

Recognition and Reward Systems as Determinants of Employee Satisfaction and Organizational Commitment

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Abstract- Employee satisfaction and organizational commitment are critical determinants of institutional effectiveness and long-term sustainability in higher educational institutions. Among the various human resource practices, recognition and reward systems play a pivotal role in influencing employees' attitudes, motivation, and commitment towards their organizations. The present study examines the influence of recognition and reward systems on employee satisfaction and organizational commitment among teaching and non-teaching staff members in higher educational institutions. A quantitative research approach with a descriptive and explanatory research design was adopted for the study. Primary data were collected from 199 respondents using a structured questionnaire. Statistical techniques such as descriptive statistics, reliability analysis, Chi-square test, correlation analysis, One-Way ANOVA, and multiple regression analysis were employed for data analysis.

The findings reveal that recognition and reward systems significantly and positively influence employee satisfaction and organizational commitment. The study further indicates that employees who perceive recognition and reward practices as fair, transparent, and performance-oriented exhibit higher levels of satisfaction and stronger emotional attachment to their institutions. The results emphasize the importance of implementing effective recognition and reward mechanisms that acknowledge employee contributions, encourage professional growth, and foster a supportive organizational environment. The study concludes that employee-centric recognition and reward practices are essential for enhancing employee satisfaction, strengthening organizational commitment, and improving institutional effectiveness and sustainability in higher educational institutions.

Index-Terms: Recognition, Reward Systems, Employee Satisfaction, Organizational Commitment, Higher Educational Institutions, Human Resource Practices

I. INTRODUCTION

Employees are valuable assets of any organization, and their satisfaction and commitment are essential for organizational effectiveness and sustainability. In higher educational institutions, teaching and non-teaching staff significantly contribute to academic quality, administrative efficiency, and institutional growth. Therefore, understanding the factors that influence employee satisfaction and organizational commitment has become an important concern in human resource management.

Recognition and reward systems are among the key organizational practices that shape employees' attitudes and behaviour. Recognition involves appreciating employees' contributions and achievements, while reward systems include monetary and non-monetary benefits provided in return for their performance. Effective recognition and reward practices enhance employees' sense of value, motivation, and attachment to the institution.

Employee satisfaction refers to the positive feelings employees have towards their jobs, whereas organizational commitment reflects their loyalty and willingness to remain associated with the organization. In the contemporary higher education environment, employees increasingly expect not only fair compensation but also appreciation, growth opportunities, and supportive work environments. Inadequate recognition and inequitable rewards may result in dissatisfaction and weakened organizational commitment.

Supported by Herzberg's Two-Factor Theory, Social Exchange Theory, and Equity Theory, the present study examines the role of recognition and reward systems as determinants of employee satisfaction and organizational commitment in higher educational institutions and provides insights for developing effective human resource practices that enhance institutional effectiveness and sustainability.

II. NEED FOR THE STUDY

Employees play a crucial role in the effectiveness and sustainability of higher educational institutions. Their satisfaction and commitment significantly influence academic quality and institutional performance. Recognition and reward systems are important human resource practices that shape employees' motivation, morale, and commitment. Fair and timely recognition enhances employee satisfaction, whereas inadequate recognition and inequitable rewards may lead to dissatisfaction and reduced organizational commitment.

In the contemporary higher education environment, institutions face challenges such as changing employee expectations, increasing workloads, and talent retention. Despite the importance of recognition and reward practices, limited studies have comprehensively examined their influence on employee satisfaction and organizational commitment in higher educational institutions, particularly in the Indian context. Therefore, the present study seeks to examine the role of recognition and reward systems in enhancing employee satisfaction and strengthening organizational commitment.

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bit-mapped fonts. True Type 1 or Open Type fonts are required. Please embed all fonts, in particular symbol fonts, as well, for math, etc.

III. REVIEW OF LITERATURE

Employee satisfaction and organizational commitment are widely recognized as important determinants of organizational effectiveness. Herzberg (1968), through the Two-Factor Theory, identified recognition and achievement as key motivators that enhance employee satisfaction and performance. Armstrong (2021) emphasized that recognition and reward systems are strategic human resource practices that improve employee motivation, engagement, and retention. Similarly, Robbins and Judge (2022) observed that employees who perceive rewards and recognition as fair and meaningful exhibit higher levels of job satisfaction and organizational commitment.

Empirical studies have also established the positive relationship between recognition, rewards, and employee outcomes. Kuvaas (2006) found that fair compensation and recognition practices positively influence employees' work performance and affective commitment. Ghosh et al. (2014) reported that equitable and supportive organizational practices enhance employee engagement and commitment, while Saks (2022) concluded that employee recognition strengthens psychological attachment and improves organizational outcomes.

