency of Franklin D. Roosevelt**

Education The Great Depression, which began in 1929, dealt a severe blow to higher education. Only the wealthiest seminaries, such as Harvard, had large enough funds to absorb the losses. Lower prestigious seminaries, such as MIT and Northwest, had to make significant cuts. Despite Eleanor Roosevelt's prayers, Howard University, the federally operated black academy, saw its budget cut below Hoover administration levels.

After the heyday of the 1920s, the Great Depression hit North Western University, a private academy in Illinois, hard. Its annual income fell by 25%, from \$4.8 million in 1930-31 to \$3.6 million in 1933-34. Smaller parents could afford a full education, and periodic giving from alumni and

philanthropy fell from \$,000 in 1932 to \$,000 in 1935. The university responded by implementing two 10% pay cuts for all employees. It assessed a hiring freeze, a structure freeze, and budget cuts for conservation, books, and exploration. From a balanced budget in 1930-1931, the university had poverties in the range of \$,000 for the next four years, which were compensated for by using talent. Registrations plummeted to an all-time low. Law and music seminaries were the hardest hit. Nonetheless, the shift toward state instrument of academy preceptors enabled North Western to launch a new graduate programme in education, attracting new students. At this point in time, in June 1933, University of Chicago President Robert Maynard Hutchins proposed combining the two institutions, estimating a \$1.7 million annual savings. The two chairs were enthusiastic, and the faculty was sceptical. Nonetheless, North Western alumni were vehemently opposed, mourning the loss of their traditions. The medical academy was accustomed to training interpreters and feared losing its autonomy if it was merged with the larger, exploration-oriented University of Chicago medical academy. As a result, the junction plan was abandoned. The Deering's made a donation. A \$6 million unrestricted gift in 1935 saved the budget, bringing it up to \$5.4 million in 1938-39. This allowed for the restoration of many of the spending cuts, including half of the payment reductions.

State sodalities and universities had relied heavily on council subventions, ignoring fund-caregiving and philanthropy. They kept education to a bare minimum. The Great Depression was so hard on many that it nearly shut down the University of Colorado, as the council slashed its budget, there was virtually no talent, and education was previously veritably low. The medical academy was almost closed down in 1938, but it was saved when the council allowed it to adopt more plutocrats. In 1939. The main lot in Boulder was on the verge of being forced to close. The structure systems provided a bright spot. The PWA spent nearly \$1 million on 15 new structures on Denver's Boulder and Medical Academy lots. This included a fieldhouse and a gymnasium. A natural history gallery, new council of trades and lore's bodies, a faculty club, a small library, and a new sanatorium are all planned. In 1933,

the RFC loaned \$2,000 to build women's dormitories, with the loans repaid through room and board charges.

Because of the entrepreneurship of its young chairman, Herman Wells, Indiana University fared far better than most state seminaries. He joined forces with Frederick Hovd, the chairman of IU's cross-state rival, Purdue; together, they approached the Indiana delegation to Congress, citing their most illustrious accomplishments. Wells' goal was to build a world-class music academy to replace dilapidated facilities. As a result of these sweats, the Works Progress Administration (WPA) built one of the country's finest installations. He added state council matching funds and launched a full-scale fund-raising campaign among alumni and the business community. Wells reported in 1942 that "the once five times have been the highest single period of expansion in the physical factory of the university in its history." entire history. During this time, 15 new structures were built. Advanced education was far too potent to be included on the New Deal agenda. The educational establishment was completely ignored. President Franklin D. Roosevelt did, in fact, ignore his education commissioner, John Ward Studebaker, and cut his budget. Appeals for emergency funding for advanced education or exploration systems were turned down. Still, relief agencies such as WPA and PWA were in the construction business, and worked closely with the federal and state governments on projects such as new structures and athletic facilities for public universities. While the New Deal did not grant plutocracy to sodalities or academy sections, it did provide work-study plutocracy to indigent scholars from high school to graduate school. The average pay scale was \$15 per hour month for part- time work.

➤ **GI Bill:**

**Main composition G.I. Bill**

Congress passed the G.I. Bill in 1944, eager to avoid a repeat of the largely contentious debates over a post-war period as well as the perk to stagers of World War I. It was primarily promoted by stager's associations, particularly the American Legion, and represented a conservative fiscal aid programme limited to stagers who had served in wartime, regardless of their financial situation. The GI Bill made council education possible for millions of people by covering both

education and living expenses. The government paid these staggers between \$800 and \$4,000 each time they attended council, covering 50-80% of total costs. This included foregone earnings as well as education, which enabled them to have sufficient funds. for life outside of academy. It provided opportunities for advanced education to ambitious young men who would otherwise have been forced to enter job applications in an inept manner. When comparing council attendance rates between staggers and non-veterans during this time period, staggers were approximately ten times more likely than non-veterans. Because many women worked as stagehands, most premises were overwhelmingly masculine as a result of the GI Bill. Nonetheless, by 2000, women had achieved numerical equality and had begun to overtake men in rates of council and graduate academy attendance.

➤ **Great Society**

Congress passed numerous Great Society programmes in 1964, led by President Lyndon B. Johnson, that greatly expanded civil support for education. The Higher Education Act of 1965 established civil literacy and low-interest loans for council scholars, as well as subsidised better academic libraries, ten to twenty new graduate centres, several new specialised institutes, classrooms for hundreds of thousands of scholars, and twenty-five to thirty new community sodalities at the same time. A separate education bill passed at the same time provided similar support for dental and medical seminaries.

➤ **For-profit universities**

The emergence of for-profit higher education institutions on a large scale was a major development (according to whom?) of the late twentieth century. They've traditionally targeted low-income scholars who could adopt plutocrat from the civil government to pay for their education, as well as staggers who received education plutocrat as part of their investiture perk. They've become highly contentious in the twenty-first century, owing to the high proportion of scholars who do not graduate, or who do graduate but do not find suitable employment, resulting in numerous defaults on civil loans. There has been renewed concern about for-profit sodalities, which have unnaturally changed the perception of sodalities as a public good. Some for-profit sodalities existed



in 2016 have been sanctioned by civil agencies for preying on vulnerable populations who accumulate massive student loan debt while pursuing a degree with less value than those obtained from public or private advanced literacy institutions. For-profit universities have been targeted by federal and state officials, and some have gone out of business as a result.

Georgetown University in Washington, D.C. was the first Catholic institution of higher education founded in the United States

Main article: History of Catholic education in the United States § Colleges and universities

Georgetown University pioneered the first unqualified council in the United States (now Washington, D.C.). Some of the nineteenth-century small sodalities grew into major universities and were integrated into the mainstream academic community.

The Association of Catholic Colleges and Universities was founded in 1899 and continues to facilitate the exchange of ideas and fashions. In recent decades, much debate has focused on how to balance unqualified and academic positions, with rightists arguing that bishops should exert more control to ensure fallacy. Nuns' orders and some dioceses created a plethora of sodalities for women. The first was Maryland's College of Notre Dame, which established abecedarian and secondary seminaries in Baltimore in 1873 and a four-time council in 1895. It In the 1980s, it added graduate programmes that accepted men, and it is now known as Notre Dame of Maryland University. By 1925, 42 more women's sodalities had opened. There were 116 unqualified sodalities for women by 1955. After 1970, the majority — but not all — of them became co-ed, intermingled, or closed.

➤ **Twenty-first century**

The twenty-first century has seen the expansion of for-profit advanced education, including the continued development of online literacy. By 2010, student enrolment had peaked, and enrolment at community sodalities, for-profit sodalities, indigenous institutions, and lower sodalities and universities had begun to decline. However, online education, aided by online programme directors, has continued to grow. The civil government distributed billions of

bones in relief to seminaries affected by COVID-19 epidemic in 2020 and 2021.

#### **1.4 CONCLUSION:**

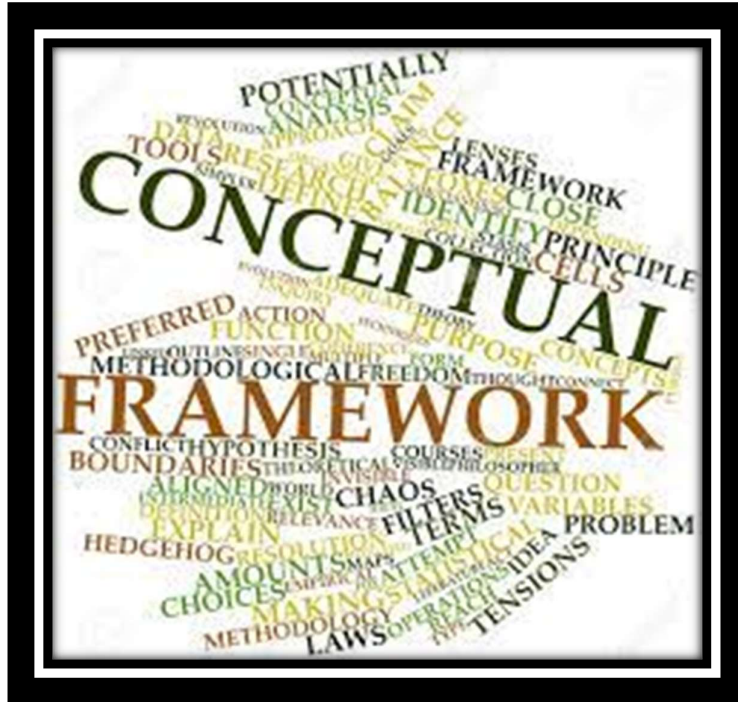
This chapter includes introduction of educational institution. Its introduction of higher education, types of education institution, history of education. In the history of education has including then know about the history like gurukul education, 19<sup>th</sup> century British education and all so 20<sup>th</sup> century education system. Above information learn about the higher education is a valuable cultural and scientific resource that promotes personal development as well as economic, technological, and social change. It encourages the exchange of knowledge, research, and innovation, and it prepares students for ever-changing labour markets.

## **References: -**

### **Web Links: -**

1. The Free Dictionary Found In: The Saurus Wikipedia
2. [lecturetalks.com/types-of-higher-education-institutions-a-detailed-list/](https://lecturetalks.com/types-of-higher-education-institutions-a-detailed-list/)
3. [en.wikipedia.org/wiki/History\\_of\\_higher\\_education\\_in\\_the\\_United\\_States](https://en.wikipedia.org/wiki/History_of_higher_education_in_the_United_States)
4. <https://www.youthkiawaaz.com/2022/09/what-is-the-history-development-of-indian-education/>
5. <https://www.unesco.org/en/>

CHAPTER 2:  
CONCEPTUAL FRAMEWORK OF EMPLOYEE  
SATISFCATION



## CHEPTER-2

### INDEX

<b>SR NO</b>	<b>TITLE</b>	<b>PG NO</b>
<b>2.1</b>	WHAT IS EMPLOYEE SATISFACTION	25
<b>2.2</b>	THE SIGNIFICANCE OF ASSESSING EMPLOYEE SATISFACTION	25
<b>2.3</b>	HOW TO MEASURE EMPLOYEE SATISFACTION WITH EMPLOYEE SATISFACTION METRICS	26
<b>2.4</b>	WHAT IS THE IMPOTENCE OF EMPLOYEE SATISFACTION	31
<b>2.5</b>	HOW TO IMPROVE JOB SATISFACTION AT WORK	32
<b>2.6</b>	MODEL OF EMPLOYEE SATISFACTION	34
<b>2.7</b>	CONCLUSION	36

## **2.1 WHAT IS EMPLOYEE SATISFACTION?**

Employee satisfaction is simply how satisfied an employee is with their job and working environment. Employee satisfaction is typically comprised of remuneration, stress, leadership, management, teamwork, employee experience, company culture, and work-life balance - though multiple factors may exist.

HR teams and business leaders frequently strive to improve the factors that contribute to employee satisfaction. However, it is critical to recognise that this does not always result in employee satisfaction, as a variety of other factors can influence an employee. For example, if an accountant works but has always wanted to be a chef, a direct effort to improve the employee's satisfaction may not always be possible.

Tracking employee satisfaction metrics allows your company to better understand how satisfied your employees are and where the potential for improvement is.

## **2.2 THE SIGNIFICANCE OF ASSESSING EMPLOYEE SATISFACTION:**

Correctly measuring employee satisfaction reveals how your team truly feels. You can use that data to improve all of the following:

- Employee retention - It is difficult to keep employees if they are unhappy working for you. Employees who are satisfied with their jobs are less likely to leave for another.
  
- Productivity - It stands to reason that dissatisfied employees will not put in the same amount of effort at work as those who are actually satisfied with their job. Employees who are satisfied are twice as productive as their dissatisfied co-workers.

- Dissatisfied employees can become toxic over time, harming company culture and creating a hostile work environment. Employees who are satisfied, on the other hand, are more likely to be supportive and enthusiastic.

## **2.3 HOW TO MEASURE EMPLOYEE SATISFACTION WITH EMPLOYEE SATISFACTION METRICS:**

While we have established that employee satisfaction is important, it is also equally important to measure it regularly. However, it is not a straightforward metric, as it is multi-faceted. Rather, there are several quantitative and qualitative data points that organizations can use to assess employee satisfaction. We explore some of the common employee satisfaction metrics below:

### **1 Net promoter score of employees**

Employee net promoter score is probably one of the most popular HR metrics (eNPS). This metric is measured by the question "How likely are you to recommend this organisation as a place to work on a scale of 1-10?" or "How likely are you to recommend our organisation to a friend or colleague based on your experience?"

You can categorise the responses as detractors, passives, or promoters, for example:

- Promoters - Employees who respond with a 9 or 10, indicating that they are satisfied.
- Passives - A score of 7 or 8, indicating that the employee is neither happy nor unhappy, but rather feels neutral. They will not recommend the company to a friend. but they won't bid mouth them either.
- Detractors - Any employee who gives a score less than 6, indicating dissatisfaction.

To calculate your eNPS, the formula is:

$$\text{eNPS} = \% \text{ of Promoters} - \% \text{ of Detractors}$$

(9s and 10s)                      (0s through 6s)

(Source: <https://www.aihr.com/blog/employee-satisfaction-metrics/>)

Any score that is above 0 is okay. However, a score between 10 and 30 is good, and anything above 50 is excellent. You should be concerned if your employee NPS is -10 or lower.

## **2. Absenteeism rate**

Workplace absenteeism is an indicator of many things, such as poor working conditions, poor governance, bad leadership, or a lack of work-life balance. It can also be an indicator of employee satisfaction – as a high absenteeism rate correlates with low employee satisfaction. Absenteeism is a behaviour that can also have a severe knock-on effect. A higher absenteeism rate results in a greater workload for employees, which in turn causes more stress and job dissatisfaction rate as a result. To calculate employee absenteeism rate, use the below formula:

$$\text{Absenteeism rate} = \frac{\text{Number of absent days}}{\text{Number of available work days in a given period}}$$

(Source: <https://www.aihr.com/blog/employee-satisfaction-metrics/>)

## **3. The rate of employee turnover**

Job satisfaction is inversely related to intention to leave. Turnover is one of the most expensive costs for any organisation, and lower turnover results in less disruption, higher productivity, and greater cohesion. The less likely an employee is to resign, the more satisfied they are. Employees are more likely to stay with an organisation if they are supported, have good relationships, are developed, and feel challenged in their work.

To calculate employee turnover, use the below formula:



$$\text{Turnover rate} = \frac{\text{Number of terminations during period}}{\text{Number of employees at beginning of period}}$$

(Source: <https://www.aihr.com/blog/employee-satisfaction-metrics/>)

#### **4. Glassdoor.com evaluation**

Employee satisfaction has a significant impact on employer branding. The first thing an employee is likely to do before interviewing with a company is to 'Google' them. Glassdoor, which has established itself as a leading authority on reviewing workplace satisfaction and making that information publicly available, is one of the most popular employer review sites that always appears. As a result, focusing on employee satisfaction is not only an internal priority, but it also influences an organization's ability to attract talent from outside sources.

Ratings on Glassdoor are based on employee feedback, on a 5-point scale:

- – 1.50 Employees are “Very Dissatisfied”
- 1.51 – 2.50 Employees are “Dissatisfied”
- 2.51 – 3.50 Employees say it’s “Okay”
- 3.51 – 4.00 Employees are “Satisfied”
- 4.01 – 5.00 Employees are “Very Satisfied”

Glassdoor also employs an algorithm to give weight to recent reviews. This is done to provide viewers with the most recent company satisfaction score. Former employees also leave comments about what it's like to work there. Employee dissatisfaction will be reflected in both quantitative and qualitative data displayed on Glassdoor.

