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Factors Influencing Employee Satisfaction of Educational Institutions

Abstract

Generally speaking, education plays a potential role in shaping the economy. Like other organizations and education, employee development initiatives play a vital role in employee satisfaction. Therefore, this paper aims to study the influence of employee development on employee satisfaction in the education sector. Employee development is attached to empowerment, motivation, and training as independent variables. The data collected from 261 sample respondents from the education institutions of the Kingdom of Saudi Arabia. To prove the construct's hypothesis, SmartPLS 3.3.2 was utilized to analyze the measurement model and the structural model. Therefore, the study utilized the combinative PLS method that fulfills the characteristics of the model. Empowerment, motivation, and training were found to be conducive to employee satisfaction. Employee development (empowerment, motivation, and training) measures on employee satisfaction can help decision-makers emphasize their actions. The findings revealed that employee development positively influences employee satisfaction and commitment among employees in the education sector.

Keywords: Employee Development, Empowerment, Motivation, Training, Employee Satisfaction, Education Sector.

JEL Classification: M54, M53, I23.

Introduction

Employees are the key factor in the success of every organization. The importance of employees has got massive influence in higher education institutions. Employee development activities were primarily committed to those employees exhibiting their involvement and capacity. The organization needs employee development activities in planning the future of the new employees for the high-positions. The

employee development activities by the organization will enhance employee commitment and build mutual agreement for the long-term period. In recent times, most organizations and employers focused on employee development as an essential criterion in retaining employees. Several organizations realized that increasing investments in employee development activities would enhance the involvement and performance of the employees. Further,

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increasing investment in employee development activities will support the organization in obtaining better returns through the increased level of overall employee satisfaction. There is a direct positive relationship between employee satisfaction and employee development.

Several organizations are investing huge money on employee development activities because they realized that the success or failure of an organization relies on employee performance. It is essential for the organization in maintaining employee satisfaction more than the financial constraints. Employee satisfaction will increase the revenue of an organization. High employee satisfaction through career progression will reduce employee turnover (Stamolampros *et al.*, 2019). Employee satisfaction leads to quality products and increases the income of an organization. There is an exact nature of employee development in fostering employee satisfaction. Job satisfaction reflected as the feeling of the individual in the working condition and the employee development activities by the organization. Employee development emphasizes employees' ability, knowledge, and expertise; these aspects will benefit the organization and enhance employee satisfaction. There is a direct relationship between organizational financial status and organizational performance. An increase in employee development will result in a rise in the economic situation, organizational performance and employee satisfaction (Jing *et al.*, 2019).

Employee development on employee attitude, employee learning, self-motivation, and skill growth are essential human capital investments that will reflect in the organizational performance and decide employee satisfaction. Corporate performance depends upon external (customer) satisfaction and internal (employee) satisfaction. External (customer) satisfaction can achieve through internal (employee) satisfaction. There is a positive relationship between employee development and employee satisfaction; the top management of an organization should take initiatives for employee development. If any fail to provide employee development activities, it will give room to employer and employee conflict. The conflict in the workplace will bring loss to the organization in money, energy and time. If organizations or institutions hold back the employee development activities will reduce the chance of understanding the organizational conflict (Sharma & Taneja, 2018). Employee development will enhance employee satisfaction in the workplace, especially during economic recessions.

It is vital for the educational sector; significantly, higher education needs employee development to maintain employee satisfaction. Employee satisfaction in the higher education

sector is not limited to the employees alone; also reflected in enhancing students' knowledge and skills. Employee satisfaction determined by some of the employee development activities like compensation, motivation, and work environment (Hameed *et al.*, 2018). Motivation, considered an essential factor in employee development, has a positive relationship with job satisfaction. It is the responsibility of the top management and head of the departments in the higher education institutions in ensuring employee development activities. Empowerment is considered an important activity of employee development to determine an employee's feelings in ensuring satisfaction. Training regarded as an essential factor in employee development; there is a positive relationship between employee training and employee satisfaction.