In the context of educational institutions, Singh and Jain (2018) found that recognition, career advancement opportunities, and supportive leadership significantly contribute to employee satisfaction among teachers. Similarly, Nair et al. (2021) reported that appreciation, professional growth opportunities, and fair reward systems positively influence employee satisfaction and commitment in higher educational institutions.

In the Indian context, Chandrasekar (2024) observed that supportive work environments with adequate recognition and appreciation enhance employee satisfaction and productivity. Chandrasekar and Natarajan (2021) further concluded that organizational support and employee recognition contribute significantly to employee well-being and commitment. The literature therefore indicates that fair and transparent recognition and reward practices play a vital role in enhancing employee satisfaction and strengthening organizational commitment.

Research Gap

Enhancing employee motivation and job satisfaction, most research has focused on corporate and industrial sectors. Limited empirical studies have examined their influence in higher educational institutions, particularly in the Indian context. Moreover, employee satisfaction and organizational commitment have often been studied independently rather than as interconnected outcomes of recognition and reward practices. Therefore, the present study seeks to bridge this gap by examining the role of recognition and reward systems as determinants of employee satisfaction and organizational commitment among employees in higher educational institutions.

IV. OBJECTIVES OF THE STUDY

1. To examine employees' perceptions regarding recognition and reward systems in higher educational institutions.
2. To assess the influence of recognition and reward systems on employee satisfaction.
3. To determine the impact of recognition and reward systems on organizational commitment.
4. To examine the relationship between employee satisfaction and organizational commitment.
5. To suggest suitable measures for strengthening recognition and reward practices to enhance employee satisfaction and organizational commitment in higher educational institutions.

Scope of the Study

The present study examines the influence of recognition and reward systems on employee satisfaction and organizational commitment among teaching and non-teaching staff members in higher educational institutions. It focuses on employees' perceptions of recognition and reward practices, including appreciation, fairness in rewards, incentives, and career advancement opportunities. The study further investigates the relationship between recognition and reward systems, employee satisfaction, and organizational commitment and provides insights for developing employee-centric human resource practices that enhance institutional effectiveness and sustainability.

V. RESEARCH METHODOLOGY

The present study adopts a quantitative and empirical research approach to examine the role of recognition and reward systems as determinants of employee satisfaction and organizational commitment in higher educational institutions. Primary data were collected from teaching and non-teaching staff members through a structured questionnaire, while secondary data were obtained from books, journals, research articles, conference proceedings, reports, and online databases related to the study variables.

The population of the study comprises teaching and non-teaching employees working in higher educational institutions. A Simple Random Sampling Technique was employed to select the respondents, ensuring equal opportunity and adequate representation of different categories of employees. A total of 199 respondents participated in the study.

The questionnaires were administered to the respondents after explaining the purpose of the study and assuring the confidentiality of their responses. The completed questionnaires were screened, coded, and analyzed using appropriate statistical software. Both descriptive and inferential statistical techniques were employed for data analysis. Percentage analysis was used to describe the demographic profile of the respondents, while mean and standard deviation were used to assess employees' perceptions regarding recognition and reward systems, employee satisfaction, and organizational commitment. Reliability analysis using Cronbach's Alpha was performed to test the internal consistency of the measurement scales.

Further, the Chi-square test was employed to examine the association between demographic variables and employee satisfaction and organizational commitment. Correlation analysis was used to determine the strength and direction of the relationships among recognition and reward systems, employee satisfaction, and organizational commitment. One-Way Analysis of Variance (ANOVA) was conducted to compare employees' perceptions across different demographic categories and institutions. Finally, multiple regression analysis was performed to determine the extent to which recognition and reward systems influence employee satisfaction and organizational commitment in higher educational institutions.

VI. DATA ANALYSIS AND INTERPRETATION

Reliability Analysis

Reliability analysis was conducted to assess the internal consistency and dependability of the measurement scales used in the study. Cronbach's Alpha coefficient was employed to determine the extent to which the items within each construct consistently measure the intended concept. According to Nunnally (1978), a Cronbach's Alpha value of 0.70 or above indicates acceptable reliability, while values exceeding 0.80 demonstrate good reliability and internal consistency. The reliability analysis was performed for the constructs of recognition and reward systems, employee satisfaction, and organizational commitment.

Table 1: Reliability Analysis of the Study Variables

Constructs	Number of Items	Cronbach's Alpha	Reliability Status
Recognition and Reward Systems	6	0.891	Excellent
Employee Satisfaction	5	0.873	Good
Organizational Commitment	5	0.882	Good
Overall Scale	16	0.904	Excellent

Source: Computed.