The rating you see on a company profile is typically the average of all approved reviews the company has ever received after applying our proprietary algorithm, which, among other things, weights recent reviews more heavily than older ones. After an employee leaves a review, it usually takes seven business days for the rating to be updated.

#### **5. Index of employee satisfaction (ESI)**

The Employee Satisfaction Index (ESI) asks three questions to determine how satisfied employees are with their jobs. The three questions are as follows, as specified by Hub staff:

- How satisfied are you with your job?
- How well does your workplace meet your needs?
- How close is your current job to your ideal job?

Every question is graded on a scale of 1 to 10.

The formula to calculate ESI is:

$$\text{ESI} = \frac{(\text{Question mean value} / 3) - 1}{9} \times 100$$

(Source: <https://www.aihr.com/blog/employee-satisfaction-metrics/>)

The ESI will produce a score ranging from 0 to 100. The higher the number, the happier the employees. This is a good yardstick for gauging progress over time. Because there are only three questions, it is best to include them in a larger survey. A larger survey should also allow for open-ended responses to determine what exactly employees are frustrated with and what can be improved.

Some questions you might ask in a larger employee satisfaction survey include:

1. Management is supportive of my work.
2. Does your workplace live up to your expectations?
3. I am given all of the tools I need to do my job effectively.
4. I have received adequate training to perform my duties effectively.
5. I feel like I'm getting better at my job every day.
6. How satisfied are you with your current job?
7. I understand what is expected of me at work.
8. I am pleased with my opportunities for advancement.

9. I have a reasonable amount of manageable work.

10. How close is your current job to your ideal job?

The italicised questions are the ESI questions and show the questions in italics are ESI questions that can be embedded in a larger survey. You can add the three questions together during analysis to get an ESI score.

Here are some examples of open-ended questions:

1. What can we change as an organisation to make you happy?
2. What do you enjoy most about your job?
3. What aspects of your job do you dislike?
4. How can we make your work more meaningful to you?
5. What would motivate you to look for another job at a different company?

➤ **Data gathering**

This information can be obtained in a variety of ways. Because of time, scalability, and cost, using a survey in a large organisation may be more effective. Second, whether you are a large or small organisation, gathering the aforementioned data may be personal. As a result, anonymity is extremely important if you want employees to provide honest feedback. You could use a funnel approach to collect general data first, then more specific data.

This may include:

Organizational survey > Focus groups > Team survey > One-on-one interview

The data gathered at the organisational level will provide you with the information you need to make changes to company policies and procedures. Employee focus groups will provide you with additional information to work with. The data gathered during team surveys will assist you in understanding what you need to improve for team satisfaction, such as more team building or restructuring ways of working. Finally, one-on-one conversations with employees will help you understand what you can do individually to improve employee satisfaction,

such as training and development, job structure changes, flexible work schedules, or more frequent feedback outside of traditional performance reviews.

➤ **Continuous polls**

While traditional annual surveys that measure employee engagement and satisfaction are important, they should only be used as part of a larger strategy of a broader plan. If satisfaction and engagement are measured annually, the changes from the annual survey may be too late by the time an employee is unhappy!

As a result, many organisations have switched to always-on or pulse surveys. These are small check-ins with employees that appear as push notifications on web browsers, emails, or mobile phones on a weekly or daily basis. Chatbots are another popular way to send these kinds of questions. The questions in these brief employee surveys are typically straightforward, such as:

- How are you doing today? (It's sad, good, and amazing!)

- How satisfied are you with your current job? (Not satisfied, Satisfied, very satisfied)

- Do you believe you are receiving the necessary training on a daily basis? (Yes, No)

This is a method of obtaining real-time data and responses in addition to your other employee satisfaction metrics. It gives you the ability to make decisions sooner rather than later. Organizations also use emojis to make it easier for employees to respond without feeling pressured to do so on a daily basis. This is a good way to get a gauge on your employees' current levels of satisfaction on a daily, weekly, and monthly basis.

## **2.4 WHAT IS THE IMPORTANCE OF EMPLOYEE SATISFACTION?**

Because if your employees are dissatisfied, you are unlikely to increase revenue or profit margins, and your business will suffer. Finding good talent is difficult, so making your

employees happy is the best way to keep them. A talented but dissatisfied employee will look for work with your competitors.

The customer always comes first in business. You will not have any customers if you do not satisfy them. This same principle applies to your company, with the exception that your employees are the customers. You work hard to improve the customer experience, and the same should be said for the employee experience. The bottom line is that higher levels of job satisfaction led to higher levels of employee engagement.

It is critical to note that employee satisfaction and employee engagement are not the same thing. A satisfied employee is not necessarily one who performs well or is engaged in their work. Employee engagement goes beyond employee satisfaction and is ultimately what you want. Employees who are engaged may work extra hours on a project, assist others outside of their scope of responsibility, and demonstrate dedication and enthusiasm in their work. Employees who are engaged help to promote a strong company structure, increase loyalty to the company, and increase productivity.

## **2.5 HOW TO IMPROVE JOB SATISFACTION AT WORK**

### **1. Be adaptable.**

Giving employees more control, autonomy, and responsibility for their own time in the workplace (and outside of it) is critical. With work-life balance becoming more popular as an employee demand, particularly among the Millennial generation, providing employees with flexible work schedules and the option to telecommute based on individual needs is an important first step. Allowing employees to arrive and depart earlier or later alleviates the stress of the daily commute!

### **2. Give employees the freedom to define their own roles.**

Individuals who have the ability to shape their own roles and work to their strengths report higher levels of job satisfaction. This need is addressed by regular job reviews that allow for employee feedback and encourage a proactive approach to role development; however, managers must exercise judgement in aligning an individual's wishes with the larger needs of the business.

### **3. Put an end to micromanagement.**

Assist middle management in striking a balance between supporting their teams and veering into the risky territory of micromanagement. Managers who

consistently make all decisions, are unable to delegate, and tend to assert their authority at will simply 'because they can' create a negative culture for their employees.

#### **4. Recognize and reward - outside of monetary compensation**

Employees must understand that their work and performance are recognised and valued. Implement recognition processes, such as a company-wide intranet announcement, an internal newsletter, or a staff meeting, to ensure that hard work is recognised. Consider the 'smaller' but equally significant perks your employees might appreciate, such as vouchers, an extra day of vacation, a lie-in, ad-hoc gifts, or simply using the best parking spot for the month. Set challenging but attainable goals for employees to strive for.

#### **5. Promote openness and communication**

When there is a change in the workplace, dissatisfied employees are those who believe they have not been kept up to date. As a result, there is disengagement and the potentially lethal spread of rumour and false information.

It is critical to take a transparent approach to keeping employees informed. Ensure your employees are informed by using internal communication tools or platforms such as intranet software, company e-mails / newsletters, manager cascade meetings, or 'town hall' announcements. Communication should also be two-way: implement an open-door policy to invite feedback and questions, as well as to foster a collaborative culture in which employees feel heard and their opinions respected.

#### **6. Encourage good health**

Employee health is no longer solely the responsibility of the individual; due to the significant cost to employers, it is now the responsibility of organisations to promote and drive good health. Workplace stress is responsible for \$190 billion in healthcare costs in the United States (Joel Goh, *The Relationship Between Workplace Stressors and Mortality and Health Costs in the United States*) and causes a variety of health problems such as hypertension, high blood pressure, gastrointestinal issues, fatigue, and substance abuse. Employees can be supported by organisations by educating them on health issues through materials or seminars, ensuring staff take regular breaks and annual leave, providing kitchen facilities and healthier food options in-office, offering discounted gym

memberships or company communities for weight-loss or fitness goals - for example, having employees complete a fitness assessment race together for charity or similar.

#### **7. Take care of the workplace environment and housekeeping issues.**

Small changes can have a big impact. Employees are more likely to be dissatisfied if they regularly use subpar facilities or experience frustration as a result of slow servers, insufficient software, or broken equipment. Handle employee complaints quickly and incorporate reporting processes to identify problems. Additional personalised touches in the office, such as pictures on the walls or a full-scale Google slide, will create an environment that engages employees and improves their perception of coming to work. Allowing employees to take ownership of their workspace and add small individualised touches will instil a sense of belonging and boost job satisfaction.

#### **8. Education and investment**

Encourage your employees to strive for more and to advance in their careers. Investing in employees through training, upskilling, mentoring, or coaching has been shown to increase their satisfaction and engagement with the company. As an employer, you benefit not only from happier employees, but also from the additional skills and expertise they can provide.

#### **9. Reduce red tape, bureaucracy, and time wasters.**

Processes must evolve to accommodate change as organisations grow. Failure to adapt will lead to frustration and wasted time as people wait for the red tape. Is it really necessary for your CEO to personally approve every purchase order? Can your processes be streamlined, automated, or aided, perhaps through the implementation of a digitalized company intranet system? HR processes or provides a centralized point for communication and collaboration.

## **2.6 MODEL OF EMPLOYEE SATISFACTION:**

### **1. A CAUSAL MODEL FOR EMPLOYEE SATISFACTION**

Academics and practitioners agree that employees are the most important asset in today's organisations. Employees are also important in the EFQM Excellence Model, as two of the criteria deal with employee-related issues (i.e. 'people' and

'people results'). The EFQM Excellence Model is by far the most widely used model for self-assessment in Europe, but there is no understanding of the relationships between the enabler criteria and the most important of the results criteria: 'people results'. The EFQM Excellence Model and Hackman and Oldham's Work Design Model are compared in this paper to create a frame of reference for employee satisfaction. This comparison has revealed a number of causal relationships between the enabler criteria and 'people results'. These are the causal relationships have been empirically tested using the Structural Equation Model, and the results show that the enablers from the EFQM Excellence Model have a positive effect on the criterion 'people results'.

## **2. EMPLOYEE SATISFACTION: DOES KANO'S MODEL APPLY**

Employee satisfaction has emerged as one of the most pressing issues in total quality management. Numerous studies have been conducted to investigate the construct's antecedents and consequences. Employee satisfaction has been shown to drive productivity and customer satisfaction. The authors investigate whether Kano's model of customer satisfaction also applies to employee satisfaction in order to better understand the drivers of employee satisfaction. Kano's model distinguishes three types of factors that influence customer satisfaction formation: basic factors (dissatisfiers), excitement factors (satisfiers), and performance factors (hybrid factors). The authors conduct a literature review on Kano's customer satisfaction model in the first section of the paper. They then go over whether or not it applies to employee satisfaction. The authors then present the results of an investigation. An empirical study in a pharmaceutical company. Using a regression analysis with dummy variables, the authors discover an asymmetric relationship between satisfaction with different factors and overall employee satisfaction, confirming Kano's model in the context of employee satisfaction. The theoretical and managerial implications of these findings are discussed in the paper's final section.

## **3. THE DEVELOPMENT OF AN EMPLOYEE SATISFACTION MODEL FOR HIGHER EDUCATION**

Most studies on higher education focus on students as customers, assessing their levels of satisfaction/dissatisfaction with their programmes while ignoring teacher



job satisfaction. As a result, this study examines how employee dissatisfaction with various investment items influences the priority of improvement.

#### **4. EMPLOYEE SATISFACTION, INTRAPRENEURSHIP AND FIRM GROWTH: A MODEL**

Entrepreneurship in existing organisations (intrapreneurship) and intrapreneurship employee related antecedents may have a significant impact on organisational performance, growth, and development. This study focuses on employee satisfaction (composed of four dimensions: general job satisfaction; employee relationships; remuneration, benefits, and organisational culture; and employee loyalty), intrapreneurship, and firm growth. The underlying hypotheses of the model were conceptually developed and empirically tested.

#### **2.7 CONCLUSION:**

This chapter includes understanding of employee satisfaction. It includes what is employee satisfaction, the significance of assessing employee satisfaction, measurement techniques, importance, improve job satisfaction, and model of employee satisfaction. It also knows about which factor affects employee satisfaction and how it can be improved. A satisfied employee is one who approaches their work in a positive manner. They are proactive, productive, and dedicated to helping the organisation achieve its goals. Prioritizing employee satisfaction will improve overall company performance and productivity, increase bottom-line profits, reduce employee turnover, and improve overall company performance and productivity.

## REFERENCES:

### Web Link: -

1. <https://blog.hubstaff.com/measuring-employee-satisfaction-with-survey/>
2. <https://www.aihr.com/blog/employee-satisfaction-metrics/>
3. <https://www.4cornerresources.com/blog/how-to-measure-employee-satisfaction/>
4. <https://www.interactsoftware.com/blog/10-ways-to-improve/>
5. <https://www.paldesk.com/why-employee-satisfaction-is-important-and-how-to-improve->

**Chapter: 3**

**LITRECHER REVIWE**



## CHEPTEP-3

### INDEX

SR NO	TITAL	PG NO
3.1	INTRODUCTION	38
3.2	WHAT IS A LITERATURE REVIEW?	38
3.3	WHAT IS THE PURPOSE OF A LITERATURE REVIEW?	38
3.4	HOW TO WRITE A LITERATURE REVIEW	39
3.5	LITERATURE REVIEW	39
3.6	RESEARCH GAP	54
3.7	CONCLUSION	55

### **3.1 INTRODUCTION:**

This previous research should be enumerated, described, summarised, objectively evaluated, and clarified in the review. It should provide a theoretical foundation for the research and assist you (the author) in determining the nature of your study. The literature review acknowledges previous researchers' work, assuring the reader that your work is well-conceived. By mentioning a previous work in the field of study, it is assumed that the author has read, evaluated, and assimilated that work into the work at hand.

A literature review provides the reader with a "landscape" of the field's developments. This landscape informs the reader that the author has indeed incorporated all (or the vast majority of) previous, significant works in the field into her or his research.

"The purpose of writing a literature review is to convey to the reader what knowledge and ideas have been established on a topic, as well as their strengths and weaknesses. A guiding concept must be used to define the literature review (e.g., your research objective, the problem or issue you are discussing, or your argumentative thesis). It is not simply a list of available materials or a collection of summaries.

### **3.2 WHAT IS A LITERATURE REVIEW?**

A literature review is a piece of academic writing that demonstrates knowledge and understanding of the academic literature on a particular topic in context. A literature review includes a critical evaluation of the material, which is why it is called a review rather than a report. It is both a method of reviewing literature and a type of writing.

Consider television or film review articles to demonstrate the distinction between reporting and reviewing. These articles include information such as a brief synopsis or key points of the film or programme, as well as the critic's own assessment. Similarly, the two main goals of a literature review are to cover existing research, theories, and evidence, and then to critically evaluate and discuss this content.

A literature review is typically included as a section or component of a dissertation, research project, or long essay. It can, however, be assigned and graded as a separate piece of work.

### **3.3 WHAT IS THE PURPOSE OF A LITERATURE REVIEW?**

A literature review is usually one of the first tasks completed after deciding on a topic in a larger piece of written work, such as a dissertation or project. Reading combined with critical analysis can help to refine a topic and frame research questions. Before beginning

a new investigation, conduct a literature review to gain familiarity and understanding of current research in a specific field. After conducting a literature review, you should be aware of what research has already been conducted and be able to identify what is unknown about your topic.

It is best practise It is best practise to:

When conducting and writing a literature review, it is best practise to:

- summarise and analyse previous research and theories;
- identify areas of controversy and contested claims; and
- highlight any gaps that may exist in research to date.

### **3.4 HOW TO WRITE A LITERATURE REVIEW:**

A literature review is an examination of scholarly sources on a particular topic. It provides an overview of current knowledge, allowing you to identify relevant theories, methods, and gaps in existing research that you can later apply to the topic of your paper, thesis, or dissertation.

A literature review is composed of five major steps:

1. Look for relevant literature.
2. Assess sources
3. Determine themes, debates, and gaps
4. Sketch out the structure
5. Complete your literature review

A good literature review analyses, synthesises, and critically evaluates sources to provide a clear picture of the state of knowledge on the subject.

