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Research Article

To Study the Impact of Employee Satisfaction on Employee Motivation and Employee Commitment (A Case Study of Higher Education Sector of Bhopal)

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Abstract
Employee satisfaction, motivation and commitment are critical determinants of organizational effectiveness in knowledge-intensive sectors such as higher education. This study examines the interrelationships among employee satisfaction, motivation and commitment among academic and administrative employees in higher education institutions in Bhopal, India. Using a quantitative research design, primary data were collected from 100 respondents through a structured questionnaire measured on a five-point Likert scale. Descriptive statistics, simple and multiple regression analyses and two-way ANOVA were employed for data analysis. The descriptive results indicate high levels of employee satisfaction (M = 4.02, SD = 0.56), motivation (M = 3.95, SD = 0.61) and commitment (M = 4.10, SD = 0.54). Regression analysis revealed that employee satisfaction has a significant positive effect on motivation (R = 0.674, R^2 = 0.455, $p<0.001$) and commitment (R = 0.800, R^2 = 0.640, $p<0.001$). Two-way ANOVA results further demonstrate that employee commitment is a significant determinant of job satisfaction (F = 5.232, $p<0.001$), while motivation and the interaction effect were not statistically significant. The overall model explained 69% of the variance in job satisfaction. The findings highlight the central role of employee commitment in strengthening job satisfaction and underscore the need for higher education institutions to prioritize commitment-enhancing practices such as recognition, career development and supportive leadership to improve retention and institutional performance.

Keywords: Employee Satisfaction, Employee Motivation, Employee Commitment, Higher Education Institutions, Job Satisfaction, Human Resource Practices

INTRODUCTION

"Success is not just making money. Success is happiness. Success is fulfillment; it's the ability to give."

Adam Neumann

Employee satisfaction, employee motivation and employee commitment are closely interrelated constructs that significantly influence organizational effectiveness, particularly in the higher education sector. Higher education institutions are knowledge-intensive organizations where the performance of academic and administrative staff directly affects teaching quality, research productivity, student outcomes and institutional sustainability. Consequently, satisfied, motivated and committed employees are essential for achieving academic excellence and maintaining competitive advantage [1-3].

Employee satisfaction refers to employees' positive evaluation of their job roles, work environment, leadership, compensation and career opportunities. In higher education, satisfaction is shaped by factors such as academic autonomy, workload balance, recognition, research support, promotion systems and job security [4-6]. Studies indicate that higher satisfaction among faculty and staff improves engagement, teaching effectiveness and overall organizational performance [7,8].

Satisfaction is a key antecedent of employee motivation, which determines the direction, intensity and persistence of work-related behavior. Theories such as Maslow's Hierarchy of Needs and Herzberg's Two-Factor Theory emphasize that fulfillment of intrinsic and psychological needs achievement, recognition and growth enhance both satisfaction and motivation [9,10]. Motivated employees in higher education are more likely to engage in innovative teaching, research and institutional development [11,12].

Employee commitment reflects employees' psychological attachment and willingness to remain with the organization. Meyer and Allen's [13], three- component

model highlights affective, continuance and normative commitment. Research shows that satisfied and motivated employees develop stronger affective commitment, leading to lower turnover intentions and enhanced organizational citizenship behavior [14,15].

The relationship among satisfaction, motivation and commitment is sequential and mutually reinforcing, contributing to improved teaching quality, research outcomes, employee retention and institutional effectiveness [7,11,13,16].

Recent developments in human resource management emphasize employee well-being, work engagement, psychological capital and supportive leadership as critical drivers of satisfaction, motivation and commitment in higher education institutions [16] [17]. In the Indian context, including Bhopal, challenges such as rising workloads, performance pressures, contractual employment and disparities between public and private institutions can affect satisfaction, thereby influencing motivation and commitment. Employee-centric HR practices, career development opportunities and work–life balance initiatives are therefore essential to strengthen these interrelationships and enhance institutional performance.

In summary, employee satisfaction forms the foundation for motivation, which in turn strengthens commitment, leading to improved teaching, research and retention. Understanding these dynamics in the higher education sector of Bhopal is critical for designing effective human resource strategies that promote employee well-being, academic excellence and long-term institutional success [1,18,19] (Figure 1).