The above table presents the results of the reliability analysis for the study constructs. The Cronbach's Alpha value for Recognition and Reward Systems was 0.891, indicating excellent internal consistency among the items measuring recognition and reward practices. The construct of Employee Satisfaction recorded an alpha value of 0.873, demonstrating good reliability, while Organizational Commitment exhibited a Cronbach's Alpha value of 0.882, also indicating good internal consistency. The overall questionnaire achieved a Cronbach's Alpha value of 0.904, which exceeds the recommended threshold of 0.70 and confirms that the measurement instrument is highly reliable and suitable for further statistical analysis. The results indicate that the items included in the questionnaire consistently measure the intended constructs and provide dependable data for examining the relationships among recognition and reward systems, employee satisfaction, and organizational commitment.

Chi-Square Analysis

The Chi-square test was employed to examine the association between demographic characteristics of the respondents and the levels of employee satisfaction and organizational commitment. The test helps determine whether variations in demographic factors such as age, gender, educational qualification, designation, and work experience significantly influence employees' satisfaction and commitment towards their institutions. The following hypotheses were formulated:

H0: There is no significant association between demographic variables and employee satisfaction and organizational commitment.

H1: There is a significant association between demographic variables and employee satisfaction and organizational commitment.

Table 2: Association between Demographic Variables and Employee Satisfaction and Organizational Commitment

Demographic Variables	χ^2 Value	p-value	Result
Gender	3.248	0.197	Not Significant
Age	14.382	0.013	Significant
Educational Qualification	7.956	0.093	Not Significant
Designation	11.428	0.022	Significant
Work Experience	16.874	0.009	Significant

Source: Computed.

The above table presents the results of the Chi-square analysis examining the association between demographic variables and the levels of employee satisfaction and organizational commitment. The results indicate that age ($\chi^2 = 14.382$, $p = 0.013$), designation ($\chi^2 = 11.428$, $p = 0.022$), and work experience ($\chi^2 = 16.874$, $p = 0.009$) have a statistically significant association with employee satisfaction and organizational commitment, as the p-values are less than 0.05. This suggests that employees' satisfaction and commitment levels tend to vary according to their age, job position, and professional experience.

However, gender ($\chi^2 = 3.248$, $p = 0.197$) and educational qualification ($\chi^2 = 7.956$, $p = 0.093$) do not exhibit a statistically significant association with employee satisfaction and organizational commitment. The findings imply that demographic factors related to career stage and organizational role have a greater influence on employee attitudes than personal characteristics such as gender and educational attainment.

Correlation Analysis

Correlation analysis was employed to examine the strength and direction of the relationship between recognition and reward systems, employee satisfaction, and organizational commitment. Pearson's correlation coefficient (r) was used to determine the degree of association among the study variables. The coefficient values range from -1 to +1, where positive values indicate a direct

relationship, negative values indicate an inverse relationship, and values closer to ± 1 indicate stronger relationships. The following hypotheses were formulated:

H0: There is no significant relationship between recognition and reward systems, employee satisfaction, and organizational commitment.

H1: There is a significant relationship between recognition and reward systems, employee satisfaction, and organizational commitment.

Table 3: Correlation Matrix of Recognition and Reward Systems, Employee Satisfaction, and Organizational Commitment

Variables	Recognition and Reward Systems	Employee Satisfaction	Organizational Commitment
Recognition and Reward Systems	1		
Employee Satisfaction	0.741**	1	
Organizational Commitment	0.692**	0.786**	1

Note: $p < 0.01$

Source: Computed.

The above table presents the correlation coefficients among recognition and reward systems, employee satisfaction, and organizational commitment. The results reveal a strong positive relationship between recognition and reward systems and employee satisfaction ($r = 0.741$, $p < 0.01$), indicating that employees who perceive recognition and reward practices as fair and meaningful tend to experience higher levels of job satisfaction. Similarly, recognition and reward systems exhibit a significant positive relationship with organizational commitment ($r = 0.692$, $p < 0.01$), suggesting that effective recognition and reward practices strengthen employees' emotional attachment and loyalty towards their institutions.

Further, the analysis indicates a strong positive relationship between employee satisfaction and organizational commitment ($r = 0.786$, $p < 0.01$). This finding implies that satisfied employees are more likely to demonstrate higher levels of commitment and willingness to contribute to organizational goals. The statistically significant and positive correlations among all the study variables provide empirical evidence that recognition and reward systems play a crucial role in enhancing employee satisfaction and strengthening organizational commitment in higher educational institutions.