### **3.5 LETRECHER REVIEW:**

(Othman, SanySanuryMohdMokhtar, & MohdNorhasniMohdAsaad, 2017)<sup>30</sup> has done study on “Quality Management System, Employee Satisfaction And Employee Performance In Private Higher Education Institutions: A Proposed Framework”. Even though many articles have mentioned the effectiveness of quality management systems in public higher education institutions, the effectiveness and importance of quality management systems in private higher education institutions in Malaysia are rare. The

importance of academic staff in education services cannot be overstated. Their success will benefit higher education institutions as well as the country as a whole. Many factors will influence their performance, including motivational factors, government and organisational policies, organisational factors, and work-life balance. This study proposed a new framework on quality management system, employee satisfaction, and employee performance of academic staff in private higher education institutions after reviewing numerous literatures.

**(Malinao & Agustin. J. G., 2023)**<sup>23</sup> has conduct on study” Malinao Education Institution in the Philippines amidst Teacher Migration”. Private colleges face stiff competition as a result of the rapid structural changes in education brought about by the implementation of the Enhanced Basic Education Act of 2013 and the Universal Access to Quality Retention, satisfaction, and motivation enablers of a Higher Tertiary Education Act in selected SUCs in terms of retaining qualified teachers, with public universities. As a result, this study investigates the retention strategies employed by a Private HEI, as well as their level of satisfaction. It also attempts to identify employee motivators that can have a significant impact on employee retention in an organization. Employees, on the other hand, appeared to be least motivated by rewards and recognition. At the same time, interpersonal relationships with leaders are deteriorating. The primary reason they remain with the institution. As a result, enhancement activities to meet the needs were created and proposed.

**(Nafe & Hossein Nezakati Alizadeh, 2023)**<sup>28</sup> has conduct on study “Examination of work motivation, work environment, and work engagement relation with job satisfaction during covid -19”. Companies have been forced to set up or adopt remote work arrangements as a result of the covid-19's global spread. However, business executives are unsure how these new technologies will work Employee job satisfaction and performance would suffer as a result of the arrangements. The main theory for this paper is Herzberg's two-factor theory, which examines the relationship between work motivation, work environment, and work engagement towards job satisfaction of academicians including lecturers and educators who work from home during covid-19 in Malaysia's higher education sector. The study used deductive reasoning and positivist philosophy to assess the impact of variables on employee job satisfaction. In his study, he used simple random sampling with 382 respondents to ensure that every academician in higher education was represented.

**(Khaw & Teoh, A.P., 2023)**<sup>18</sup> has done study on "The influence of big data analytics technological capabilities and strategic agility on performance of private higher education

institutions". The purpose of this study was to investigate the effects of big data analytics technological capabilities (BDATC) on the performance of Malaysian private higher education institutions (PHEIs). This study investigated the role of strategic agility (SA) in mediating the performance of BDATC and PHEIs. The role of enterprise risk management (ERM) in moderating the relationship between SA and PHEI performance was also investigated. According to the findings of this empirical study, BDATC and SA have a positive and significant impact on the performance of PHEIs. BDATC has a positive and significant impact on PHEI SA. Furthermore, SA moderates the impact of BDATC on PHEI performance. ERM improves the impact of SA on the performance of Malaysian PHEIs.

**(Masadeh, et al., 2023)<sup>24</sup>** has done study on "Evaluation of factors affecting university students' satisfaction with e-learning systems used during Covid-19 crisis: A field study in Jordanian higher education institutions". E-learning is the result of the integration of technology and education, and it is now an effective learning medium. Because of its importance, e-learning courses and systems with various services are on the rise. To ensure successful delivery, effective usage, and positive impacts on learners, e-learning systems should be evaluated. A holistic model was proposed that identifies various levels of success based on a wide range of success determinants. Furthermore, SEM revealed that user behavioural intention has a positive effect on information system use, use on student satisfaction, and use on student loyalty. Machine Learning (ML) methods predict Behaviour Intention (BI) from input factors and student loyalty from student satisfaction factors with high correlation values reaching up to 80%. This suggests that the ML are promising techniques to forecast the future targets based on the input independent features.

**(Adeoye, Genty, K., Osagie, R., & Atiku, S., 2023)<sup>2</sup>** The purpose of this study is "Measures of Relationship Currency and Commitments in Higher Educational Institutions". To investigate the impact of relationship currency on organisational commitment in higher education institutions in Lagos, Nigeria. To collect information useful for assessing the effects of relationship currency on organisational commitment in participating higher education institutions, a cross-sectional survey was used. According to the results of the hypotheses tested, relationship currency has a significant effect on organisational commitment in state-owned higher education institutions. As a result, the study suggests that management create an enabling environment that fosters social relationships among employees across departments and units in the institutions, as this will increase levels of organisational identification, influencing organisational commitment. This study



investigates the empirical and expository effects of relationship currency on employee commitment in higher education institutions.

**(Patmawati, Mertianti Dewi, V., Asbari, M., Sasono, I., & Purwanto, A., 2022)**<sup>33</sup> As part of efforts to” THE Implementation of Integrated Quality Management in Education Institutions”. Improve educational quality, educational institutions must implement Integrated Quality Management. This study discusses the implementation of Integrated Quality Management in educational institutions, as well as the problems and solutions that arise during this process. In Indonesia, implementing Integrated Quality Management necessitates at least three stages: preparation, planning, and implementation. Resistance to change, a lack of commitment to quality, and a lack of readiness, willingness, and human competence are all barriers to the implementation of Total Quality Management in Indonesia. Alternative solutions must be informed about the importance of change in achieving, maintaining, and developing quality, in order for a shared commitment to quality to grow.

**(Almahamid & Alaa Eldin A. Ayoub, 2022)**<sup>5</sup> has done study on “A predictive structural model of new ways of working on innovative work behaviour: Higher education perspective in the Gulf Cooperation Council”. This study looked at the relationship between faculty members' innovative work behaviour and mandatory new ways of working (flexible work design, workplace design at home, advanced information and communication technology [ICT]-based communications, and culture of innovation). Work-life balance and employee satisfaction with new ways of working were also investigated as potential mediators in the relationship between new ways of working and innovative work behaviour. A questionnaire-based deductive approach was used to collect data, which was based on established measurement scales. It elucidates how new ways of working influence innovative behaviour through two mediating mechanisms: work-life balance and satisfaction. Prior research has not looked into this contingent viewpoint. The findings of this study can help educational policymakers and decision-makers reorganise their work.

**(Park, Yoonseock Son, & Angst, Corey M., 2023)**<sup>32</sup> Because of the COVID-19 pandemic” The Value of Centralized It in Building Resilience During Crises: Evidence from U.S. Higher Education’s Transition to Emergency Remote Teaching”. Organizations, including higher education institutions, were forced to quickly adjust their operations. In the face of the pandemic, most higher education institutions shut down their campuses and transitioned to emergency remote teaching mode. The role of centralized governance of information

technology (IT) investments is assessed in this study, which examines digital resilience in higher education institutions through the conceptual lens of disaster response management. Interviews with CIOs of US higher education institutions corroborate these findings. Additional research indicates that the effectiveness of centralized IT governance is dependent on organizational size, the dissimilarity of local units, and the CIO's strategic role. We also talk about theoretical extensions to digital resilience, as well as practical implications.

(**Vikas, 2023**)<sup>39</sup> researchers conduct study on "An Effect of Job Stress and Job Satisfaction on Online Teaching Among Cbse School Teachers During Covid-19 Pandemic". The COVID-19 pandemic compelled organisations, including higher education, to take action. Education is the process by which a mature human mind develops from the mind of a child. Education is a method of disseminating knowledge about both familiar and unfamiliar topics. It will allow the human brain to comprehend both familiar and unfamiliar concepts more thoroughly. As time passes, so do educational methods, which change to meet the needs of the moment. This has a greater impact on online teachers. The purpose of this study is to investigate how the severity of the influence on education professionals who teach online affects their psychological well-being, as well as solutions for dealing with technological culture and psychological well-being. This paper investigates the effects of job stress and job satisfaction in the context of the covid-19 pandemic.

(**Tugade & Arcinas, M. M., 2023**)<sup>38</sup> The survey employed a "Employees Work Engagement: Correlations with Employee Personal Characteristics, Organizational Commitment and Workplace Happiness". Self-administered structured survey questionnaire. To determine the mean scores, frequencies, and percentages, descriptive statistics were used, and parametric inferential statistics were used to examine the correlations between variables. The findings show that employees have a high level of work engagement and job satisfaction, as well as a moderate level of organisational commitment. Employee work engagement was significantly correlated with employee age, position, and monthly salary. Employee engagement rises in proportion to age, position, and income. The findings also revealed a significant and strong positive correlation between employee engagement and job satisfaction. The implications for practise are discussed.

**(Giovanis & Oznur Ozdamar, 2023)**<sup>11</sup> has done study on” Accommodating Employees with Impairments and Health Problems: The Role of Flexible Employment Schemes in Europe”. Significant changes have occurred in the workplace over the last 30 years. Flexible employment schemes, for example, can provide alternatives for employees with disabilities and health issues, while also providing incentives to increase their productivity and job satisfaction. Employees with disabilities and health issues who work under flexible employment schemes are more likely to report higher levels of job satisfaction and lower absenteeism rates than their counterparts who work under fixed employment schemes, according to the findings. Furthermore, when flexible employment schemes are implemented, carers' job satisfaction and organizational loyalty improve significantly. The policy implications suggest that flexible employment systems, which can promote job satisfaction, reduce turnover intentions, and thus increase productivity, should be implemented efficiently at the state and corporate levels.

**(Furtasan Ali Yusuf, 2023)**<sup>10</sup> has done study on” Total Quality Management (TQM) and Quality of Higher Education: A Meta-Analysis Study”. TQM is a programme that provides a structure (framework) and tools for quality management which is very important for the progress of higher education. This study aims to prove and determine the effect of TQM on improving higher education quality in several countries. This meta-analysis study’s results are reliable since there was no publication bias. So, it can be concluded that TQM has such a powerful influence and is believable. This study can strengthen the theory regarding the application of TQM in higher education because it is proven to affect the quality of higher education.

**(Mugira, 2022)**<sup>26</sup> has conduct researcher” Leadership Perspective Employee Satisfaction Analysis”. Work standard is a management instrument in ensuring the running of an activity effectively. However, as humans, employees have feelings, so attitudes and work behaviour are strongly influenced by emotional factors (satisfied/happy). One source of employee satisfaction is leadership. The good attitude and behaviour of leaders towards employees, has a positive impact on the psychological state of employees. So not infrequently, a good leadership model can turn on a pleasant productive work environment. This condition can cause a decrease in discipline and work commitment, so that it has an impact on the performance of the lecturers' tri dharma.

**(Kumar, 2022)**<sup>21</sup> Previous research discovered a” Influence of University teachers’ job satisfaction on subjective well-being and job performance”. Direct relationship between job satisfaction (JS) and employee job performance (JP). However, research indicates that the impact of intervening Employee subjective well-being (SWB) may have an impact on the job satisfaction and job performance relationship. Using the broaden-and-build model as a theoretical foundation, a conceptual model was developed in which SWB moderates the relationship between JS and JP. The study's introduction of Necessary Condition Analysis is one of its distinguishing features (NCA). Three hundred and ninety-five teachers from private engineering schools took part in the study. According to the findings, teachers' job satisfaction predicts job performance both directly and indirectly through subjective well-being.

**(Alismail, et al., 2022)**<sup>4</sup> has done researcher” The Effect of Emotional Intelligence on Job Satisfaction and Organizational Commitment in the Case of Educational Sector”. This study examines current research in the field of emotional intelligence in the context of business. The study's overarching goal was to investigate the impact of emotional intelligence on both organizational commitment and job satisfaction. The investigation used the quantitative methodology was used throughout the implementation of surveys over a set number of respondents for data collection, and the data was processed using the SPSS statistical tool. The findings show a strong positive relationship between emotional intelligence and organizational commitment and job satisfaction among employees.

**(Kumar, Influence of University teachers’ job satisfaction on subjective , 2022)**<sup>22</sup> has done researcher” Influence of University teachers’ job satisfaction on subjective well-being and job performance”. The purpose of this study was to investigate the relationship between faculty members' innovative work behaviour and mandatory new ways of working (flexible work design, workplace design at home, advanced information and communication technology [ICT]-based communications, and culture of innovation). Employee satisfaction with new ways of working and work-life balance were also investigated as potential mediators in the relationship between new ways of working and innovative work behaviour. To collect data, a questionnaire-based deductive approach based on established measurement scales was used. It explains how new ways of working affect innovative behaviour via two mediating mechanisms: work-life balance and satisfaction. This contingent viewpoint has not previously been investigated in research. The study's findings can assist educational policymakers and decision-makers in reorganising their work.

(Nurbaeti, 2022)<sup>29</sup> has done study on” Significance of the Influence of Leadership Model, Morale, and Satisfaction on Performance Consistency”. Maintaining performance while carrying out tasks is difficult because many factors cause emotions and work behaviour to be inconsistent. As a result, external factors, such as the role of leadership, are required to serve as a reminder. Furthermore, self-factors such as morale and job satisfaction are internal factors that influence performance consistency. Teachers at a boarding-based Islamic school in Bogor served as research subjects. The census technique was used to question a total of 41 respondents. According to the study's findings, a good leader can motivate employees to carry out their responsibilities. Furthermore, the factors of enthusiasm and job satisfaction are thought to be capable of to increase self-enthusiasm in carrying out tasks.

(Mondejar & Mondejar, H. C. U., 2022)<sup>25</sup> The purpose of this research paper is to” Human Resource Management Practices and Job Satisfaction: Basis for Development of a Teacher Retention Framework “. Investigate the relationship between Human Resource Management (HRM) practises and teachers' Job Satisfaction (JS) in Olongapo City, Philippines. The researchers used a descriptive-correlation research design with 170 randomly selected respondents. According to the findings of the study, private academic institutions engage in recruitment and selection processes, evaluate employee performance, provide training and development, appropriate compensation, career planning opportunities, and employee safety, health, and welfare. Respondents were also pleased with their supervisors, co-workers, working conditions, compensation and responsibilities; the job itself, advancement, security, and recognition. Inferential analysis revealed a highly significant relationship between HRM practises and job satisfaction. The researchers used human resource management practises and job satisfaction to create a teacher retention framework.

(Kooli & Riad Abadli, 2022)<sup>20</sup> The purpose of study is” Could Education Quality Audit Enhance Human Resources Management Processes of the Higher Education Institutions”. This article is to see if a quality audit assessment can help to improve human resource management (HRM) practices and processes in private higher education institutions. In order to improve our results, a quantitative analytical approach was used. understandings of the impact of quality audit in terms of HRM. The observed progress is partial, as certain assessment sub-areas were severely criticized, and several recommendations for improvement were issued in this regard. We were able to conclude from this research that

Omani private HEIs performed very well in the sub-areas of staff profile, severance, promotion, incentives, and Romanization. On the other hand, a significant number of recommendations were issued in the sub-areas of staff organizational climate and retention, human resource (HR) planning and management, professional development, and finally recruitment and selection processes.

**(Hassan, Ansari, N., & Rehman, A, 2022)**<sup>13</sup> The current study sought to ascertain" An exploratory study of workplace spirituality and employee well-being affecting public service motivation: an institutional perspective". The relationship between public service motivation (PSM) and other positive aspects of the workplace, namely workplace spirituality and employee well-being, among academic staff at public sector higher education institutions. The study's findings elaborate on the fact that, while PSM is a personal attribute of the individual, there are numerous organisational factors that have a significant impact on promoting PSM. The findings of qualitative data also confirmed a significant relationship between PSM and workplace spirituality (a type of organisational culture) and the impact of employee well-being on improving public employees' motivation to provide services. The data were gathered from a specific population, academic staff at public universities, which limits the generalizability of the findings.

**(Iqbal, Ali Asghar, & Muhammad Zaheer Asghar , 2022)**<sup>16</sup> has done study on "Effect of Despotic Leadership on Employee Turnover Intention: Mediating Toxic Workplace Environment and Cognitive Distraction in Academic Institutions". Despotic leadership instils negative emotions and plans to leave an educational organisation in its employees. The relationships between despotic leadership, a toxic workplace environment, cognitive distraction, and employee turnover intention were investigated in this study. The social exchange theory (SET), social psychology theories of behavioural intention formation (such as the theory of reasoned action and the theory of planned behaviour), and the despotic leadership style are all used in this study. According to the study, despotic leadership, a toxic workplace environment, and cognitive distraction may all increase employee turnover intentions. This study contributes to the body of knowledge in the areas of despotic leadership, toxic workplace environments, cognitive distraction, and employee turnover intention in academic institutions. It also provides valuable and practical implications, as well as recommendations for future research.