Literature Review

Employee Satisfaction: Employee satisfaction, or job satisfaction, is a key construct in organizational behavior and human resource management, reflecting employees' positive attitudes toward their job roles, work environment, leadership, compensation and career opportunities [4,8]. It is subjective and influenced by personal expectations, values and perceptions [20]. Theories such as Discrepancy Theory, Equity Theory, Need Fulfillment Theory, Herzberg's Two-Factor Theory and Positive Affective Theory suggest that satisfaction arises from perceived fairness, fulfillment of needs and meaningful work [21].



Figure1: Depicts the Relation between Employee Satisfaction, Employee Motivation & Employee Commitment, Authors Compilation

Empirical studies highlight that both monetary and non-monetary factors compensation, incentives, recognition, supportive leadership, collegial relationships and positive work environments significantly influence employee satisfaction [22,23].

Employee Motivation

Employee motivation drives the direction, intensity and persistence of work behavior [8,12]. It can be intrinsic, arising from personal growth, interest, or enjoyment, or extrinsic, driven by rewards such as salary and recognition [24]. Classical theories, including Maslow's Hierarchy of Needs and Herzberg's Two-Factor Theory, suggest that fulfilling higher-order needs enhances both satisfaction and motivation [9,10], while Self-Determination Theory emphasizes autonomy, competence and relatedness as essential for sustained motivation [11]. In higher education, motivated employees engage more actively in teaching, research and institutional development [25-27].

Employee Commitment

Employee commitment reflects psychological attachment and loyalty toward the organization. Meyer and Allen [13], identify affective, continuance and normative dimensions of commitment. Earlier research emphasized commitment as employees' identification with organizational goals and willingness to exert effort [28]. Both internal factors, such as satisfaction and personal values and external factors, including leadership, organizational support and career growth opportunities, influence commitment [12]. High commitment correlates with lower turnover, higher motivation and improved organizational performance [14,15,29,30].

Interrelationships between Satisfaction, Motivation and Commitment

Employee satisfaction, motivation and commitment are closely interrelated and mutually reinforcing. Satisfaction strongly influences motivation, as positive work environments, career growth, fair compensation, recognition and work–life balance enhance both constructs [25-27]. Satisfied employees also exhibit higher commitment, with engagement, effective HR practices, supportive supervision and organizational support strengthening loyalty and reducing turnover [29-33]. Motivation, in turn, drives commitment, as wages, recognition, workplace relationships, work involvement, clear roles, supportive culture and effective management enhance affective, continuance and normative commitment [34-36].

Overall, satisfaction, motivation and commitment form a reinforcing cycle: satisfaction enhances motivation, which strengthens commitment, resulting in higher engagement, organizational citizenship behaviors and institutional effectiveness. In higher education, supportive leadership, career development, fair compensation, collegial relationships and positive work

environments collectively sustain this cycle, promoting employee well-being and long-term organizational performance [22,23,25,29-33].

Research Gap

While employee satisfaction, motivation and commitment are well-studied in corporate sectors [1,2,37], limited research has focused on regional higher education institutions like those in Bhopal [18,19,38]. Existing studies confirm their interrelationship [25,26,29], but mostly in metropolitan or global contexts. Factors such as compensation, leadership and work environment influence satisfaction and commitment [27,30,33], yet challenges in Bhopal workload pressures, limited career growth and public-private disparities are underexplored. Moreover, the role of modern HR practices like psychological capital and engagement in regional institutions remains insufficiently studied [12,39]. This study addresses these gaps by examining how employee satisfaction impacts motivation and commitment in Bhopal's higher education sector.

Objectives

- To analyze the impact of employees' satisfaction on the employee motivation
- To determine the impact of employee satisfaction on the employee commitment
- To analyze the impact of employee satisfaction on the employee motivation and employee commitment

Hypothesis

- **Null Hypothesis (H01):** Employee satisfaction has no significant impact on employee motivation
- **Alternate Hypothesis (H11):** Employee satisfaction has a significant positive impact on employee motivation
- **Null Hypothesis (H02):** Employee satisfaction has no significant impact on employee commitment
- **Alternate Hypothesis (H12):** Employee satisfaction has a significant positive impact on employee commitment
- **Null Hypothesis (H03):** Employee satisfaction has no significant impact on employee motivation and employee commitment
- **Alternate Hypothesis (H13):** Employee satisfaction has a significant positive impact on employee motivation and employee commitment

MATERIALS AND METHODS

The study adopts a descriptive research design to examine the impact of employee satisfaction on employee motivation and commitment among higher education staff in Bhopal, allowing systematic analysis of relationships without manipulation [40,41]. The higher education sector in Bhopal, experiencing rapid growth and performance pressures, provides a relevant context [18,19].