One-Way ANOVA

One-Way Analysis of Variance (ANOVA) was employed to compare employees' perceptions regarding recognition and reward systems, employee satisfaction, and organizational commitment across different demographic categories and institutions. The technique helps determine whether significant differences exist among the mean scores of various respondent groups based on demographic characteristics such as age, designation, work experience, and type of institution. The following hypotheses were formulated:

H0: There is no significant difference in employees' perceptions of recognition and reward systems, employee satisfaction, and organizational commitment across different demographic categories and institutions.

H1: There is a significant difference in employees' perceptions of recognition and reward systems, employee satisfaction, and organizational commitment across different demographic categories and institutions.

Table 4: One-Way ANOVA for Employee Perceptions Across Demographic Categories and Institutions

Source of Variation	Sum of Squares	df	Mean Square	F-value	p-value	Result
Between Groups	11.842	3	3.947	5.281	0.002	Significant
Within Groups	145.758	195	0.747			
Total	157.6	198				

Source: Computed.

The above table presents the results of the One-Way ANOVA conducted to examine differences in employees' perceptions across different demographic categories and institutions. The analysis indicates that the calculated F-value of 5.281 is statistically significant at the 5 per cent level ($p = 0.002$). Since the p-value is less than 0.05, the null hypothesis is rejected.

The findings reveal that employees' perceptions regarding recognition and reward systems, employee satisfaction, and organizational commitment differ significantly across demographic groups and institutional categories. This suggests that factors such as employees' age, designation, work experience, and institutional environment influence their perceptions and attitudes towards recognition and rewards, their level of satisfaction, and their commitment to the organization. The results emphasize the need for higher educational institutions to adopt differentiated and employee-centric recognition and reward practices that address the diverse expectations and experiences of various categories of employees.

Multiple Regression Analysis

Multiple regression analysis was performed to determine the extent to which recognition and reward systems influence employee satisfaction and organizational commitment in higher educational institutions. The analysis helps identify the predictive power of recognition and reward practices and measures their contribution towards explaining variations in employee satisfaction and organizational commitment. The following hypotheses were formulated:

H0: Recognition and reward systems do not significantly influence employee satisfaction and organizational commitment.

H1: Recognition and reward systems significantly influence employee satisfaction and organizational commitment.

Table 5: Multiple Regression Analysis: Influence of Recognition and Reward Systems on Employee Satisfaction and Organizational Commitment

Model Summary

Statistics	Value
R	0.821
R ²	0.674
Adjusted R ²	0.671
F-value	202.416
Significance (p-value)	< 0.001

Source: Computed.

Regression Coefficients

Predictor Variable	Standardized Beta (β)	t-value	p-value	Result
Recognition and Reward Systems → Employee Satisfaction	0.748	14.862	< 0.001	Significant
Recognition and Reward Systems → Organizational Commitment	0.693	12.984	< 0.001	Significant

Source: Computed.

The above table presents the results of the multiple regression analysis examining the influence of recognition and reward systems on employee satisfaction and organizational commitment. The model summary indicates an R value of 0.821, signifying a strong relationship between the predictor and dependent variables. The coefficient of determination ($R^2 = 0.674$) indicates that approximately 67.4 per cent of the variation in employee satisfaction and organizational commitment is explained by recognition and reward systems.

The model is statistically significant, as evidenced by the F-value of 202.416 ($p < 0.001$), indicating that recognition and reward systems significantly contribute to explaining variations in the dependent variables. The regression coefficients further reveal that recognition and reward systems have a strong positive and significant influence on employee satisfaction ($\beta = 0.748$, $p < 0.001$) and organizational commitment ($\beta = 0.693$, $p < 0.001$).

The findings imply that employees who perceive recognition and reward practices as fair, meaningful, and supportive are more likely to experience higher levels of job satisfaction and exhibit stronger commitment towards their institutions. Therefore, effective recognition and reward systems emerge as important determinants of employee satisfaction and organizational commitment in higher educational institutions.

VII. FINDINGS OF THE STUDY

The findings of the study indicate that employees in higher educational institutions generally possess favourable perceptions regarding recognition and reward systems, employee satisfaction, and organizational commitment. The reliability analysis revealed that all the measurement

constructs exhibited high internal consistency, with Cronbach's Alpha values exceeding the recommended threshold of 0.70, thereby confirming the reliability and suitability of the instrument for further analysis.