Therefore, in this research study, we consider three independent factors: empowerment, motivation and training. Each of these variables tested to find a positive influence on employee satisfaction. The framework was developed from the published data, high indexed journals, practical experience, and research discussed using the various definitions. Thus, the study aims to bring out the importance of employee satisfaction in higher educational intuitions in the Kingdom of Saudi Arabia. Moreover, the study is limited to higher educational institutions in the Kingdom of Saudi Arabia. Studies related to employee development and employee satisfaction on the employee's perspective; however, studies related to the Saudi Arabian employees, specifically in the higher educational institutions, are rare. So, the study addresses the existing research gap.

Literature Review and Hypothesis Development

The vital factor in higher education is educator identity. Employee development events facilitate university educators in attaining confidence in teaching and work efficiently. Educators can update their knowledge and skills; share their ideas through employee development activities. Employee development activities reinforce educator identity. The success or failure of any organization relies upon its employee development. Employee development can improve by giving training and employee engagement by the management (Sendawula *et al.*, 2018). Nowadays, organizations invest in employee training to get the optimum level of employee development. The emotional commitment or obligation of employees towards their organization and its success is employee engagement. Accordingly, the company must create such a state wherein employees make the extra effort and potential for the success of their

company. Engaged employees always speak good about the organization and loyal members of the organization. Eventually, the achievement of the best employee satisfaction is possible. Employee engagement is crucial in accomplishing the goals of educational institutions for higher learning to provide quality academic service for society. Ultimately, the educational institution's performance is improved based on an increase in employee engagement (Ahmad Azmy, 2019). An improvement has been observed in satisfaction, specifically with regards to salary and job stability. On the other hand, employee satisfaction with regards to the timetable decreased. Employee development leads to an inverse association was observed between depersonalization and overall satisfaction (Fontova-Almató *et al.*, 2020).

The development of employees in any organization is the essential function of the organization. Employee development is used to grow the capacities and potentials of employees and the organization. When an organization supports employee development, employee performance will increase. As a result, employee satisfaction also increases. In the business world, employee development through employee training is the primary resources to get the most exceptional employee performance. A study on employee performance revealed that employee development through training influence employee performance to a high degree in workplace environments like educational institutions and industrial sectors. Appropriately, investing resources is a crucial technique to grow organizations fast. The most significant support in any organization is "employees". Also, the organization's growth relies on employees' satisfaction. Though it is tough to achieve high-level employee satisfaction, a company should see that it is a mandatory factor for organizational growth. However, managed care and work atmosphere influence employee satisfaction. The other factors that impact employee satisfaction are employee's skill level, inborn enthusiasm, and flexibility.

Employee development of an organization emerges the skills and aptitudes of employees. As a result, the capabilities of the organization improved. Employee development is related to emotional commitment and work gratification. Due to passionate commitment, employees work voluntarily for the growth of the organization strategies for the employee development process and the association between employee development and organizational outcome. Efficacy and excellence of employees are referred to as employee satisfaction. Career development, job satisfaction, and work discipline are the key factors to improve employee satisfaction. Career development is upgrading individual skills to achieve career

planning (Faizah *et al.*, 2020). Work motivation is a crucial component of job satisfaction. It is a determining factor of employees' performance in an organization. Appropriate work atmosphere and amenities with good employee relations achieve work discipline (Putriet *et al.*, 2019). Lack of work discipline, career planning and work motivation, it is hard to accomplish the best results in an organization. Hence the influence of career development, job satisfaction and work discipline, the performance of employees can be improved to achieve optimal results in an organization.