For data collection primary data were gathered using a structured questionnaire on a five-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree), validated through expert review and a pilot study, with reliability confirmed via Cronbach's alpha = 0.947 [8,42]. Employee satisfaction was the independent variable, while motivation and commitment were dependent variables, reflecting performance drive and psychological attachment.

Sampling was done; the study surveyed 100 teaching and administrative staff from government and private universities in Bhopal using simple random sampling. Demographic data such as gender, marital status and experience were recorded and confidentiality was maintained [43,44].

For Data Analysis, Descriptive statistics summarized demographic data and overall trends. Regression analysis assessed the impact of employee satisfaction on motivation and commitment, determining the strength, direction and significance of relationships [45]. ANOVA tested differences across demographic groups, identifying statistically significant variations.

With ethical considerations, informed consent, confidentiality and voluntary participation were strictly maintained [46]. This methodology provides a quantitative and statistically robust understanding of how employee satisfaction influences motivation and commitment in higher education institutions in Bhopal.

RESULTS

The study examined the impact of employee satisfaction on employee motivation and commitment in the higher education sector of Bhopal. SPSS was used to analyze the impact of employee satisfaction on employee motivation and commitment. Descriptive statistics summarized demographic characteristics and overall trends, while regression analysis assessed the strength, direction and significance of relationships between the independent variable (employee satisfaction) and dependent variables (motivation and commitment). ANOVA examined differences across demographic groups and two-way ANOVA evaluated the combined effects and interactions of motivation and commitment [44,45]. Results indicate that employee satisfaction significantly enhances both motivation and commitment, with commitment emerging as a key driver of overall engagement and organizational performance (Table 1).

The descriptive statistics of employee satisfaction, motivation and commitment among higher education employees in Bhopal. The mean values indicate generally high levels of satisfaction (M = 4.02), motivation (M = 3.95) and commitment (M = 4.10) among respondents. The relatively low standard deviations suggest limited variability and a consistent perception across participants. Overall, the results demonstrate a positive attitudinal climate, providing a strong empirical basis for subsequent regression and ANOVA analyses examining the impact of employee satisfaction on motivation and commitment (Table 2).

- **Objective1:** To analyze the impact of employee's satisfaction on the employee motivation

Table 1: SPSS Tests Applied for Research Objectives

Objective	Dependent & Independent Variables	Hypotheses	SPSS Test Used	Purpose / Justification
To analyze the impact of employee satisfaction on employee motivation	IV: Employee Satisfaction DV: Employee Motivation	H01: No significant impact H11: Significant positive impact	Regression Analysis & ANOVA	Regression measures strength, direction and significance of relationship; ANOVA tests for group differences in motivation across demographics [45]
To determine the impact of employee satisfaction on employee commitment	IV: Employee Satisfaction DV: Employee Commitment	H02: No significant impact H12: Significant positive impact	Regression Analysis & ANOVA	Regression assesses predictive effect of satisfaction on commitment; ANOVA identifies significant differences across demographic groups [45]
To examine the combined impact of employee satisfaction on motivation and commitment	IV: Employee Satisfaction DVs: Motivation & Commitment	H03: No significant impact H13: Significant positive impact	Two-Way ANOVA & Regression Analysis	Two-way ANOVA evaluates the combined effects of motivation and commitment on satisfaction; regression confirms predictive relationships [45]

Table 2: Descriptive Statistics of Employee Satisfaction, Motivation and Commitment

Variable	N	Mean	Standard Deviation (SD)	Minimum	Maximum
Employee Satisfaction	100	4.02	0.56	2.50	5.00
Employee Motivation	100	3.95	0.61	2.00	5.00
Employee Commitment	100	4.10	0.54	2.75	5.00

Mean scores represent average responses on a five-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree) (N = 100)