The Chi-square analysis revealed that demographic factors such as age, designation, and work experience have a significant association with employee satisfaction and organizational commitment, whereas gender and educational qualification do not exhibit a statistically significant association. This suggests that employees' satisfaction and commitment tend to vary according to their career stage and organizational position.

The correlation analysis demonstrated strong positive relationships among recognition and reward systems, employee satisfaction, and organizational commitment. Employees who perceive recognition and reward practices as fair, meaningful, and supportive tend to report higher levels of job satisfaction and stronger emotional attachment to their institutions. Furthermore, employee satisfaction exhibited a significant positive relationship with organizational commitment, indicating that satisfied employees are more likely to remain loyal and committed to organizational goals.

The One-Way ANOVA results indicated significant differences in employees' perceptions across different demographic categories and institutions. This finding suggests that employees belonging to different age groups, designations, and institutions perceive recognition and reward practices, satisfaction levels, and organizational commitment differently.

The multiple regression analysis established that recognition and reward systems significantly influence both employee satisfaction and organizational commitment. The regression model explained a substantial proportion of the variance in the dependent variables, indicating that effective recognition and reward practices are important predictors of employee attitudes and behaviours. The findings imply that timely recognition, fair reward allocation, appreciation for performance, and opportunities for growth contribute significantly to enhancing employee satisfaction and strengthening organizational commitment in higher educational institutions.

Overall, the study concludes that recognition and reward systems play a pivotal role in fostering a positive work environment, increasing employee satisfaction, and developing stronger organizational commitment among employees in higher educational institutions.

VIII. SUGGESTIONS

Based on the findings of the study, several measures are suggested to strengthen recognition and reward systems and thereby enhance employee satisfaction and organizational commitment in higher educational institutions.

Higher educational institutions should establish a structured and transparent recognition system that acknowledges employees' contributions, achievements, and innovative practices. Recognition programmes such as employee appreciation awards, certificates of excellence, and public acknowledgement of accomplishments can significantly improve employees' morale and motivation.

Institutions should implement fair and equitable reward systems that are based on merit, performance, and contribution rather than subjective considerations. Monetary and non-monetary rewards, including incentives, performance bonuses, professional development opportunities, and additional responsibilities, should be aligned with employees' expectations and organizational objectives.

Management should ensure timely feedback and appreciation for employees' efforts. Regular performance reviews and constructive feedback mechanisms can help employees feel valued and encourage them to perform more effectively. A culture of appreciation and recognition should be embedded within institutional practices.

Higher educational institutions should provide adequate opportunities for career advancement, professional growth, and skill development through training programmes, workshops, seminars, and faculty development initiatives. Opportunities for learning and career progression contribute significantly to employee satisfaction and strengthen employees' commitment towards the institution.

Institutional leaders should adopt participative and supportive leadership practices by involving employees in decision-making processes and encouraging open communication. Employee participation enhances their sense of belonging and creates stronger emotional attachment to the institution.

The institutions should periodically review their human resource policies and conduct employee satisfaction surveys to identify emerging concerns and assess the effectiveness of recognition and reward practices. The feedback obtained can be utilized to design employee-centric policies that address employees' needs and expectations.

Finally, higher educational institutions should foster a supportive organizational environment characterized by trust, fairness, mutual respect, and appreciation. Creating such an environment not only enhances employee satisfaction and organizational commitment but also contributes to improved institutional performance, employee retention, and long-term organizational sustainability.

IX. CONCLUSION

The present study concludes that recognition and reward systems are critical determinants of employee satisfaction and organizational commitment in higher educational institutions. The findings reveal that employees who perceive recognition and reward practices as fair, meaningful, and supportive exhibit higher levels of satisfaction and stronger commitment towards their institutions. Timely appreciation, equitable reward distribution, performance-based incentives, and opportunities for professional growth significantly contribute to creating positive employee attitudes and strengthening organizational attachment.

The study further establishes that demographic factors such as age, designation, and work experience influence employees' perceptions of recognition and reward practices, satisfaction, and commitment. The positive relationships identified through correlation and regression analyses

indicate that effective recognition and reward systems not only enhance employee satisfaction but also foster loyalty, engagement, and long-term organizational commitment.

In the contemporary higher education environment, where institutions face increasing competition, accreditation requirements, and employee retention challenges, the implementation of employee-centric recognition and reward practices has become imperative. Institutions that invest in transparent, equitable, and performance-oriented recognition and reward systems are more likely to cultivate a motivated, satisfied, and committed workforce.

Therefore, higher educational institutions should strategically integrate recognition and reward mechanisms into their human resource practices to improve employee well-being, enhance organizational effectiveness, and ensure long-term institutional sustainability and excellence.

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