Employee empowerment is when an organization trusts their employees with responsibilities and freedom in selecting the challenges and strategies. Empowerment will enhance the performance of employees and leads to employee satisfaction (Faisal & Sankar, 2019). In business management, employee empowerment is the most widely researched concept because of the steady and continuous corporate changes. Employee empowerment plays a vital role in supporting organizational development through teamwork, and individuality leads to employee satisfaction. There is a positive correlation between employee empowerment and employee satisfaction. Employee empowerment will support the top management in maintaining total quality, organizational climate and employee satisfaction. Empowerment aims to enhance the roles and responsibilities of the employees by supporting self-confidence indirect management activities. Employee empowerment has a significant relationship with job performance to support employee satisfaction (Neda & Sankar, 2019). There is an effect of employee empowerment on the joy of employees dealing with the clients directly in changing times, irrespective of the nature of work.

There is a positive correlation between employee empowerment associated with group work, self-motivation and decision-making participation with employee satisfaction. Psychological empowerment positively influences employee satisfaction and organizational performance with commitment and reduced turnover intention (Shah *et al.*, 2019). Employee empowerment and teamwork will enhance the employee satisfaction level through organizational commitment in the higher education sector. Employee empowerment extent contributes to human resource development; it impacts the experience of employees and satisfaction. Employee empowerment and leadership are positively related to employee satisfaction. Also, employee empowerment has a mediating effect on the relationship between employee satisfaction and leadership. Employee empowerment is supported by reducing the stress level and

sharing the prevailing value system. Organizational performance and employee satisfaction were enhanced by better empowerment, corporate culture and climate. Therefore it is hypothesized that:

H₁: There is a positive influence of empowerment on employee satisfaction in higher educational institutions in the Kingdom of Saudi Arabia.

Employee motivation is the most powerful concept in management that attracted huge research considerations. Motivation constantly improves the employee's attitudes, behaviour, maintains excellent performance. There is an inter-relationship between employee performance, employee motivation and employee satisfaction. Employee motivation includes job environment, job achievement, compensation and job security (Pang & Lu, 2018). Employee satisfaction influenced by the leadership style and organizational culture in employee motivation of the educational sector. There is a possible connection between corporate culture, motivation, creativity and employee satisfaction. Motivational factors significantly impact the level of employee satisfaction in their career path. There is a relationship between interpersonal motivation study and employee satisfaction, which also affect employee work (Blanchard *et al.*, 2019).

Motivation serves as a sense of appreciation in developing individual identity because employee satisfaction has a positive relationship with productivity and creativity. Motivational factors utilized by the managers will develop the competencies in work and positively affect employee satisfaction (Gorenak *et al.*, 2019). Rigid and less motivational activities related to human resource management practice will negatively impact employee satisfaction. An increase in motivation and self-esteem of employee development will result in employee satisfaction. Motivation plays a vital role in employees' event; it helps the employees improvise the innovative work culture. Motivation and innovation back with the compensation, thus it will enhance employee satisfaction (Saether, 2019). Employee satisfaction can be affected by the motivation and work environment. Ensuring a comfortable work environment and motivation will increase employee satisfaction and happiness in their jobs. Accordingly, it is hypothesized that:

H₂: There is a positive influence of motivation on employee satisfaction in higher educational institutions in the Kingdom of Saudi Arabia.

Training is one of the best development tools in upgrading the employees in the higher education sector. Employee training is not restricted to improve the skills of an employee's but also influence performance and employee

satisfaction. Training and rewards are essential in an educational environment to ensure employee performance and comfort. It believed that the employee's comfortable with the existing system would not leave the organization. The leadership influenced employee satisfaction, work culture and training among the employees of the higher education sector. Employee empowerment and commitment are the essential factors of human relationship values in the higher education sector (Bendermacher *et al.*, 2019). Employee satisfaction derived through the training, compensation, work environment, and promotion were closely related to organizational commitment. Also, there is a strong correlation between training, work environment, and employee satisfaction.