**(Siswanto & Yuliana, I. , 2022)**<sup>37</sup> has done researcher " Linking transformational leadership with job satisfaction: the mediating roles of trust and team cohesiveness". The

study's goal is to look into the roles of trust and team cohesiveness as moderators in transmitting the effect of transformational leadership dimensions on job satisfaction. The relationship between idealised influences on job satisfaction is fully mediated by trust and team cohesiveness. Furthermore, idealised influence, inspirational motivation, and individualised consideration all have a direct impact on job satisfaction. In educational institutions, the relationship between transformational leadership and employee job satisfaction has received little attention. The study adds to the literature on the role of trust and team cohesiveness in transmitting the effect of transformational leadership dimensions on school employee job satisfaction. The significance of the findings is found in the detailed model, which conveys the direct and indirect effect of the transformational leadership dimensions on job satisfaction.

**(Rashid & Sufyan Rashid, 2022)**<sup>36</sup> has done study on” Corporate reputation antecedents and stakeholder loyalty in Malawi higher education institutions: employees’ and students’ perspectives”. Malawi's proliferation of private and public universities has increased competition for qualified employees and students. It is argued that corporate reputation has the potential to boost HEI competitiveness by attracting and retaining employees and students. The purpose of this research is to determine how student quality, faculty expertise, media exposure, degree prestige, and social capital, as antecedents, may influence corporate reputation and its impact on stakeholder loyalty. Furthermore, the research sought to investigate the moderating role of stakeholder groups, specifically employees and students. Employees strengthened the relationship because stakeholder groups moderated the relationship between corporate reputation and stakeholder loyalty. These findings contribute to increased interest in corporate reputation and provide HEI managers with strategies for attracting top talent.

**(RAKA & ALVA CHERRY MUSTAMU, 2022)**<sup>35</sup> has done researcher” The Impact of Social, Economic And Emotional Intelligence Factors On Perceptions Of Academic Service Satisfaction On Nursing Vocational Campus”. Academic services are critical components of nursing vocational education that must be constantly improved in terms of quality. Emotional Intelligence (EI), as well as social, economic, and demographic factors, are thought to contribute to higher levels of performance. This cross-sectional study was conducted on third diploma nursing students and undergraduates who applied to be nurses. Our findings add to the body of knowledge by demonstrating that social, economic, demographic, and intelligence factors have a strong influence on perceptions of academic

service quality in nursing vocational colleges. Future research should broaden the analysis to include various sociodemographic, macroeconomic, and geographical variables in order to gain insight into all of the factors that may influence academic service satisfaction in order to inform policymakers and ensure higher quality academic services and, as a result, better academic outcomes.

**(Annisa, Diana Pramudya Wardhani, & Fitria Amallia, 2022)**<sup>7</sup> has done researcher” Quality Work of Life, Job Satisfaction dan Social Support Terada Employee Engagement Dozen Pagurian Tinggi Swats di Surakarta”. Through accreditation of higher education institutions and their education programmes, the government evaluates the feasibility of higher education institutions in the implementation of education to see the quality of education in Indonesia. Accreditation of higher education institutions, particularly private universities in Surakarta, is a requirement and an important factor in maintaining higher education quality. The purpose of this research is to determine the relationship between quality of life at work, job satisfaction, and social support on the employee engagement of private university lecturers in Surakarta. According to the findings of this study, the quality of work life has an impact on employee engagement, job satisfaction has no impact on employee engagement, and social support has an impact on employee engagement.

**(Paposa & Y. Mohit Kumar, 2019)**<sup>31</sup> has done study on” Impact of Training and Development Practices on Job Satisfaction: A Study on Faculty Members of Technical Education Institutes”. The study seeks to investigate the relationship and impact of training and development practices on employee job satisfaction. The scope of the study was limited to faculty members employed at technical education institutes in Nagpur, Maharashtra, India. To represent the universe, a sample size of 360 faculty members was collected. The study not only provides empirical support for the importance of training and development practices, but it also has implications for technical educational institute management in that educational institutes should conduct a proper training need analysis to ensure that appropriate training and development practices are adopted, resulting in the creation of a learning environment in the organisation, which eventually contributes to employee job satisfaction through appr growth.

**(Batugal & Darin Jan C. Tindowen, 2019)**<sup>9</sup> this article investigates the impact of” Influence of Organizational Culture on Teachers' Organizational Commitment and Job Satisfaction: The Case of Catholic Higher Education Institutions in the Philippines”.



Organisational culture on organisational commitment and teacher job satisfaction in the context of Catholic higher education institutions in the Philippines. According to the findings, clan is the most prevalent culture type of Catholic HEIs in the Philippines. Furthermore, teachers are deeply committed to their organisation and satisfied with their jobs. Furthermore, among the four culture types, clan has a strong positive influence on teachers' organisational commitment and a weak positive influence on their job satisfaction. Implications and future research directions are also discussed.

(Hee, Ong, S. H., Ping, L. L., Kowang, T. O., & Fei, G. C, 2019)<sup>14</sup> the goal of this paper is” Factors Influencing Job Satisfaction in the Higher Learning Institutions in Malaysia”. Examine the significance of job satisfaction in Malaysian higher education institutions and to identify the factors that influence job satisfaction. The Herzberg Two-factor Theory was used in this study to determine how relevant hygiene and motivator factors are related to job satisfaction among Malaysian faculty members. Company policy, supervision, work conditions, salary, recognition, the work itself, growth, and achievement are among the factors identified. Given the importance of employee job satisfaction to a high learning institution, factors influencing job satisfaction must be given special attention so that high quality education and positive student learning outcomes can be sustained and achieved successfully.

(Ali & Anwar, G, 2021)<sup>3</sup> has done study on” An Empirical Study of Employees’ Motivation and Its Influence Job Satisfaction”. Human Resource Management is becoming increasingly important in business because people and their knowledge are the most important factors influencing a company's productivity. Employee satisfaction measurement is an important aspect of Human Resource Management. Companies must ensure that employee satisfaction is high among workers, as this is a prerequisite for increasing productivity, responsiveness, quality, and service recognition. The purpose of this thesis is to examine the level of employee satisfaction and motivation at work. This thesis' theoretical framework includes concepts such as job satisfaction, motivation, and reward differences. The relationship and communication between employees and managers is one of the organization's greatest strengths.

(Idris, Khofifatu Rohmah Ad, Budi Eko Soetjipto, & Achmad Sani Supriyanto, 2020)<sup>15</sup> has done study on“ The Mediating Role of Job Satisfaction on Compensation, Work Environment, And Employee Performance: Evidence from Indonesia”. Job satisfaction is

critical to increasing employee performance. It instils enthusiasm and high motivation in employees, resulting in increased productivity. To improve employee performance, the organisation, on the other hand, provides compensation based on established standards in a sometimes-hostile environment. The purpose of this study is to investigate the role of job satisfaction in mediating compensation, work environment, and employee performance at Indonesian State Polytechnic colleges. The work environment, on the other hand, has a positive and significant impact on job satisfaction and employee performance. Job satisfaction influences both the work environment and employee performance. It also has a positive and significant impact on employee performance. Thus, job satisfaction can act as a mediator between the work environment and employee performance, either directly or indirectly.

**(Jameel & Abd Rahman Ahmad, 2020)**<sup>17</sup> has done researcher” The Mediating Role of Job Satisfaction between Leadership Style and Performance of Academic Staff”. Leadership style (LS) has not been thoroughly studied in educational institutions in developing countries. The goal of this research is to look into the impact of LS on academic staff performance (ASP) in Iraq. The study proposed that LS and its components, transformational leadership (TFL) and transactional leadership (TSL), will affect ASP based on the review. Furthermore, the study proposed job satisfaction (JS) as a moderator of LS, TFL, TSL, and ASP. Methodology This study's population consists of Iraqi academic staff in Baghdad. A stratified sampling technique was used to collect 297 responses from Baghdad's nine universities. The results revealed that LS, TFL, and TSL have a significant effect on ASP. JS partially mediated the effect of LS, TFL, and TSL on ASP.

**(GOPINATH, 2020)**<sup>12</sup> has done study on” Impact of Job Satisfaction On Organizational Commitment Among The Academic Leaders Of Tamil Nadu Universities”. People who are virtuous, enthusiastic, satisfied, involved, and committed are the organization's true assets. Nothing can be accomplished without qualified human resources. The foundation for developing the aforementioned qualities in an individual is job satisfaction and commitment to the organisation. As a result, the researcher investigated the relationship and influence of job satisfaction on organisational commitment among Tamil Nadu University Academic Leaders. The independent variable is job satisfaction, and the dependent variable is organisational commitment. The data was analysed using tools such as ANNOVA, Correlation, and Regression. The researcher discovered a significant and positive relationship between job satisfaction and organisational commitment.

**(Basalamah, M. S. A., & M. S. A., 2021)<sup>8</sup>** The purpose of this study is to” The Role of Work Motivation and Work Environment in Improving Job Satisfaction”. tTo examine the impact of work motivation on the satisfaction of management lecturers, as well as the impact of the work environment on the satisfaction of management lecturers at a private university in Makassar. This is an example of explanatory research. This study demonstrates that, both theoretically and empirically, increasing work motivation increases job satisfaction among lecturers at private universities in Makassar. According to empirical studies, financial motivation can encourage someone to do work. This factor has a greater influence on lecturer job satisfaction than motivation does. To create comfortable working conditions, universities and study programmes must improve indicators in the workplace.

**(Aboobaker, Edward, M, & K.A., Z., 2019)<sup>1</sup>** the purpose of this study is to” Workplace spirituality, employee wellbeing and intention to stay: A multi-group analysis of teachers’ career choice”. Investigate the impact of workplace spirituality on employee well-being and retention intentions among teachers in technical higher education institutions. Furthermore, the study aims to test the difference in model estimates between two groups of teachers who have made a deliberate career choice. There were differences in the effects of various dimensions of workplace spirituality on job outcomes. This study is a trailblazer in conceptualising and testing a theoretical model linking workplace spirituality, employee well-being, and intention to stay, particularly in the context of teachers who have chosen a different intentional career path. Implications for workplace spirituality and job outcomes in the specific context of teaching are elaborated, attempting to fill a gap.

**(Kökalan, 2019)<sup>19</sup>** the goal of this paper is to” The effect of organizational cynicism on job satisfaction: Testing the mediational role of perceived organizational spirituality". Investigate the roles of organisational spiritual values as mediators in the relationship between organisational cynicism and job satisfaction. According to the findings of the mediating analysis, organisational spirituality is a contributing factor to the relationship between behavioural cynicism and job satisfaction. All stakeholders' voices should be heard and their values should be considered when determining organisational spirituality elements in an organisation. Furthermore, all institutional employees should be trained about the spirituality that exists in the organisation, so that all employees can form strong bonds with their co-workers and the organisation. Furthermore, organisational spirituality and organisational justice are inextricably linked.

(Amin, Shishi Kumar Piaralal, Yon Rosli bin Daud, & Baderisang bin Mohamed, 2019)<sup>6</sup> has done study on "An Empirical Study on Service Recovery Satisfaction in an Open and Distance Learning Higher Education Institution in Malaysia". The relationships between justice dimensions (distributive, procedural, interpersonal, and informational), university image, service recovery satisfaction, and customer behavioural outcomes were investigated in this study (trust, word of mouth, repurchase intention, and loyalty). The framework was tested using partial least square structural equation modelling, and the results revealed a significant relationship between procedural and interpersonal justice dimensions and service recovery satisfaction. All customer behavioural outcomes investigated had a significant effect on service recovery satisfaction. The image of the university had no moderating effect on the relationship between justice dimensions and service recovery satisfaction. This paper discusses the study's theoretical and practical implications.

(Webber & Higher Education, 2019)<sup>40</sup> has done researcher "Does the environment matter? Faculty satisfaction at 4-year colleges and universities in the USA". Faculty members seek positions in environments that provide a good fit and work satisfaction. Higher education institutions in the United States, like those in other countries, vary in size, disciplinary focus, and emphasis on research. This study looked at faculty satisfaction in 100 US four-year institutions by institution type (baccalaureate, master's, doctoral, and research). According to the findings, respondents in baccalaureate colleges were the most satisfied overall. Subsequent analyses to examine the strength of difference across institutional type confirmed some initial differences in satisfaction, but not others. Although differences in satisfaction by type were minor, the findings revealed that faculty perceptions of the institutional environment strongly contribute to their satisfaction. Additional findings are discussed, as well as policy and program me implications.

(Permana, et al., 2021)<sup>34</sup> The purpose of this research is to "The effect of compensation and career development on lecturer job satisfaction ". Determine the effect of compensation on job satisfaction, the effect of career development on job satisfaction, and the combined effect of compensation and career development on lecturer job satisfaction at private universities. This study employs quantitative methods with a total sample of 98 people drawn from Sarang City's private universities with B and C accreditation. Multiple regression with the SPSS version 24 tool was used as the analytical tool in this study. According to the findings of this study, compensation influences lecturer job satisfaction,

career development influences lecturer job satisfaction, and compensation and career development influence lecturer job satisfaction together.

(MULYONO, HADIAN, Arief, PURBA, Nelvitia, & PRAMONO, Rudy, 2020)<sup>27</sup> this study investigates” Effect of Service Quality Toward Student Satisfaction and Loyalty in Higher Education”. The impact of the quality of services provided to students on their satisfaction and loyalty. Non-academic aspects include conducting training and development efforts and increasing awareness programmes for administrative staff. For the reputation aspect, several marketing campaigns that are predicted to have an effect on students in building positive perceptions of campus must also be carried out. Meanwhile, it should be ensured that every student has direct access to staff members, and it is necessary to improve dimensions that can increase students' satisfaction so that students are convinced of their choice of campus, and then they are likely to recommend their chosen university and spread positive word.

### **3.6 RESEARCH GAP:**

there is a lack of understanding of the specific factors that contribute to employee satisfaction. While previous research has identified general factors that affect employee satisfaction, such as pay, benefits, work-life balance, and job security, there may be unique factors that affect employees working in higher education institutions. are particularly important. A deeper understanding of the specific drivers of employee satisfaction can help organizations prioritize their investments in improving employee satisfaction and enhancing the overall employee experience.

Another potential research gap could be the lack of research on the impact of institutional culture on employee satisfaction in higher educational institutions in Rajkot city. Given that institutional culture can greatly affect employee satisfaction and productivity, it is important to understand how institutional culture is shaped and how it affects employee satisfaction in higher educational institutions. Understanding the impact of organizational culture can help organizations develop more effective strategies for fostering a positive work environment and improving employee satisfaction.

Lastly, there may be a need for more comparative research that examines the differences in employee satisfaction levels across different higher educational institutions in Rajkot city. This type of research can help institutions identify best practices of their peers and

determine areas for improvement in their own practices. Additionally, a comparative study may help policy makers and regulatory bodies to better understand the competitive dynamics of higher educational institutions in Rajkot city and make informed decisions to promote employee welfare.

### **3.7 CONCLUSTION**

Literature review is summery of previous research related to the research topic. This literature review is helpful to create foundation of the research, prevent duplication, identify the gapes and also help full to develop theoretical framework and methodology.

## References: -

### Journals: -

- 1) Aboobaker, N., Edward, M, & K.A., Z. (2019). Workplace spirituality, employee wellbeing and intention to stay: A multi-group analysis of teachers' career choice. *International Journal of Educational Management*, 28-44.
- 2) Adeoye, A., Genty, K., Osagie, R, & Atiku, S. (2023). Measures of Relationship Currency and Commitments in Higher Educational Institutions. *International Journal of Social Science Research and Review*, 29-43.
- 3) Ali, B. J., & Anwar, G. (2021). An Empirical Study of Employees' Motivation and Its Influence Job Satisfaction. *International Journal of Engineering, Business and Management*, 21–30.
- 4) Alismail, D. S., Luigi Pio Leonardo Cavaliere, Dr. Krishnasamy Srinivasan, Dr. Sapna Chauhan, Iskandar Muda, & Dr. Durgaprasad Gangodkar. (2022). The Effect of Emotional Intelligence on Job Satisfaction and . *Webology*, 5236-5258.
- 5) Almahamid, S. M., & Alaa Eldin A. Ayoub. (2022). A predictive structural model of new ways of working on innovative work behaviour: Higher education perspective in the Gulf Cooperation Council. *creativity and inovation managment*, 410-429.
- 6) Amin, M. R., Shishi Kumar Piaralal, Yon Rosli bin Daud, & Baderisang bin Mohamed. (2019). An Empirical Study on Service Recovery Satisfaction in an Open and Distance Learning Higher Education Institution in Malaysia. *International Review of Research in Open and Distributed Learning* , 36–60.
- 7) Annisa, N. N., Diana Pramudya Wardhani, & Fitria Amallia. (2022). Quality Work of Life, Job Satisfaction dan Social Support terhadap Employee Engagement Dosen Perguruan Tinggi Swasta di Surakarta. *Benefit jurnal manajemen den bisnis*.
- 8) Basalamah, M. S. A., & M. S. A. (2021). The Role of Work Motivation and Work Environment in Improving Job Satisfaction. *Golden Ratio of Human Resource Management*, 94 - 103.
- 9) Batugal, M. L., & Darin Jan C. Tindowen. (2019). Influence of Organizational Culture on Teachers'. *Universal Journal of Educational Research*, 2432-2443.
- 10) Furtasan Ali Yusuf. (2023). Total Quality Management (TQM) and Quality of Higher Education: A . *International Journal of Instruction*, 161-178.