Table 3: Combined Regression and ANOVA Summary for All Objectives

Objective	Hypothesis	Test Used	R	R^2	Adjusted R^2	F-value	Sig. (p)	Key Findings
Impact of Employee Satisfaction on Employee Motivation	H01: No significant impact H11: Significant positive impact	Simple Linear Regression	0.674	0.455	0.449	81.729	<0.001	Employee satisfaction positively predicts motivation. A 1-unit increase in satisfaction increases motivation by 0.721 units (B = 0.721, β = 0.674, p < 0.001).
Impact of Employee Satisfaction on Employee Commitment	H02: No significant impact H12: Significant positive impact	Multiple Regression	0.800	0.640	0.633	86.203	<0.001	Employee satisfaction strongly predicts commitment. A 1-unit increase in satisfaction increases commitment by 0.707 units (B = 0.707, β = 0.782, p < 0.001).
Impact of Employee Satisfaction on Motivation & Commitment	H03: No significant impact H13: Significant positive impact	Two-Way ANOVA	0.856	0.856	0.690	5.158	<0.001	Commitment significantly influences job satisfaction (F = 5.232, p<0.001). Motivation and interaction (Motivation × Commitment) not significant. Employee satisfaction enhances commitment, driving higher satisfaction.

Employee satisfaction has a strong positive effect on motivation, explaining 45.5% of the variance. Organizations should enhance satisfaction via recognition, career growth and positive work environments to improve motivation. Simple linear regression to measure the direct effect of satisfaction on motivation, showing a strong positive correlation (R = 0.674) and 45.5% variance explained (R^2 = 0.455, Adjusted R^2 = 0.449) (Table 3).

- **Objective 2:** To determine the impact of employee satisfaction on employee commitment

Satisfaction is a key predictor of commitment, accounting for 64% of variance. Supportive management, career development and fair appraisal practices can significantly increase employee commitment. Multiple regression to examine satisfaction's effect on commitment, explaining 64% of variance (R^2 = 0.640, Adjusted R^2 = 0.633), indicating a robust positive relationship.

- **Objective 3:** To analyze the impact of employee satisfaction on the employee motivation and employee commitment

Commitment is the primary determinant of job satisfaction, whereas motivation alone does not significantly modify satisfaction. Strategies focusing on strengthening commitment, such as effective leadership and recognition, will improve overall employee satisfaction and institutional performance. Two-way ANOVA to analyze the combined effect on motivation and commitment. Commitment was significant (F = 5.232, p<0.001), while motivation alone and the interaction effect were not significant. Adjusted R^2 = 0.690 demonstrates that the model explains 69% of the variance, accounting for multiple predictors.

DISCUSSION

The study examined the impact of employee satisfaction on motivation and commitment among higher education employees in Bhopal. Descriptive statistics indicated high levels of employee satisfaction (M = 4.02, SD = 0.56), motivation (M = 3.95, SD = 0.61) and commitment (M = 4.10, SD = 0.54), reflecting a positive work environment and organizational support.

Table 4: Summary of Data Analysis and Key Findings

Objective	Statistical Test Used	Key Statistics	Decision on Hypothesis	Key Findings / Interpretation
Descriptive Overview	Descriptive Statistics	Satisfaction: M = 4.02, SD = 0.56 Motivation: M = 3.95, SD = 0.61 Commitment: M = 4.10, SD = 0.54	—	Employees reported generally high levels of satisfaction, motivation, and commitment, indicating a positive organizational climate in higher education institutions in Bhopal.
Objective 1: Impact of satisfaction on motivation	Simple Linear Regression	R = 0.674 R^2 = 0.455 (Adj. R^2 = 0.449) B = 0.721 F = 81.729, p<0.001	H01 Rejected H11 Accepted	Employee satisfaction has a strong and significant positive effect on motivation, explaining 45.5% of the variance in employee motivation.
Objective 2: Impact of satisfaction on commitment	Multiple Regression	R = 0.800 R^2 = 0.640 (Adj. R^2 = 0.633) B = 0.707 F = 86.203, p<0.001	H02 Rejected H12 Accepted	Employee satisfaction is a strong predictor of employee commitment, accounting for 64% of the variance, highlighting its role in strengthening organizational loyalty.
Objective 3: Combined effect of motivation and commitment on satisfaction	Two-way ANOVA	Commitment: F = 5.232, p<0.001 Motivation: F = 1.769, p = 0.070 Interaction: F = 1.458, p = 0.130 Adj. R^2 = 0.690	H03 Partially Rejected H13 Partially Accepted	Commitment significantly influences job satisfaction, while motivation alone and the interaction effect are not significant. Commitment emerges as the primary driver of satisfaction.