Training effectiveness will be reflected in employee development. Also, improving the sub-system of employee performance includes human and technical performance, enhancing employee satisfaction (Sankar, 2018). Employee training will give satisfaction to the employee on their career and job; also, it will reduce occupational stress. An increase in the employee training provided by the employer will encourage job behaviour and enhance employee satisfaction using Cognitive Behavior Therapy (CBT) techniques (McCarthy & Ford, 2020). The training reflects on employee development to support employee satisfaction. Specifically, Imagination, Innovation and Adaptability (I.M.I.A.) soft skill training will help employee satisfaction (Papayiannis *et al.*, 2019). The training can transmit to employee development to maintain and have a positive effect on employee satisfaction. In reducing turnover, training plays a vital role in employee development by enhancing employee satisfaction. Therefore it is hypothesized that:

H₃: There is a positive influence of training on employee satisfaction in higher educational institutions in the Kingdom of Saudi Arabia.

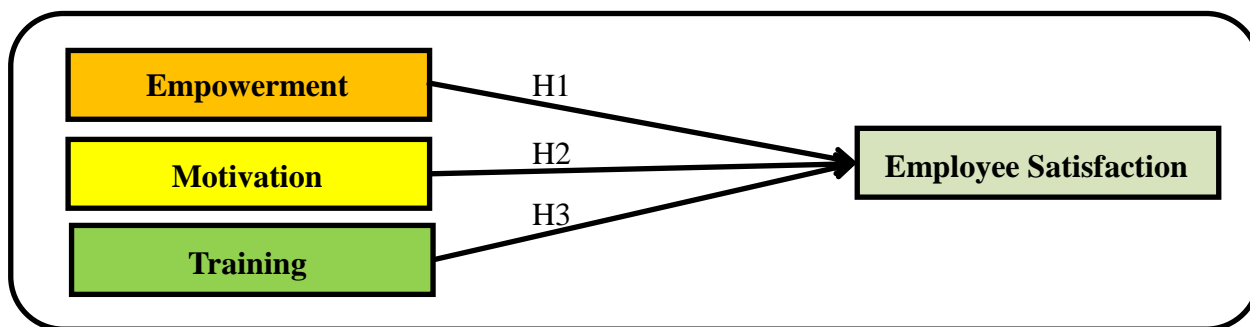


Figure 1.

Research Model

Figure 1 represents the research model consists of 3 independent variables of employee development (empowerment, motivation and training) and associated with the dependent variable (employee satisfaction). The research framework was developed based on the various research outcomes from the unpublished and published data, high indexed reputed journals, practical experience, and discussed using the different definitions. The research framework includes a direct relationship between independent variables and dependent variables.

Methodology

The study population of employees working in the higher education sector in the Kingdom of Saudi Arabia engaged in teaching includes assistant professors, associate professors and professors. The self-made questionnaire was utilized for this study with two parts.

Table 1.

Measurement of the Variables

Empowerment	Reference
EMP1: Employees are consulted on important issues	(Hanaysha, 2016)
EMP2: The institution has a policy that avoids discrimination against employees	
Motivation	
MOT1: The institution provides incentives and recognises employees' performance	Rožmanet <i>al.</i> , 2017)
MOT2: The company encourages a good work-life balance scheme for its employees	
Training	
TRG1: There is a commitment for trainings and workshops in our institution	(Hanaysha, 2016)
TRG2: Sufficient arrangements for the health and safety of employees is made	
Employee Satisfaction	
EMS1: The institution is able to attract and retain quality employees	(Motilewa <i>et al.</i> , 2018)
EMS2: Staff turnover is minimised in the firm	
EMS3: Employees are very satisfied with the firm's work-life balance schemes	
EMS4: The institution policies on employee wellbeing creates a peaceful work environment	
EMS5: The welfare package in my firm is fair and encouraging	

The questionnaire utilized a 5 point Likert scale (5-strongly agree, 4-agree, 3-neutral, 2-disagree, 1-strongly disagree). Part 1 with three variables (Empowerment (EMP) (Hanaysha, 2016), Motivation (MOT) (Rožmanet

al., 2017) and Training (TRG) (Hanaysha, 2016) with two questions for each variable, and Part 2 employee satisfaction (EMS) (Motilewa *et al.*, 2018) with five questions for the direct effect. The data collected through the online survey and

face-to-face interview method to understand employee satisfaction through employee development.