- 11) Giovanis, E., & Oznur Ozdamar. (2023). Accommodating Employees with Impairments and Health Problems: The Role of Flexible Employment Schemes in Europe. *MDPI*, 51-76.
- 12) GOPINATH, D. R. (2020). IMPACT OF JOB SATISFACTION ON ORGANIZATIONAL . *GEDRAG & ORGANISATIE REVIEW*, 2337-2349.
- 13) Hassan, S., Ansari, N., & Rehman, A. (2022). "An exploratory study of workplace spirituality and employee well-being affecting public service motivation: an institutional perspective",. *Qualitative Research Journal*,, 209-235.
- 14) Hee, O. C., Ong, S. H., Ping, L. L., Kowang, T. O., & Fei, G. C. (2019). Factors Influencing Job Satisfaction in the Higher Learning . *International Journal of Academic Research in* , 10–20.
- 15) Idris, Khofifatu Rohmah Ad, Budi Eko Soetjipto, & Achmad Sani Supriyanto. (2020). THE MEDIATING ROLE OF JOB SATISFACTION ON COMPENSATION, WORK ENVIRONMENT, . *ENTREPRENEURSHIP AND SUSTAINABILITY*.
- 16) Iqbal, J., Ali Asghar, & Muhammad Zaheer Asghar . (2022). Effect of Despotism Leadership on Employee Turnover Intention: Mediating Toxic Workplace Environment and Cognitive Distraction in Academic Institutions. *Behavioral Sciences*.
- 17) Jameel, A. S., & Abd Rahman Ahmad. (2020). The Mediating Role of Job Satisfaction between Leadership Style and Performance of Academic Staff. *International Journal of Psychosocial Rehabilitation*, 2399-2414.
- 18) Khaw, T., & Teoh, A.P. (2023). "The influence of big data analytics technological capabilities and strategic agility on performance of private higher education institutions. *Journal of Applied Research in Higher Education*.
- 19) Kökalan, Ö. (2019). "The effect of organizational cynicism on job satisfaction: Testing the mediational role of perceived organizational spirituality. *Management Research Review*, 625-640.
- 20) Kooli, C., & Riad Abadli. (2022). Could Education Quality Audit Enhance. *Vision*, 482–490.
- 21) Kumar, D. S. (2022). Influence of University teachers' job satisfaction on subjective . *Journal of Engineering Education Transformations*.
- 22) Kumar, D. S. (2022). Influence of University teachers' job satisfaction on subjective . *Journal of Engineering Education Transformations*, 160-167.



- 23) Malinao, C. W., & Agustin. J. G. (2023). Retention, Satisfaction, and Motivation Enablers of a . *Puissant*, 716-735.
- 24) Masadeh, R., Dmaithan Almajali, Alaaldin Alrowwad, Rami Alkhaldeh,, Sufian Kwaldeh, & Bader Obeid. (2023). Evaluation of factors affecting university students' satisfaction with e-learning systems used dur-ing Covid-19 crisis: A field study in Jordanian higher education institutions . *International Journal of Data and Network Science*, 199-214 .
- 25) Mondejar, H. C., & Mondejar, H. C. U. (2022). Human Resource Management Practices and Job Satisfaction: Basis for Development of a Teacher Retention Framework . *International Journal of Multidisciplinary: Applied Business and Education Research*, 1630-1641.
- 26) Mugira, A. (2022). Leadership Perspective Employee Satisfaction Analysis. *AKADEMIK: Jurnal Mahasiswa Humanis*, 127–135.
- 27) MULYONO, H., HADIAN, Arief, PURBA, Nelvitia, & PRAMONO, Rudy. (2020). Effect of Service Quality Toward Student Satisfaction and Loyalty in Higher Education. *The Journal of Asian Finance, Economics and Business*, 929-938.
- 28) Nafe, N. s., & Hossein Nezakati Alizadeh. (2023). Examination of work motivation, work environment, and work . *Journal of Marketing and Management*, 27-42.
- 29) Nurbaeti, S. (2022). Significance of the Influence of Leadership Model, Morale, and Satisfaction on Performance Consistency. *PRODUKTIF: Jurnal Kepegawaian Dan Organisas*, 10-18.
- 30) Othman, N., SanySanuryMohdMokhtar, & MohdNorhasniMohdAsaad. (2017). QUALITY MANAGEMENT SYSTEM, EMPLOYEE SATISFACTION AND . *International Journal of Management Research & Review*, 681-686 .
- 31) Paposa, K. K., & Y. Mohit Kumar. (2019). Impact of Training and Development Practices on Job Satisfaction: A Study on Faculty Members of Technical Education Institutes. *Journal indexing and metrics*.
- 32) Park, J., Yoonseock Son, & Angst, Corey M. (2023). THE VALUE OF CENTRALIZED IT IN BUILDING RESILIENCE DURING CRISES: EVIDENCE FROM U.S. HIGHER EDUCATION’S TRANSITION TO EMERGENCY REMOTE TEACHING. *MIS Quarterly* , 451-481.
- 33) Patmawati, S., Mertianti Dewi, V., Asbari, M., Sasono, I., & Purwanto, A. (2022). THE Implementation of Integrated Quality Management in Education Institution. *Journal of Information Systems and Managemen*, 27–32.

- 34) Permana, A., M. Havidz Aima, Eny Ariyanto, Adi Nurmahdi, Ahmad Hidayat Sutawidjaya, & Endri Endri. (2021). The effect of compensation and career development on lecturer job satisfaction. *Quarterly Publication*, 1287-1292.
- 35) RAKA, I. M., & ALVA CHERRY MUSTAMU. (2022). THE IMPACT OF SOCIAL, ECONOMIC AND EMOTIONAL . *The seybold reposit*, 1984-1994.
- 36) Rashid, S., & Sufyan Rashid. (2022). Corporate reputation antecedents and stakeholder loyalty in malawi higher education institutions: employees' and students' perspectives. *Tertiary Education and Management*, 101–117 .
- 37) Siswanto, S., & Yuliana, I. . (2022). Linking transformational leadership with job satisfaction: the mediating roles of trust and team cohesiveness. *Journal of Management Development*, 94-117.
- 38) Tugade, G. Y., & Arcinas, M. M. (2023). Employees Work Engagement: Correlations with Employee Personal Characteristics, Organizational Commitment and Workplace Happiness. *International Journal of Multidisciplinary: Applied Business and Education Research*, 136-155.
- 39) Vikas, D. S. (2023). An Effect Of Job Stress And Job Satisfaction On Online Teaching Among Cbse School Teachers During Covid-19 Pandemic. *journal of Pharmaceutical Negative Results*, 431–435.
- 40) Webber, K. L., & Higher Education. (2019). Does the environment matter? Faculty satisfaction at 4-year colleges and universities in the USA. *SpringerLink*, 323–343.

WEB LINKS: -

- 41) <https://www.ed.ac.uk/institute-academic-development/study-hub/learning-resources/literature-review>

CHEPATER:4

RESERCH METHODOLOGY



# INDEX

SR NO	TITAL	PG NO
4.1	INTRODUCTION	60
4.2	MEANING OF RESEARCH	60
4.3	PROCESS OF RESEARCH	60
4.4	PROBLEM OF STUDY	61
4.5	OBJECTIVE OF THE STUDY	61
4.6	HYPOTHESIS OF THE STUDY	61
4.7	RESEARCH DESIGN	62
4.7.1	TITLE OF THE STUDY	62
4.7.2	PERIOD OF THE STUDY	62
4.7.3	SAMPLE OF THE STUDY	62
4.7.4	DATA COLLECTION	63
4.7.5	DATA ANALYSIS	63
4.8	SCOPE OF THE STUDY	64
4.9	LIMITATIONS OF THE STUDY	64
4.10	SIGNIFICANCE OF THE STUDY	65
4.11	CHAPTER PLAN	65

## **4.1 INTRODUCTION:**

The scientific method is used to conduct a careful and detailed investigation into a specific problem, concern, or issue. In common parlance, research refers to the pursuit of knowledge. Research can also be defined as a scientific and systematic search for relevant information on a specific topic. In fact, research is a scientific investigation art. Some people see research as a progression from the known to the unknown. It is the pursuit of truth through research, observation, comparison, and experimentation. In short, research is the objective systematic search for knowledge that leads to the solution of a problem.

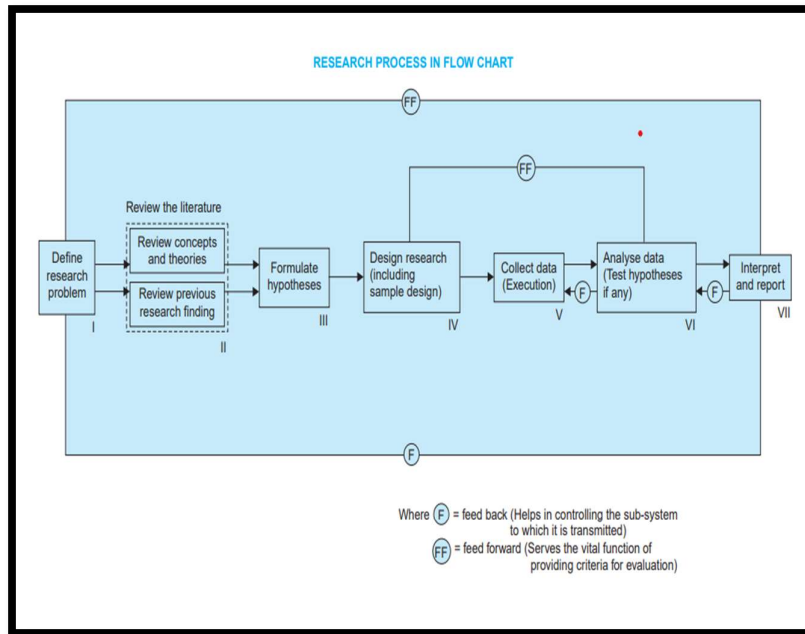
## **4.2 MEANING OF RESEARCH**

Research is a scientific approach to answering a research question, solving a research problem, or generating new knowledge by collecting, organising, and analysing data in a systematic and orderly manner to make research findings useful in decision-making.

The goal of research is to find answers to questions through the use of scientific procedures. The primary goal of research is to discover the truth that has been hidden and has not yet been discovered.

## **4.3 RESEARCH PROCESS**

Before delving into the specifics of research methodology and techniques, a brief overview of the research process seems appropriate. The research process consists of a series of actions or steps required to carry out research effectively, as well as the desired sequencing of these steps.



(Source <https://www.google.com>)

#### 4.4 Problem of study:

The present study is an attempt to examine the “Exploring employee satisfaction in Education institutions: A study of Rajkot city “. The aim of the study is to analyse employee satisfaction in Education institutions: A study of Rajkot city.

#### 4.5 Objective of the study:

With regard to the above discussions related to the problem under the study behind the need or objective for the research that could be summarized as:

- To understand the concept of employee satisfaction in educational institution.
- To check difference between types of employees and institutions atmosphere
- To check difference between types of employees and employee engagement
- To check difference between types of employees and job satisfaction
- To check difference between types of employees and workplace spiritually
- To check difference between types of employees and retention

#### 4.6 Hypothesis of the study:

##### Meaning of Hypothesis:

In a scientific context, a hypothesis is a testable statement about the relationship between two or more variables or a proposed explanation for some observed phenomenon. The hypothesis in a scientific experiment or study is a brief summary

of the researcher's prediction of the study's findings, which may or may not be supported by the outcome. The scientific method is built around hypothesis testing.

**Study of Hypotheses:**

- There is no significance difference between types of employees and institutional atmosphere
- There is no significance difference between types of employees and employee engagement
- There is no significance difference between types of employees and job satisfaction
- There is no significance difference between types of employees and workplace spiritually
- There is no significance difference between types of employees and retention

**4.7 Research design:**

The overall plan or strategy used by a researcher to conduct a study or experiment is referred to as research design. It entails determining the research question, selecting a research method, calculating the sample size, collecting and analysing data, and drawing conclusions based on the findings. The research design is critical to a study's success because it determines the validity and reliability of the research findings. This research study "Exploring employee satisfaction in Education institutions: A study of Rajkot city" will be examined here. The study will be conducted for this research work by taking into account some parameters, such as T-test.

**4.7.1 Title of study:**

” Exploring employee satisfaction in higher educational institutions: A study of Rajkot city”

**4.7.2 period of study:**

This study is conduct in the year 2022-23.

**4.7.3 sample of study:**

The researcher has adopted convenient sampling for this study of 110 respondents

#### **4.7.4 Data collection:**

The data was collected through **Questionnaire** and this study is based on the **Primary data**.

#### **4.7.5 Data Analysis:**

Primary data collected through the questionnaire were classified, tabulated and Analysed with the help of Excel. Statistical Tools and Techniques such as Arithmetic Average, Cross Tabulations, Percentages and Frequency distribution were used for studying Ranks and for the testing hypotheses researcher were used T-test at 5% level of significance.

As per nature of the study, researcher use following tools and techniques for analysing employee satisfaction and testing the hypotheses.

##### **➤ Tools & Techniques**

###### **Tools: -**

- Average  
An average is the result of adding two or more numbers and dividing the total by the number of numbers added together.
- Weighted average  
The weighted average method is a tool used in a variety of settings, including classrooms, statistical analysis, and accounting offices. A weighted average provides a more accurate picture of a set of data than the standard average alone. The weight you assign to specific variables in the data set determines the accuracy of the numbers you obtain using this method.
- Percentage  
A percentage is a fraction of a whole expressed as a number between 0 and 100. Nothing is zero percent, everything is 100 percent, half of everything is fifty percent, and nothing is zero percent.
- Frequency distribution  
Frequency distributions are represented graphically as frequency tables or charts. Frequency distributions can show either the number of observations that fall into each range or the percentage of observations that fall into each range. In this case, the distribution is known as a relative frequency distribution.



### **Techniques: -**

- **T – test**

A T-test is a statistical test used to compare two groups' means. It is frequently used in hypothesis testing to determine whether a process or treatment has an effect on the population of interest, or whether two groups differ.

### **4.8 Scope of Study**

The Scope of study is as under:

1. Study covers only Rajkot city. So, researcher can be includes more city or state.
2. The sample size of study is 110 respondents so size of the respondents can be increase.
3. Employee Satisfaction in Educational Institution measured by the researcher but it is possible to apply other groups and professions.

### **4.9 Limitations of the study**

In real world nature, the researcher in any field of knowledge makes the ground for further researches and this process going on. But all studies and researches have their own limitations. The researcher has to face many problems, some related to circumstances/situations. The main

Limitation of the study are as follow:

1. The study is based on primary data collected from questionnaire; there are chances of biased information provided by the respondent and also the limitations of the questionnaire method are viably attached to the present study.
2. The present study is limited to only 110 respondents of Rajkot city. Although care has been taken in sample selection the respondents in the present study may not be representative of the actual population.
3. The study does not include all the young investors of the Rajkot city. So, the interpretations and findings of this study cannot be generalized without for the supporting researches.
4. These statistical techniques have their own limitations. They also apply to this study.

#### **4.10 Significance of the Study:**

The significance of the study is as follow:

This study gives a clear picture of employee satisfaction in educational institution in the Rajkot city. This study gives various important aspects like employee satisfaction, institution atmosphere, employee engagement, job satisfaction, workplace spiritually, retention.