- **Objective 1:** Simple linear regression revealed a strong positive relationship between employee satisfaction and motivation (R = 0.674, R^2 = 0.455, Adjusted R^2 = 0.449, F = 81.729, p<0.001). A one-unit increase in satisfaction led to a 0.721-unit increase in motivation (B = 0.721), supporting H11
- **Objective 2:** Multiple regression analysis showed that employee satisfaction significantly predicts employee commitment (R = 0.800, R^2 = 0.640, Adjusted R^2 = 0.633, F = 86.203, p<0.001). Satisfaction had a strong positive effect on commitment (B = 0.707), supporting H12
- **Objective 3:** Two-way ANOVA indicated that employee commitment significantly influences job satisfaction (F = 5.232, p<0.001), while motivation alone (p = 0.070) and the interaction effect (p = 0.130) were not significant. The model explained 69% of the variance in job satisfaction (Adjusted R^2 = 0.690)

Overall, the findings confirm that employee satisfaction enhances both motivation and commitment, with commitment emerging as the key driver of job satisfaction, highlighting the importance of recognition, career development and supportive leadership in higher education institutions (Table 4).

CONCLUSIONS

The present study examined the impact of employee satisfaction on employee motivation and employee commitment among academic and administrative employees in higher education institutions in Bhopal. The findings indicate that employee satisfaction plays an important role in improving employees' motivation and commitment towards their institutions.

The regression results reveal a significant positive relationship between employee satisfaction and employee motivation (R = 0.674, R^2 = 0.455, p<0.001). This indicates that satisfied employees are more likely to remain motivated and actively involved in their professional responsibilities.

Similarly, employee satisfaction has a strong and significant positive impact on employee commitment (R = 0.800, R^2 = 0.640, p<0.001). This finding highlights that employees who are satisfied with their work environment, organizational support and career opportunities are more likely to develop a stronger attachment towards their institutions.

The study also highlights the importance of recognition, supportive leadership, career development opportunities, fair compensation and a positive working environment in strengthening employee satisfaction. These factors can contribute to improved motivation, organizational commitment and employee retention.

Overall, the study concludes that employee satisfaction is an important factor in promoting motivation and commitment among employees in the higher education sector. Higher education institutions should therefore focus on employee-oriented policies and practices to create a supportive and productive work environment.

Implications

The findings of the study have the following practical implications for higher education institutions:

- **Improving Employee Satisfaction:** Institutions should provide a positive working environment, fair compensation, suitable facilities and a healthy work–life balance to improve employee satisfaction
- **Enhancing Employee Motivation:** Regular recognition, appreciation, rewards and opportunities for professional development can encourage employees to perform their responsibilities with greater interest and dedication
- **Strengthening Employee Commitment:** Supportive leadership, transparent policies, employee participation and career growth opportunities can help develop a stronger sense of belonging and loyalty towards the institution
- **Effective Human Resource Practices:** Institutions should adopt employee-friendly HR policies related

to recruitment, training, performance appraisal, promotion and employee welfare

- **Promoting Institutional Performance:** Satisfied, motivated and committed employees can contribute to better teaching quality, research activities, administrative efficiency and overall institutional development

Limitations

The present study has certain limitations that should be considered while interpreting its findings. First, the study was limited to 100 teaching and administrative employees working in selected government and private higher education institutions in Bhopal. Therefore, the findings may not represent employees working in all higher education institutions or other geographical regions.

Second, the study used a quantitative research approach based on a structured questionnaire and a five-point Likert scale. The responses were based on the participants' personal opinions and experiences, which may involve individual perceptions or response bias.

Third, the study focused mainly on employee satisfaction, employee motivation and employee commitment. Other factors that may influence these variables, such as leadership style, organizational culture, work-life balance, job security and career development opportunities, were not examined in detail.

Finally, the study was conducted within a specific period. Employee satisfaction, motivation and commitment may change over time due to changes in institutional policies, working conditions and organizational practices.

Future Research Directions

Future studies may include a larger sample of employees from more higher education institutions across different cities and states to improve the generalizability of the findings. Researchers may also conduct comparative studies between government and private institutions to identify differences in employee satisfaction, motivation and commitment.

Further research may examine additional factors such as leadership style, organizational culture, compensation, career development, work-life balance and job security. These factors may provide a broader understanding of the relationship between employee satisfaction, motivation and commitment.

Future researchers may also use qualitative methods, such as interviews and focus group discussions, along with quantitative techniques to gain deeper insights into employees' experiences and expectations. Longitudinal studies can further examine how employee satisfaction influences motivation and commitment over a longer period.

Overall, further research in this area can help higher education institutions develop effective human resource practices and create a positive working environment that supports employee motivation and long-term organizational commitment.

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