Table 2.

Sample Characteristics

	Items	Respon dents	Perce ntage	Cumul ative Perce ntage
Gende r	Male	137	52.5	52.5
	Female	124	47.5	100.0
Age	Under 25 Years	47	18.0	18.0
	25-35 Years	75	28.7	46.7
	35-46 Years	103	39.5	86.2
	Above 46 Years	36	13.8	100.0
Experi ence	Less than 5 Years	73	28.0	28.0
	5-10 Years	45	17.2	45.2
	11-15 Years	67	25.7	70.9
	Above 16 Years	76	29.1	100.0
Design ation	Assista nt Profess or	151	57.9	57.9
	Associ ate Profess or	90	34.5	92.3
	Profess or	20	7.6	100.0
Depart ment	Engine ering	73	28.0	28.0
	MBA	43	16.5	44.4
	Educati on	37	14.2	58.6
	Param edical	6	2.3	60.9
Educat ion	Arts & Scienc e	102	39.1	100.0
	Master s	178	68.2	68.2
	M.Phil	61	23.4	91.6
	Ph.D	22	8.5	100.0

SPSS statistical software used to analyze the missing data by MCAR test. The results

indicated ($\chi^2=46.719$, $df=98$, $sig.=1.000$) that the null hypothesis can be rejected and finalized the data were missing randomly. The study utilized an a-priori sample size calculator for structural equation modelling (SEM) (Soper, 2020). The required information consists of 0.5 anticipated effect sizes (Cohen's d), 95% desired statistical power level and the 0.05 probability level. The sample size needed is 176, 88, 212, and 106, respectively, for all effect sizes. The study's sample size, 261, met the requirements and sufficiently enough to reflect the total population. The first level study utilized a synergetic PLS software to test the goodness of model fit, discriminant validity and SPSS for the composite reliability to check the validity and reliability of the instrument. In the second level, the study utilized SmartPLS 3.3.2 to analyze the measurement model and structural model to prove the hypothesis, positive influence of construct.

Results

Analysis as it was conducted through SMART-PLS by measurement model and bootstrapping method. This section presents a measurement model that includes the goodness of model fit, Cronbach alpha, composite reliability and average variance extract.

Table 3.

Goodness of Model Fit

Fit criteria	Value
SRMR	0.084
d_{ULS}	1.432
d_G	1.657

Data shown in Table 3 reveals that the suitable calculate of model fit using standardized root mean square residual (SRMR). Other model fit criteria using bootstrap determine geodesic discrepancy (d_G) and unweighted least squares discrepancy (d_{ULS}) (Hair *et al.*, 2017). SRMR value less than 0.1 are a conservative view; the calculated result of 0.084 is a good fit for SRMR. d_G and $d_{ULS} < 95$ per cent of bootstrap quantile considered as a conventional view; the computed result of 1.432 and 1.657 reflects the criteria met; therefore, the model has a good fit.

Table 4.

Indicator Reliability, Internal Consistency, Convergent Validity, and Fornell-Larcker Test of Discriminant Validity

	Alp ha	CR	AV E	EM P	MO T	TR G	EM S
EM P	0.728	0.847	0.648	0.805			
M OT	0.750	0.857	0.666	0.767	0.816		
TR G	0.798	0.881	0.712	0.670	0.710	0.844	
EM S	0.765	0.865	0.681	0.765	0.712	0.743	0.825

Table 4 expressed that the values are higher than 0.70 proved the measurement scale was fit for evaluation. Average variance extracted (AVE=convergent validity) values were above the minimum required level of 0.50, reflecting that the questionnaire represents the model's characteristics and each research variable (Hair *et al.*, 2010). Table 3 revealed that the average variance extracted AVE was above

the minimum level of 0.50 represents the measurement scale's fitness. Table 3 exhibited that the calculated values are less than 0.9, so the discriminant validity was accepted. The results proved that the measurement scales are reliable and valid.