#### **4.11 Chapter plan:**

- Chapter 1 Introduction
- Chapter 2 Conceptual Farmwork
- Chapter 3 Review of Literature
- Chapter 4 Research Methodology
- Chapter 5 Data Analysis & Interpretation
- Chapter 6 Finding & Suggestions

##### Chapter 1 Introduction

This chapter gives introduction of educational institutions. It's included to concept of higher education, types of education institution and history of education. Then know about the history like gurukul education, 19<sup>th</sup> century British education and all so 20<sup>th</sup> century education system.

##### Chapter 2 Conceptual Farmwork

This chapter understand of employee satisfaction in educational institution. In this measurement techniques of employee satisfaction, important, improve job satisfaction, and models.

##### Chapter 3 Review of Literature

A descriptive literature review covers a summary of previous research related to the research topic. This literature review is helpful to create foundation of research purpose, identify gapes and also help full to develop theoretical framework and methodology.

##### Chapter 4 Research Methodology:

The methodology used for the study is discussed in this chapter. This chapter explains the overview of research methodology which include the points like what is research? Meaning of research, process of research, problem of the study, objective of the study, hypothesis, research design in which we take the title of the

study, period of the study, scope of the study, sample of the study, data collection, tools & techniques, significance of study, limitation of study etc.

Chapter 5 Data Analysis and Interpretation:

This chapter acts as mind of this study. The chapter is basically deals with the data analysis and its interpretations of the data which is collected from structured questionnaire. This chapter includes introduction, main profile of respondent, ANOVA test also researcher used 5 points scale to measure the employee satisfaction in educational institution at Rajkot city.

Chapter 6 Summery, Findings and Suggestions:

This chapter presents findings and conclusion of the whole study which by the researcher after the completion of research.

## **REFERNCE**

### **WEB LINKS**

1. <https://bbamantra.com/research-methodology/>
2. <https://www.iedunote.com/>
3. <https://ccsuniversity.ac.in/bridge-library>
4. <https://www.techtarget.com/whatis/definition/hypothesis>

**Chapter – 5**  
**DATA ANALYSIS & INTERPRETATIONS**



## **INDEX**

<b>SR NO</b>	<b>TITLE</b>	<b>PG NO</b>
5.1	Introduction	68
5.2	What Is Data Analysis?	68
5.3	Main Profile of Respondents:	68
5.4	Measurement of employee satisfaction	73
5.5	Conclusion	85

## 5.1 INTRODUCTION:

This guide provides a comprehensive introduction to data analytics, beginning with a simple, easy-to-understand definition and progressing to some of the most important tools and techniques. We'll also discuss how to get started as a data analyst and what the future holds in terms of market growth.

## 5.2 WHAT IS DATA ANALYSIS?

Most businesses collect a lot of data all the time, but this data is meaningless in its raw form. This is where data analytics enters the picture. Data analytics is the process of analysing raw data to derive meaningful, actionable insights that can then be used to inform and drive smart business decisions.

A data analyst will collect raw data, organise it, and then analyse it, converting it from incomprehensible numbers to coherent, understandable information. After interpreting the data, the data analyst will present their findings in the form of suggestions or recommendations for the company's next steps.

## 5.3 MAIN PROFILE OF RESPONDENTS:

This researcher is based on primary data and data collection has been made through the help of questionnaire. In this researcher has selected 110 respondents as a sample to measure employee satisfaction in educational institution at Rajkot city.

**Table 5.1**

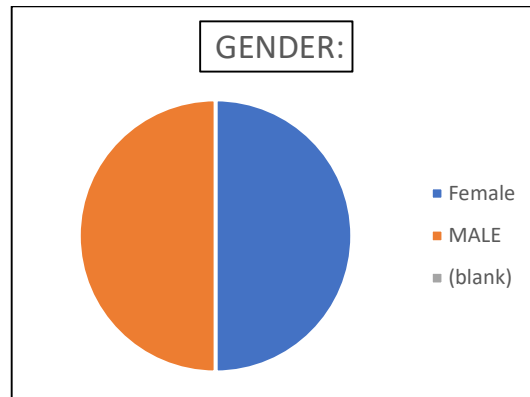
Classification of respondent according to Gender

<b>Gender</b>	<b>No of respondent</b>	<b>%</b>
Female	55	50.00%
Male	55	50.00%
<b>Grand Total</b>	<b>110</b>	<b>100.00%</b>

(Source: computed from the questionnaire)

**Chart 5.1**

Classification of respondent according to Gender



(Source: computed from the questionnaire)

**Analysis**

The above table and chart 5.1 shows the gender of respondents. Out of 110 respondents, 50% respondents are male and 50% respondents are female. This shows that equal respondent is this research.

**Table 5.2**

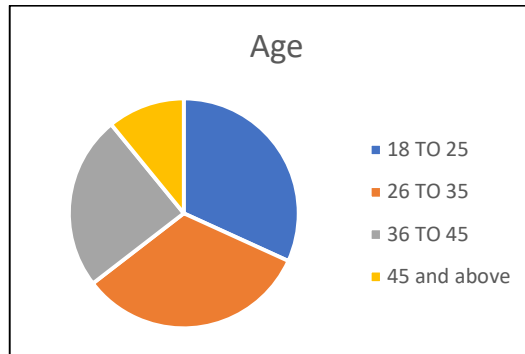
Classification of respondent according to Age group

Age Groups	No of respondents	%
18 TO 25	35	31.82%
26 TO 35	36	32.73%
36 TO 45	27	24.55%
45 and above	12	10.91%
<b>Grand Total</b>	<b>110</b>	<b>100.00%</b>

(Source: computed from the questionnaire)



**Chart 5.2**



(Source: computed from the questionnaire)

**Analysis**

The above table and chart 5.2 show the age group respondent. Out of 110 respondents, there are 31.82% respondents include in the age group 18 to 25 years, 32.73% respondents include in the age group 26 to 35 years, 24.55% respondents include in the age group 36 to 45 years, 10.91% respondents include in the age group 45 and above years. All age groups from 26 to 35 years old are compared to other groups.

**Table 5.3**

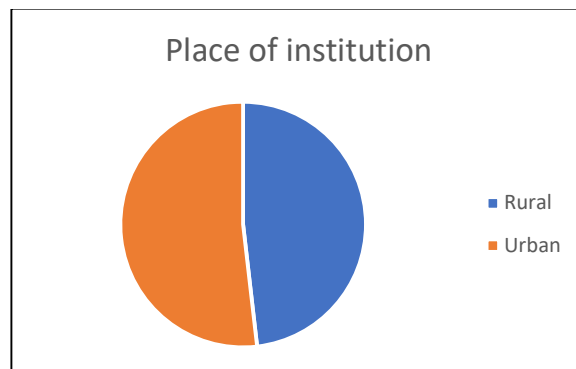
Classification of respondents according to the place of institution

Place	No of respondents	%
Rural	53	48.18%
Urban	57	51.82%
<b>Grand Total</b>	<b>110</b>	<b>100.00%</b>

(Source: computed from the questionnaire)

**Chart 5.3**

Classification of respondents according to the place of institution



(Source: computed from the questionnaire)

### Analysis

The above table and chart 5.3 show the place of organization. Out of 110 respondents, 48.18% respondents are live in Rural area and 51.82% are live in Urban area. In the comparison of place of institution are urban area more than rural area.

**Table 5.4**

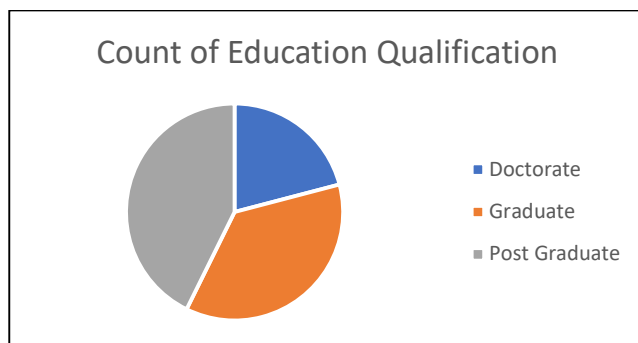
Classification of respondent according to the education qualification

Education qualification	No of respondents	%
Doctorate	23	20.91%
Graduate	40	36.36%
Post Graduate	47	42.73%
<b>Grand Total</b>	<b>110</b>	<b>100.00%</b>

(Source: computed from the questionnaire)

**Chart 5.4**

Classification of respondent according to the education qualification



(Source: computed from the questionnaire)

### Analysis

The above table and chart 5.4 show the education qualification. Out of 110 respondents, 20.91% respondents are qualified Doctorate, 36.36% respondents are qualified Graduate, 42.73% respondents are qualified P.G. In the comparison of education qualification are as employee qualification are P.G more than others.

**Table 5.5**

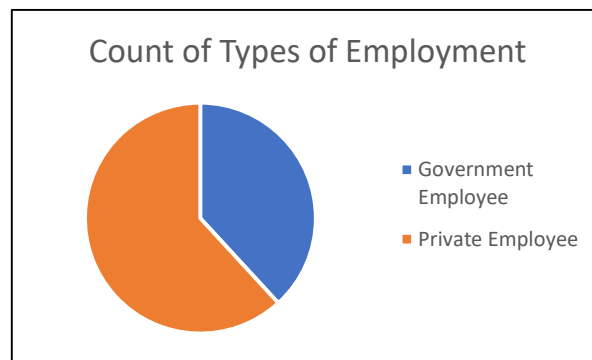
Classification of respondents according to the types of employment

Types of employment	No of respondents	%
Government Employee	42	38.18%
Private Employee	68	61.82%
<b>Grand Total</b>	<b>110</b>	<b>100.00%</b>

(Source: computed from the questionnaire)

**Chart 5.5**

Classification of respondents according to the types of employment



(Source: computed from the questionnaire)

**Analysis**

The above table and chart 5.5 show the types of employment. Out of 110 respondents, 38.18% respondents are as government employee and 61.82% are as private employee. In the comparison of types of employment are private employee more than government employee.

**Table 5.6**

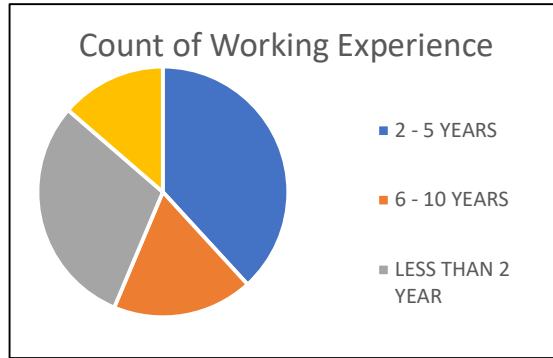
Classification of respondents according to the working experience

Working experience	No of respondents	%
2 - 5 Years	42	38.18%
6 - 10 Years	20	18.18%
Less Than 2 Years	33	30.00%
More Than 10 Years	15	13.64%
<b>Grand Total</b>	<b>110</b>	<b>100.00%</b>

(Source: computed from the questionnaire)

**Chart 5.6**

Classification of respondents according to the working experience



(Source: computed from the questionnaire)

**Analysis**

The above table and chart 5.6 show the working experience. Out of 110 respondents, 38.18% respondents are having 2-5 year of working experience, 18.18% respondents are having 6-10 year of working experience, 30.00% respondents are having less than 2 years of working experience, 13.64% respondents are having more than 10 years of working experience. In the comparison of working experience are as 2-5 years more than others.

**5.4 MEASUREMENT OF EMPLOYEE SATISFACTION**

**Table 5.7**

Types of employment wise classification's institutional atmosphere

Institutional atmosphere	SA		A		N		DA		SDA		TOTAL	W. A (110)	R
	F	W (5)	F	W (4)	F	W (3)	F	W (2)	F	W (1)			
I am enjoying my institutional culture	39	195	46	184	21	63	3	6	1	1	449	4.08	4
I feel connect to my co- worker	39	195	56	224	12	36	2	4	1	1	460	4.18	2
I feel valued for my contribution	46	230	43	172	18	54	2	4	1	1	461	4.19	1

I find my work meaningful	43	215	47	188	14	42	5	10	1	1	455	4.14	3
---------------------------	----	-----	----	-----	----	----	---	----	---	---	-----	------	---

(Source: computed from the questionnaire)

### Analysis

For the purpose of overall comparison, research has used weighted average and gives weight to rank like 1<sup>st</sup> rank – 5 weight, 2<sup>nd</sup> rank – 4 weight, 3<sup>rd</sup> rank – 3 weight, 4<sup>th</sup> rank – 2 weight, 5<sup>th</sup> rank – 1 weight. The following table computed weighted average of number of respondents according to the selection mode of institutional atmosphere.

The above table 5.7 show rank wise classification of the selecting mode of institutional atmosphere to respondent's opinion. In 1<sup>st</sup> rank, weight average is 4.19, so the employee feel value for his contribution. In 2<sup>nd</sup> rank, weight average is 4.18, so the employee feel connects to his co-worker. In 3<sup>rd</sup> rank, weight average is 4.14, so the employee finds his work meaningful.

In 4<sup>th</sup> rank, weight average is 4.08, so the employee enjoying his institutional culture.

**Table 5.8**

Types of employment's wise classification's employee engagement

Employee Engagement	SA		A		N		DA		SDA		Total	W.A (110)	R
	F	W (5)	F	W (4)	F	W (3)	F	W (2)	F	W (1)			
Organisation offers adequate opportunities for promotion and career development.	34	170	43	172	30	90	2	4	1	1	437	3.97	4
Organisation gives me the tools and technology I need to do my job well.	25	125	61	244	16	48	4	8	4	4	429	3.9	7
I feel my job responsibly are clearly defined.	38	190	42	168	25	75	5	10	0	0	443	4.03	2

I feel like at my job utilize my skill and abilities as much as it could.	28	140	56	224	15	45	6	12	2	2	423	3.85	9
I am happy at my work.	31	155	46	184	26	78	3	6	4	4	427	3.88	8
I realized being a member of my department.	24	120	56	224	23	69	4	8	3	3	424	3.85	9
My department an inspiration for me to do my best at the job.	39	195	44	176	18	54	8	16	1	1	442	4.02	3
My department provide me support at work whenever need.	34	170	55	220	16	48	5	10	0	0	448	4.07	1
My seniors encourage me to do give my best efforts.	31	155	49	196	23	69	4	8	3	3	431	3.92	6
I feel there is a scope for personal growth such as skill enhancement.	33	165	47	188	23	69	4	8	3	3	433	3.94	5

(Source: computed from the questionnaire)

### Analysis

For the purpose of overall comparison research has used weighted average and gives weight to rank like 1<sup>st</sup> rank – 5 weight, 2<sup>nd</sup> rank – 4 weight, 3<sup>rd</sup> rank – 3 weight, 4<sup>th</sup> rank – 2 weight, 5<sup>th</sup> rank – 1 weight. The following computed weighted average of number of respondents according to the selection mode of employee engagement.

The above table 5.8 show rank wise classification of the selecting mode of institutional atmosphere to respondent's opinion. In 1<sup>st</sup> rank, weight average is 4.07, so employee mostly

agree the department provide employee provide support at work whenever need. In 2<sup>nd</sup> rank, weight average is 4.03, so employee agree for the feel his job responsibility are his clearly defined. In 3<sup>rd</sup> rank, weight average is 4.02, so the employee majority agree the department an inspiration for me to do his best at the job. In 4<sup>th</sup> rank, weight average is 3.97, so the Organisation offers adequate opportunities for promotion and career development. In 5<sup>th</sup> rank, weight average is 3.94, so employee feel there is a scope for personal growth such as skill enhancement. In 6<sup>th</sup> rank, weight average is 3.92, so his seniors encourage me to do give my best efforts. In 7<sup>th</sup> rank, weight average is 3.9, so Organisation gives me the tools and technology I need to do my job well. In 8<sup>th</sup> rank, weight average is 3.88, so the employee is less compare to another happy at his work. In the 9<sup>th</sup> rank, the weight average is 3.85, so the employee, in comparison to another, feels like at his job he uses his skills and abilities as much as they can and appreciates being a member of my department.