Table 5.

HTMT Results

	EMP	MOT	TRG	EMS
EMP	█			
MOT	.841	█		
TRG	.881	.816	█	
EMS	.829	.844	.849	█

In assessing the discriminant validity, the Heterotrait-Monotrait Ratio of Correlations (HTMT) criterion was utilized. If the values are less than 0.90, the discriminant validity has been accepted between two reflective constructs (Henseler *et al.*, 2014). Table 5 represents the values that were less than 0.90, proved that the measurement scales are reliable and valid.

Structural Equation Modeling (SEM)

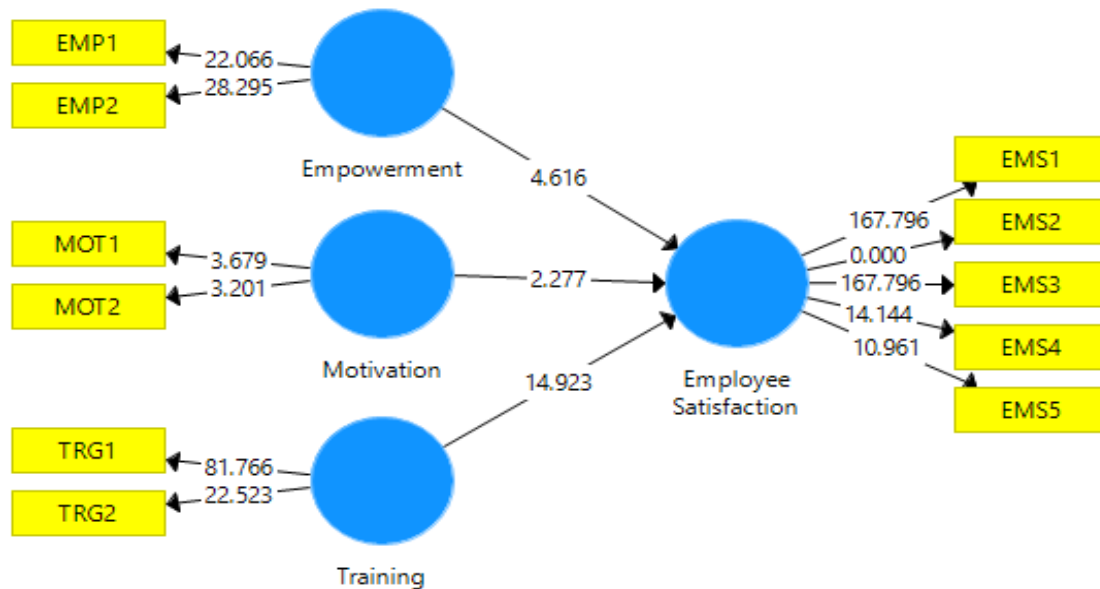


Figure 2.

Figure 2 represents that the R² value for the estimated equation is 0.948, which is significant at a 1 per cent level of probability. It shows that 94.8 per cent of the variation in employee

satisfaction described by employee development (empowerment, motivation, and training).

Table 6.*Direct Hypothesis*

	Beta	SE	P-Values	VIF
Empowerment → Employee Satisfaction	0.225	0.049	0.000	1.007
Motivation → Employee Satisfaction	0.072	0.032	0.023	1.005
Training → Employee Satisfaction	0.750	0.050	0.000	1.007

Table 6 clarifies the obtained results using the PLS Algorithm of the structural relationship. The Collinearity Statistics (outer VIF values) of empowerment 1.007, motivation 1.005 and training 1.007 were less than four, represents that there is no multicollinearity effect among the variables.