**Table 5.9**

Types of employment's wise classification's job satisfaction

Job satisfaction	SA		A		N		DA		SDA		Total	W.A (110)	R
	F	W (5)	F	W (4)	F	W (3)	F	W (2)	F	W (1)			
I have clear understanding of what is expected for me.	39	195	44	176	23	69	3	6	1	1	447	4.06	1
I would recommend my organisation as great place to work.	30	150	61	244	14	42	2	4	3	3	443	4.03	2
I feel secure in my job.	38	190	46	184	19	57	5	10	2	2	443	4.03	2
The present job enhances the	27	135	54	216	23	69	3	6	3	3	429	3.9	4

social status in the society.														
Sufficient authority is given to me for complete the task by the superior.	28	140	49	196	27	81	2	4	4	4	425	3.86	6	
The work I do is connected to what I think is important in life.	31	155	51	204	17	51	6	12	5	5	421	3.83	7	
I feel I am being fairly paid for the work I do.	30	150	42	168	28	84	5	10	5	5	417	3.79	8	
I get a regular increase in my pay.	24	120	43	172	27	81	10	20	6	6	399	3.63	10	
The organization provides appropriate training to adapt to changing technologies.	28	140	56	224	19	57	6	12	1	1	434	3.95	3	
Our organization gives satisfactory promotions opportunities to the employees.	27	135	49	196	25	75	6	12	3	3	421	3.83	7	
Employees who perform well on the job have a fair chance of being promoted.	30	150	48	192	23	69	6	12	3	3	426	3.87	5	



My head/principal offers suggestions to improve the quality of my work.	23	115	51	204	27	81	5	10	4	4	414	3.76	9
---	----	-----	----	-----	----	----	---	----	---	---	-----	------	---

(Source: computed from the questionnaire)

### Analysis

For the purpose of overall comparison research has used weighted average and gives weight to rank like 1<sup>st</sup> rank – 5 weight, 2<sup>nd</sup> rank – 4 weight, 3<sup>rd</sup> rank – 3 weight, 4<sup>th</sup> rank – 2 weight, 5<sup>th</sup> rank – 1 weight. The following computed weighted average of number of respondents according to the selection mode of employee engagement.

The above table 5.9 show rank wise classification of the selecting mode of to employee engagement respondent’s opinion. In 1<sup>st</sup> rank, weight average is 4.06, so employee majority agree his have clear understanding of what is expected for me. In 2<sup>nd</sup> rank, weight average is 4.03, so employee majority agree there would recommend my organisation as great place to work and his feel secure in my job. In 3<sup>rd</sup> rank, weight average is 3.95, so the organization provides appropriate training to adapt to changing technologies. In 4<sup>th</sup> rank, weight average is 3.9, so the present job enhances the social status in the society. In 5<sup>th</sup> rank, weight average is 3.87, so Employees who perform well on the job have a fair chance of being promoted. In 6<sup>th</sup> rank, weight average is 3.86, so Sufficient authority is given to me for complete the task by the superior. In 7<sup>th</sup> rank , weight average is 3.83, so organization gives satisfactory promotions opportunities to the employees. In 8<sup>th</sup> rank, weight average is 3.79, so employee feel his being fairly paid for the work. In 9<sup>th</sup> rank, weight average is 3.76, so employee as compare to another less agree for head/principal offers suggestions to improve the quality of my work. In 10<sup>th</sup> rank, weight average is 3.63, so employee as compare to another less agree get a regular increase in his pay.

**Table 5.10**

Types of employment's wise classification's workplace spirituality

Workplace Spiritually	SA		A		N		DA		SDA		Total	W.A (110)	R
	F	W (5)	F	W (4)	F	W (3)	F	W (2)	F	W (1)			
I experience joy in my work.	30	150	53	212	26	78	1	2	0	0	442	4.02	1
My work helps me to realize my potential.	30	150	57	228	20	60	1	2	2	2	442	4.02	1
I look forward to coming to work most of the days.	28	140	51	204	28	84	2	4	1	1	433	3.94	2
I am passionate about my work.	28	140	52	208	25	75	4	8	1	1	432	3.93	3
My supervisor encourages my personal growth.	30	150	44	176	28	84	6	12	2	2	424	3.85	5
I feel free to express opinions.	23	115	55	220	24	72	7	14	1	1	422	3.84	6
At work, I feel that we all are a family.	37	185	39	156	25	75	7	14	2	2	432	3.93	3
I feel positive about the values of my organization.	27	135	53	212	24	72	5	10	1	1	430	3.91	4
My organization cares about all its employee.	25	125	47	188	31	93	4	8	3	3	417	3.79	7
I feel connected with this organisation's gaols.	28	140	51	204	26	78	3	6	2	2	430	3.91	4

(Source: computed from the questionnaire)

## Analysis

For the purpose of overall comparison research has used weighted average and gives weight to rank like 1<sup>st</sup> rank – 5 weight, 2<sup>nd</sup> rank – 4 weight, 3<sup>rd</sup> rank – 3 weight, 4<sup>th</sup> rank – 2 weight, 5<sup>th</sup> rank – 1 weight. The following computed weighted average of number of respondents according to the selection mode of workplace spiritually.

The above table 5.10 show rank wise classification of the selecting mode of to workplace spiritually respondent's opinion. In 1<sup>st</sup> rank, weight average is 4.02, so employee is majority agree for experience joy in my work and his work helps me to realize my potential. In 2<sup>nd</sup> rank, weight average is 3.94, so employee is majority agree look forward to coming to work most of the days. In 3<sup>rd</sup> rank, weight average is 3.93, so employee am passionate about my work and at work, his feel that we all are a family. In 4<sup>th</sup> rank, weight average is 3.91, so employee equal agree for feel positive about the values of my organization and feel connected with this organisation's goals. In 5<sup>th</sup> rank, weight average is 3.85, so employee supervisor encourages my personal growth. In 6<sup>th</sup> rank, weight average is 3.84, so employee has agree but as compare less his feel free to express opinions. In 7<sup>th</sup> rank, weight average is 3.79, so employee has compared to another as less agree for organization cares about all its employee.

**Table 5.11**

Types of employment's wise classification's retention

Retention	SA		A		N		DA		SDA		Total	W.A (110)	R
	F	W (5)	F	W (4)	F	W (3)	F	W (2)	F	W (1)			
I can see a clear link between my work and the strategies and objective of my organization.	27	135	54	216	25	75	4	8	0	0	434	3.95	2
The people I work with collaborate to get the complete task	38	190	49	196	19	57	3	6	1	1	450	4.09	1

Our head/principal is an excellent leader.	27	135	46	184	30	90	7	14	0	0	423	3.85	4
Our head/principal does a good job at managing the work.	31	155	49	196	23	46	6	12	1	1	410	3.73	7
My organization valued my contribution.	24	120	47	188	30	90	6	12	3	3	413	3.75	6
My organization recognize high performs.	24	120	51	204	26	78	6	12	3	3	417	3.79	5
I often compromise on my social engagement.	26	130	48	192	28	84	8	16	5	5	427	3.88	3
I rarely think about looking for a new job with another organization.	30	150	39	156	27	81	11	22	3	3	412	3.75	6

(Source: computed from the questionnaire)

### Analysis

For the purpose of overall comparison research has used weighted average and gives weight to rank like 1<sup>st</sup> rank – 5 weight, 2<sup>nd</sup> rank – 4 weight, 3<sup>rd</sup> rank – 3 weight, 4<sup>th</sup> rank – 2 weight, 5<sup>th</sup> rank – 1 weight. The following computed weighted average of number of respondents according to the selection mode of retention.

The above table 5.11 show rank wise classification of the selecting mode of to retention respondent's opinion. In 1<sup>st</sup> rank, weight average is 4.09, so the people employee majority agree work with collaborate to get the complete task. In 2<sup>nd</sup> rank, weight average is 3.95,

so employee is majority agree his can see a clear link between my work and the strategies and objective of my organization. In 3<sup>rd</sup> rank, weight average is 3.88, so employee often compromise on my social engagement. In 4<sup>th</sup> rank, weight average is 3.85, so employee head/principal is a excellent leader. In 5<sup>th</sup> rank, weight average is 3.79, so employee is organization recognize high performs. In 6<sup>th</sup> rank, weight average is 3.75, so employee is less agree for rarely think about looking for a new job with another organization. In 7<sup>th</sup> rank, weight average is 3.73, so employee has compare to less agree for his head/principal does a good job at managing the work.

**Table 5.12**

T- test on types of employment & institutional atmosphere

t-Test: Two-Sample Assuming Equal Variances		
	Government Employee	Private Employee
Variance	0.302555168	0.555531168
Observations	42	68
Pooled Variance	0.459493983	
Hypothesized Mean Difference	0	
df	108	
t Stat	2.184553746	
P(T<=t) one-tail	0.015541686	
t Critical one-tail	1.659085144	
P(T<=t) two-tail	<b>0.031083372</b>	
t Critical two-tail	1.982173483	

(Source: computed from the questionnaire)

**Analysis**

The above table 5.12 show the P value is 0.03. The P value is less than 0.05 so the null hypothesis is rejected. There is no significance difference between types of employment and institutional atmosphere.

**Table 5.13**

T-test on types of employment &amp; employment engagement

t-Test: Two-Sample Assuming Equal Variances		
	Government employee	Private employee
Mean	2.857142857	2.897058824
Variance	0.759581882	0.332528534
Observations	42	68
Pooled Variance	0.494650638	
Hypothesized Mean Difference	0	
df	108	
t Stat	-0.289187902	
P(T<=t) one-tail	0.38649599	
t Critical one-tail	1.659085144	
P(T<=t) two-tail	0.77299198	
t Critical two-tail	1.982173483	

(Source: computed from the questionnaire)

**Analysis**

The above table 5.13 show about the P value is 0.77. The P value is grater than 0.05. So the null hypothesis is accepted. There is significance difference between types of employment and employment engagement.

**Table 5.14**

T-test on types of employment &amp; job satisfaction

t-Test: Two-Sample Assuming Equal Variances		
	3	4
Mean	3.97561	3.880597
Variance	0.57439	0.379466
Observations	41	67
Pooled Variance	0.453023	
Hypothesized Mean Difference	0	
df	106	
t Stat	0.711933	
P(T<=t) one-tail	0.239035	
t Critical one-tail	1.659356	
P(T<=t) two-tail	0.47807	
t Critical two-tail	1.982597	

(Source: computed from the questionnaire)

### Analysis

The above table 5.14 show about that P value is 0.47. The P value is grater than 0.05. So the null hypothesis is accepted. There is significance difference between types of employment and job satisfaction.

**Table 5.15**

T-test on types of employment & workplace spiritually

t-Test: Two-Sample Assuming Equal Variances		
	4	4
Mean	4.073171	3.865672
Variance	0.419512	0.239258
Observations	41	67
Pooled Variance	0.307279	
Hypothesized Mean Difference	0	
df	106	
t Stat	1.88785	
P(T<=t) one-tail	0.03089	
t Critical one-tail	1.659356	
P(T<=t) two-tail	0.061781	
t Critical two-tail	1.982597	

(Source: computed from the questionnaire)

### Analysis

The above table 5.15 show about the P value is 0.06. The P value is greater than 0.05. So, the null hypothesis is accepted. There is significance difference between types of employment and workplace spiritually.

**Table 5.16**

T-test on types of employment & retention

t-Test: Two-Sample Assuming Equal Variances		
	3	3
Mean	3.317073	3
Variance	0.571951	0.272727
Observations	41	67
Pooled Variance	0.385642	
Hypothesized Mean Difference	0	
df	106	
t Stat	2.575045	
P(T<=t) one-tail	0.005701	
t Critical one-tail	1.659356	
P(T<=t) two-tail	0.011402	
t Critical two-tail	1.982597	

(Source: computed from the questionnaire)

### Analysis

The above table 5.16 show about the P value is 0.01. The P value is less than 0.05 so the null hypothesis is rejected. There is no significance difference between types of employment and retention.

### 5.5 CONCLUSION

Above the information present for data analysis. In this including demographic and measurement of employee satisfaction charts and table and also analysis has given information about the employee engagement, job satisfaction, workplace spiritually, retention etc. In the measurement of employee satisfaction has including for test are weighted average and T-test. According to the above information the T-value of Institutional Atmosphere and Retention is low and the T-value of Employee Engagement, Job Satisfaction, and Workplace Spirituality is high.



## CHAPTER 6

### SUMMARY, FINDINGS & SUGGESTION



## INDEX

SR NO	TITLE	PG NO
6.1	INTRODUCTION	86
6.2	SUMMARY	86
6.3	FINDINGS	87
6.4	SUGGESTION	89
6.5	CONCLUSTION	89

## **6.1 INTRODUCTION**

This is a chapter of research work includes the summery, finding, suggestion and conclusion from data collection, its analysis and interpretation. Summery includes the overall previous chapter briefly. Where findings are concluded after the available data and from that important suggestion is given by the researcher.

## **6.2 SUMMERY**

The present study has been divided into six chapters. The brief summery of each chapter is as under:

Chapter 1: Introduction of educational institution

This chapter includes introduction of educational institution. Its introduction of higher education, types of education institution, history of education. In the history of education has including then know about the history like gurukul education, 19<sup>th</sup> century British education and all so 20<sup>th</sup> century education system.

Chapter 2: Conceptual farmwork

This chapter includes understanding of employee satisfaction. Its include what is employee satisfaction, the significance of assessing employee satisfaction, measurement techniques, importance, improve job satisfaction, and model of employee satisfaction. In the know about which factor affecting of employee satisfaction and how can be improve them.

Chapter 3: Review of literature

Literature review is summery of previous research related to the research topic. This literature review is helpful to create foundation of the research, prevent duplication, identify the gapes and also help full to develop theoretical framework and methodology.

Chapter 4: Research Methodology

This chapter includes the overview of research methodology which includes the points like what is research?, meaning of research, process of research, problem of study, objective of the study, hypothesis of the study, research design in which researcher take the title of the study, period of study, scope of study, sample of the

study, data collection, tools and techniques, limitation of the study, significance of the study etc.

#### Chapter 5: Data Analysis and Interpretation

This chapter is deals with the data analysis and its interpretations of the data which is collected from structured questionnaire. This chapter includes main profile of respondents, measurement of employee satisfaction in that weighted average and T-test apply for measure the employee satisfaction in educational institutions of Rajkot city.

#### Chapter 6: Summery, Finding and Suggestion

This chapter shows the summery, findings and suggestions and also conclusion of the whole study which found out by the researcher after the completion of research.

### **6.3 FINDINGS**

The empirical research revealed a significant positive impact of leadership style on faculty job satisfaction, with servant leadership style having the highest positive significant impact on faculty job satisfaction and controlling autocratic leadership style having the lowest impact.

#### **6.3.1 Main profile respondents**

- In Rajkot city as equal respondents are male and female. Out of 110 respondents, 50% are men and 50% are women.
- In this research show about the respondents are 18% respondents are live in Rural area and 51.82% are live in Urban area. In the comparison of place of institution are urban area more than rural area.
- According to education qualification, 91% of respondents are qualified doctorates, 36.36% of respondents are qualified graduates, and 42.73% of respondents are qualified P.G. In the comparison of education qualifications as employee qualifications, some are higher than others.
- According to types of employment, 18% of respondents are government employees, and 61.82% are private employees. In the comparison of types of employment, private employees earn more than government employees.

- According to the working experience majority employee have experience of 2-5 years and less than employee have experience for more than 10 years.

### **6.3.2 Measurement of employee satisfaction**

- The majority of employees feel valued for their contributions, but fewer employees enjoy the institutional culture than others.
- The majority of employees agree that the department provides employees with assistance at work when needed. However, when compared to another employee, he feels that at my job, he uses his skills and abilities as much as possible and realises that he is a member of my department.
- The majority of employees agree that they have clear understanding of what is expected of them. And, in comparison to other employees, he receives a regular raise in pay.
- Employees generally agree that they enjoy their jobs and that they help them realise their full potential; however, when compared to other employees, employee As few agree that an organisation cares about all of its employees.
- The majority of employees agree to work together to complete the task, but less agree that his head/principal does a good job managing the work.
- According to the T-test, there is no statistically significant difference between types of employment and institutional atmosphere.
- According to the T-test, there should be no statistically significant difference between types of employment and employment engagement.
- According to the T-test, there should be no significant difference between job types and job satisfaction.
- According to the T-test, there should be no significant difference in spirituality between types of employment and workplaces.
- According to the T-test, there should be no statistically significant difference between types of employment and retention.