Table 7.*Structural Relationships and Hypothesis Testing*

	Beta	t-Statistics	Decision
Empowerment → Employee Satisfaction	0.225	4.616	Supported
Motivation → Employee Satisfaction	0.072	2.277	Supported
Training → Employee Satisfaction	0.750	14.923	Supported

It observed from Table 7 to elucidate that the detailed results of bootstrapping for the hypothesis. The analytical bootstrapping technique shows the level of significance of the path between the variables; in testing the hypothesis, 5000 re-sampling bootstrapping procedure utilized while calculating Smart PLS. The results indicate that empowerment positively influences employee satisfaction ($\beta=0.225$, $p<0.05$); therefore, H_1 accepted. The findings revealed that motivation positively influences employee satisfaction ($\beta=0.072$, $p<0.05$); therefore, H_2 accepted. The outcome emphasizes that the training positively influences employee satisfaction ($\beta=0.750$, $p<0.05$); therefore, H_3 accepted. Employee development has a significant positive effect on job satisfaction; higher educational institutions prioritize the human resource development factors to enhance employee satisfaction (Hanaysha & Tahir, 2016). Some of the significant employee satisfaction scale-like compensation, benefits, promotion, and coworkers in the higher education sector. The educational managers need to concentrate on the development aspects based on the perception of the higher education sector employees (Hameed *et al.*, 2018).

The findings show that hypothesis H_1 is supported; empowerment positively influences employee satisfaction by the 1% (2.58) level of significance. H_2 is supported; motivation positively influences employee satisfaction by the 5% (1.96) level of significance. H_3 is supported; training positively influences employee satisfaction by the 1% (2.58) level of significance. The factors related to empowerment (administrations structure), motivation (pay benefits) and training were the unique strategies in measuring employee satisfaction (Rahman & Singh, 2019). Educational institutions need to upgrade their employees through development initiatives not only for the skills enhancement but also for employee satisfaction. In the educational sector, there is a direct relationship between employee development and employee satisfaction (Narendra & Preeti, 2016).

Conclusion

Overall findings of this study revealed that aspects of employee development (empowerment, motivation and training) positively influenced employee satisfaction. Employee satisfaction is a complicated construct, and various forms of relationships form employee satisfaction. This study actively supports the previous research in a similar context and found that employee development has positively influenced employee satisfaction. This research is in line with the earlier studies and analyzed the role of empowerment, motivation, and training in employee satisfaction. The study results strongly supported the motivation to influence employee satisfaction, empowerment, and training have a strong influence on employee satisfaction. Based on the study results, a view is attempting on various features of employee satisfaction in which higher education teachers agree and disagree.

Results concluded that the employees undergo training to make them feel that they can enhance their expertise. This study pointed out that empowerment has a positive influence on employee satisfaction, and it is about the previous research. The various colleges and universities dealing with higher education need to understand the priorities of employee development (teachers). The authorities need to

understand the pros and cons of employee development by creating ample opportunities to achieve employee satisfaction. The study will help to build a good rapport between the employees (teachers), and authorities will make them contribute better employee performance. Overall, education plays a predominant role in developing the country; the government spends more on education as a capital outlay. So, the higher education sector must concentrate on the overall employee development for employee satisfaction to reflect the country's quality of education and development. Further, for higher education organizations, employees placing excessive value on their salaries indicate that employees may randomly job-hop to chase higher salaries, impacting school morale. This study can help higher education institutions understand employee development and employee satisfaction, including financial comfort, related welfare and fair promotion systems, and employee satisfaction with management that can benefit from organizational commitment.

Future Research

Future studies can attempt this framework through mediation effects or moderation effects. Some other variables like attitude, honesty and cultural diversity may evaluate employee development for different results. Also, it will be tested by this proposed model of study with other samples. Multiple, diverse samples from various countries and multiple organization cultures would provide a better and beneficial understanding of the perspective of organizational culture. Further, changes in the methodology approach of quantitative and qualitative techniques may support the researchers in framing more detailed models and test the framework model with the respondents cross-culturally.

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