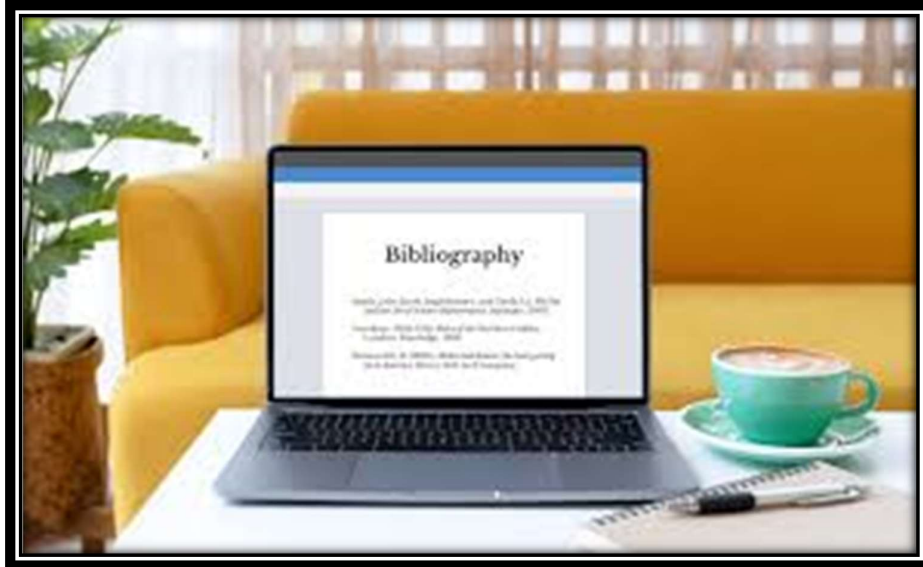
## **6.4 SUGGESTION**

- According to findings has change the institutional atmosphere.
- According to findings has improve the retention.
- According to finding has institution support for improve employee skill and abilities and best utilities.
- According to finding has regular increase in his pay.
- According to findings has institution has create best atmosphere for more enjoy institutional culture.

## **6.5 CONCLUSION**

Above the chapter has consider for summer of all about the chapter, findings for test and interpretation and given the suggestion for improve employee satisfaction.

# BIBLIOGRAPHY



## Bibliography

Smith, John. *Smith's Mathematics and Trigonometry*. 18th ed. London: John Smith, 1850.

Johnson, Alice. *The Art of Writing*. London: Johnson, 1920.

Williams, Dr. Robert. *Medical Science: The History of the Human Body*. London: Williams, 1950.

1. [lecturetalks.com/types-of-higher-education-institutions-a-detailed-list/](https://lecturetalks.com/types-of-higher-education-institutions-a-detailed-list/)
2. [en.wikipedia.org/wiki/History\\_of\\_higher\\_education\\_in\\_the\\_United\\_States](https://en.wikipedia.org/wiki/History_of_higher_education_in_the_United_States)
3. <https://www.youthkiawaaz.com/2022/09/what-is-the-history-development-of-indian-education/>
4. <https://blog.hubstaff.com/measuring-employee-satisfaction-with-survey/>  
<https://www.aihr.com/blog/employee-satisfaction-metrics/>  
<https://www.4cornerresources.com/blog/how-to-measure-employee-satisfaction/>
5. <https://www.interactsoftware.com/blog/10-ways-to-improve/>
6. **Journals: -**
7. Aboobaker, N., Edward, M, & K.A., Z. (2019). Workplace spirituality, employee wellbeing and intention to stay: A multi-group analysis of teachers' career choice. *International Journal of Educational Management*, 28-44.
8. Adeoye, A., Genty, K., Osagie, R, & Atiku, S. (2023). Measures of Relationship Currency and Commitments in Higher Educational Institutions. *International Journal of Social Science Research and Review*, 29-43.
9. Ali, B. J., & Anwar, G. (2021). An Empirical Study of Employees' Motivation and Its Influence Job Satisfaction. *International Journal of Engineering, Business and Management*, 21–30.
10. Alismail, D. S., Luigi Pio Leonardo Cavaliere, Dr. Krishnasamy Srinivasan, Dr. Sapna Chauhan, Iskandar Muda, & Dr. Durgaprasad Gangodkar. (2022). The Effect of Emotional Intelligence on Job Satisfaction and . *Webology*, 5236-5258.
11. Almahamid, S. M., & Alaa Eldin A. Ayoub. (2022). A predictive structural model of new ways of working on innovative work behaviour: Higher education perspective in the Gulf Cooperation Council. *creativity and inovation managment*, 410-429.
12. Amin, M. R., Shishi Kumar Piaralal, Yon Rosli bin Daud, & Baderisang bin Mohamed. (2019). An Empirical Study on Service Recovery Satisfaction in an Open and Distance Learning Higher Education Institution in Malaysia. *International Review of Research in Open and Distributed Learning* , 36–60.
13. Annisa, N. N., Diana Pramudya Wardhani, & Fitria Amallia. (2022). Quality Work of Life, Job Satisfaction dan Social Support terhadap Employee Engagement Dosen Perguruan Tinggi Swasta di Surakarta. *Benefit jurnal manajemen den bisnis*.
14. Basalamah, M. S. A., & M. S. A. (2021). The Role of Work Motivation and Work Environment in Improving Job Satisfaction. *Golden Ratio of Human Resource Management*, 94 - 103.



15. Batugal, M. L., & Darin Jan C. Tindowen. (2019). Influence of Organizational Culture on Teachers'. *Universal Journal of Educational Research*, 2432-2443.
16. Furtasan Ali Yusuf. (2023). Total Quality Management (TQM) and Quality of Higher Education: A . *International Journal of Instruction*, 161-178.
17. Giovanis, E., & Oznur Ozdamar. (2023). Accommodating Employees with Impairments and Health Problems: The Role of Flexible Employment Schemes in Europe. *MDPI*, 51-76.
18. GOPINATH, D. R. (2020). IMPACT OF JOB SATISFACTION ON ORGANIZATIONAL . *GEDRAG & ORGANISATIE REVIEW*, 2337-2349.
19. Hassan, S., Ansari, N., & Rehman, A. (2022). "An exploratory study of workplace spirituality and employee well-being affecting public service motivation: an institutional perspective",. *Qualitative Research Journal*,, 209-235.
20. Hee, O. C., Ong, S. H., Ping, L. L., Kowang, T. O., & Fei, G. C. (2019). Factors Influencing Job Satisfaction in the Higher Learning . *International Journal of Academic Research in* , 10–20.
21. Idris, Khofifatu Rohmah Ad, Budi Eko Soetjipto, & Achmad Sani Supriyanto. (2020). THE MEDIATING ROLE OF JOB SATISFACTION ON COMPENSATION, WORK ENVIRONMENT, . *ENTREPRENEURSHIP AND SUSTAINABILITY*.
22. Iqbal, J., Ali Asghar, & Muhammad Zaheer Asghar . (2022). Effect of Despotic Leadership on Employee Turnover Intention: Mediating Toxic Workplace Environment and Cognitive Distraction in Academic Institutions. *Behavioral Sciences*.
23. Jameel, A. S., & Abd Rahman Ahmad. (2020). The Mediating Role of Job Satisfaction between Leadership Style and Performance of Academic Staff. *International Journal of Psychosocial Rehabilitation*, 2399-2414.
24. Khaw, T., & Teoh, A.P. (2023). "The influence of big data analytics technological capabilities and strategic agility on performance of private higher education institutions. *Journal of Applied Research in Higher Education*.
25. Kökalan, Ö. (2019). "The effect of organizational cynicism on job satisfaction: Testing the mediational role of perceived organizational spirituality. *Management Research Review*, 625-640.
26. Kooli, C., & Riad Abadli. (2022). Could Education Quality Audit Enhance. *Vision*, 482–490.

27. Kumar, D. S. (2022). Influence of University teachers' job satisfaction on subjective . *Journal of Engineering Education Transformations*.
28. Kumar, D. S. (2022). Influence of University teachers' job satisfaction on subjective . *Journal of Engineering Education Transformations*, 160-167.
29. Malinao, C. W., & Agustin. J. G. (2023). Retention, Satisfaction, and Motivation Enablers of a . *Puissant*, 716-735.
30. Masadeh, R., Dmaithan Almajali, Alaaldin Alrowwad, Rami Alkhalwaldeh,, Sufian Khwaldeh, & Bader Obeid. (2023). Evaluation of factors affecting university students' satisfaction with e-learning systems used dur-ing Covid-19 crisis: A field study in Jordanian higher education institutions . *International Journal of Data and Network Science*, 199-214 .
31. Mondejar, H. C., & Mondejar, H. C. U. (2022). Human Resource Management Practices and Job Satisfaction: Basis for Development of a Teacher Retention Framework . *International Journal of Multidisciplinary: Applied Business and Education Research*, 1630-1641.
32. Mugira, A. (2022). Leadership Perspective Employee Satisfaction Analysis. *AKADEMIK: Jurnal Mahasiswa Humanis*, 127–135.
33. MULYONO, H., HADIAN, Arief, PURBA, Nelvitia, & PRAMONO, Rudy. (2020). Effect of Service Quality Toward Student Satisfaction and Loyalty in Higher Education. *The Journal of Asian Finance, Economics and Business*, 929-938.
34. Nafe, N. s., & Hossein Nezakati Alizadeh. (2023). Examination of work motivation, work environment, and work . *Journal of Marketing and Management*, 27-42.
35. Nurbaeti, S. (2022). Significance of the Influence of Leadership Model, Morale, and Satisfaction on Performance Consistency. *PRODUKTIF: Jurnal Kepegawaian Dan Organisas*, 10-18.
36. Othman, N., SanySanuryMohdMokhtar, & MohdNorhasniMohdAsaad. (2017). QUALITY MANAGEMENT SYSTEM, EMPLOYEE SATISFACTION AND . *International Journal of Management Research & Review*, 681-686 .
37. Paposa, K. K., & Y. Mohit Kumar. (2019). Impact of Training and Development Practices on Job Satisfaction: A Study on Faculty Members of Technical Education Institutes. *Journal indexing and metrics*.
38. Park, J., Yoonseock Son, & Angst, Corey M. (2023). THE VALUE OF CENTRALIZED IT IN BUILDING RESILIENCE DURING CRISES: EVIDENCE

- FROM U.S. HIGHER EDUCATION'S TRANSITION TO EMERGENCY REMOTE TEACHING. *MIS Quarterly* , 451-481.
39. Patmawati, S., Mertianti Dewi, V., Asbari, M., Sasono, I., & Purwanto, A. (2022). THE Implementation of Integrated Quality Management in Education Institution. *Journal of Information Systems and Managemen*, 27–32.
  40. Permana, A., M. Havidz Aima, Eny Ariyanto, Adi Nurmahdi, Ahmad Hidayat Sutawidjaya, & Endri Endri. (2021). The effect of compensation and career development on lecturer job satisfaction. *Quarterly Publication*, 1287-1292.
  41. RAKA, I. M., & ALVA CHERRY MUSTAMU. (2022). THE IMPACT OF SOCIAL, ECONOMIC AND EMOTIONAL . *The seybold reporat*, 1984-1994.
  42. Rashid, S., & Sufyan Rashid. (2022). Corporate reputation antecedents and stakeholder loyalty in malawi higher education institutions: employees' and students' perspectives. *Tertiary Education and Management*, 101–117 .
  43. Siswanto, S., & Yuliana, I. . (2022). Linking transformational leadership with job satisfaction: the mediating roles of trust and team cohesiveness. *Journal of Management Development*,, 94-117.
  44. Tugade, G. Y., & Arcinas, M. M. (2023). Employees Work Engagement: Correlations with Employee Personal Characteristics, Organizational Commitment and Workplace Happiness. *International Journal of Multidisciplinary: Applied Business and Education Research*, 136-155.
  45. Vikas, D. S. (2023). An Effect Of Job Stress And Job Satisfaction On Online Teaching Among Cbse School Teachers During Covid-19 Pandemic. *journal of Pharmaceutical Negative Results*, 431–435.
  46. Webber, K. L., & Higher Education. (2019). Does the environment matter? Faculty satisfaction at 4-year colleges and universities in the USA. *SpringerLink*, 323–343.
  47. WEB LINKS: -
  48. <https://www.ed.ac.uk/institute-academic-development/study-hub/learning-resources/literature-review>
  49. <https://bbamantra.com/research-methodology/>
  49. <https://www.iedunote.com/>
  50. <https://ccsuniversity.ac.in/bridge-library>
  51. <https://www.techtarget.com/whatis/definition/hypothesis>
  52. The Free Dictionary Found In: The Saurus

## QUESTIONNAIR

1.	FULL NAME: -----
2.	GENDER: (A) MALE (B) FEMALE
3.	Age in year 1) 18 TO 25 2) 26 TO 35 3) 36 TO 45 4) MORE THAN 45
4	Place (A)Urban (B)Rural
5	Education Qualification (A)Up to HSC (B)Graduate (C)Post Graduate (D)Doctorate
6	Types of Employment (A)Government Employee (B)Non-Government Employee
7	Working Experience (A)less than 2 year (B)5 year (C) 10 year (D) More than 10 year

Employee satisfaction

- (A)Not well/Good
- (B)Fairy well/ Good
- (C) well /good
- (D)Very well/good

		NW	FW	WELL	VW
1	Satisfaction concerning with direct Management				
2	Satisfaction Concerning among of information about job got from DM				
3	Satisfaction Concerning management style of Direct management				

### INSTITUTION ATMOSPHERE

(A)Strongly Agree

(B) Agree

(C)Neutral

(D)Dis Agree

(E)Strongly Disagree

		SA	A	N	DA	SDA
1	I am Enjoy my organization culture?					
2	I feel connected to my co-workers?					
3	I feel valued for my contribution?					
5	I find my work meaningful?					

### EMPLYOEE ENGAGEMENT

(A)Strongly agree

(b)Agree

(c)Neutral

(d)Disagree

(e)Strongly disagree

		SA	A	N	DA	SDA
1	Organization offers adequate opportunities for promotion and career development?					
2	Organization give my the tools and technology I need to do my job well?					
3	I fell as my job responsibilities are clear defined?					
4	I feel like at my job utilize my skill and abilities as much as it could?					
5	I am happy at work?					
6	I realized being a member of my department?					
7	My department an inspiration for me to do my best at the job?					
8	My department provide me support at work whenever need?					
9	My seniors managers encourage you to give my best effort					

10	I feel there is a scope for personal growth such as skill enhancement?					
----	--	--	--	--	--	--

JOB SATISFACTION

- (A) Strongly agree
- (B) Agree
- (C) Neutral
- (D) Disagree
- (E) Strongly disagree

		SA	A	N	DA	SDA
1	I have a clear understanding of what is expected from me.					
2	I would recommend my organization as great place to work.					
3	I feel secure in my job.					
4	The present job enhances the social status in the society.					
5	Sufficient authority is given to me for complete the task by the superior.					
6	The work I do is connected to what I think is important in life					

		SA	A	N	SD	SDA
7	I feel I am being fairly paid for the work I do.					
8	I get a regular increase in my pay.					
9	The organization provides appropriate on-the-job training to adapt to changing technologies.					
10	Our organization gives satisfactory promotions opportunities to the employees.					
11	Employees who perform well on the job have a fair chance of being promoted.					
12	My head/principal offers suggestions to improve the quality of my work					

Workplace spiritually

- (A) Strongly agree
  - (B) Agree
  - (C) Neutral
-

(D)Disagree  
(E)Strongly Disagree

		SD	A	N	DA	SDA
1	I experience joy in my work.					
2	My work helps me to realize my potential.					
3	I look forward to coming to work most of the days.					
4	I am passionate about my work.					
5	My supervisor encourages my personal growth.					
6	I feel free to express opinions.					
7	At work, I feel that we all are a family.					
8	I feel positive about the values of my organization.					
9	My organization cares about all its employees.					
10	I feel connected with this organization's goals.					

#### RETENTION

(A)Strongly agree  
(B)Agree  
(C)Neutral  
(D)Disagree  
(E)Strongly disagree

		SA	A	N	DA	SDA
1	I can see a clear link between my work and the strategies and objective of my organization.					
2	The people I work with collaborate to get the complete the task.					
3	Our head/principal is an excellent leader.					
4	Our head/principal does a good job at managing the work.					
5	My organization value my contribution.					
6	My organization recognize high performs.					
7	I often compromise on my social engagement on account of work.					
8	I rarely think about looking for a new job with another organization.					