Journal of Commerce, Economics and Finance, e-ISSN: 3107-815X
July-December 2025 | Volume: 01, Issue: 02, Page No.: 01-18
https://doi.org/10.64006/jcef/1201

ORIGINAL ARTICEL |Received:25th July. 2025 | Revised: 20th August. 2025 | Accepted: 08th October. 2025 | Published: 10th December. 2025

Job satisfaction as a bridge between resources and retention: Evidence from Indian higher education

Nouman Ahmad[1], MD Sajjad[2], N.U.K. Sherwani[3]

ABSTRACT

This study examines the predictors of turnover intention in professors of Indian private and deemed universities with a special focus on pay satisfaction, empowerment, self-efficacy, job satisfaction, and affective organisational commitment. The research is grounded in the Job Demands-Resources theory and the Social Exchange Theory, presenting a structural model to test these theories empirically using PLS-SEM through a survey conducted among Indian faculty across various disciplinary groups. The findings reveal that pay satisfaction, empowerment, and self-efficacy have a strong positive impact on job satisfaction, which further increases affective organisational commitment (AOC) and decreases turnover intention. Job satisfaction through AOC mediates both the direct and indirect routes to turnover intention, hence explaining the order in which these constructs cause one another. The findings imply that clear remuneration practices, participatory forms of governance, and special mentoring programs to develop self-efficacy are needed. Short-term satisfaction drivers should be included in the retention strategies with long-term commitment-building programs, stabilising the academic workforce. By integrating the concepts of empowerment and self-efficacy into turnover frameworks and setting the analysis within Indian private and deemed universities, the study addresses issues in the relationship between satisfaction and commitment, expands turnover theory, and provides practical guidance to university administrations committed to maintaining faculty retention.

Keywords: Job Demands Resources (JD-R), Social Exchange Theory (SET), empowerment, pay satisfaction, self-efficacy, turnover intention.

INTRODUCTION

Faculty turnover has emerged as a serious issue in colleges and universities all over the world. Professors are the key to quality of teaching, productivity in research and reputation of the institution; leaving them is associated with significant costs of recruitment, training and loss of intellectual capital (Mpate & Sango, 2024). Turnover intention-the conscious deliberation to leave one's current organisation-has been established as the most immediate precursor of actual turnover (Hom et al., 1984). The knowledge of its antecedents is thus crucial to maintaining academic excellence and institutional continuity.

Besides job satisfaction, organisational and personal resources like pay satisfaction, empowerment, and self-efficacy are also significant predictors of faculty attitudes (Opolot et al., 2025; Zhang et al., 2022; Zhao et al., 2024). The evidence is, however, discontinuous, either by specifying causal direction between satisfaction and commitment in

[1] ✉Research Scholar, Department of Commerce & Business Studies, Jamia Millia Islamia, New Delhi, India, noumanahmad916@gmail.com
[2]Research Scholar, Department of Commerce & Business Studies, Jamia Millia Islamia, New Delhi, India, md.sajjad1@gmail.com
[3]Professor, Department of Commerce & Business Studies, Jamia Millia Islamia, New Delhi, India, nukhan@jmi.ac.in

How to cite: Ahmad, N., Sajjad, M., & Sherwani, N. U. K. (2025). Job satisfaction as a bridge between resources and retention: Evidence from Indian higher education. *Journal of Commerce, Economics and Finance*, *1*(2), 1–18. https://doi.org/10.64006/jcef/1201

the wrong direction or by not specifying these resources as antecedents, previous studies have rendered, in theory, the relationships between job resources and turnover intention diffuse and empirically inconclusive.

Job satisfaction is one of the attitudinal factors that have consistently been found to be one of the strongest predictors of turnover intention. Satisfied faculty are more active and dedicated and dissatisfaction is usually realized through withdrawal cognitions or exit. Empirical studies, also, find that job satisfaction improves affective organisational commitment-the emotional attachment and identification that an employee has with the institution-reducing turnover intention (Prentice et al., 2025; Thu Trang & Thi Thu Trang, 2024). Despite the fact that organisational commitment has an affective, normative, and continuance component, AOC is by far the best predictor of retention in nearly all situations. Thus, the present research is concentrated on AOC as the primary mediating factor of how satisfaction influences turnover.

The present paper responds to this request by creating and empirically evaluating an integrated model of turnover intention in the case of Indian faculty based on the JD-R framework (Bakker and Demerouti, 2007) and SET (Blau, 1964). The two theoretical premises that are the basis of this dual-theoretical approach include the following: pay satisfaction, empowerment, and self-efficacy are postulated as fundamental resources that support job satisfaction, which result in affective commitment and reduction of turnover intentions. Through PLS-SEM the study validates these relationships and tests the mediating influence of AOC. This is a new model that is particularly new in the Indian higher education setting in terms of its ability to observe the complex interaction of intrinsic motivation and extrinsic rewards in situations of minimal job security and institutional support.

This paper combines the JD-R motivational reasoning and the reciprocity mechanism of SET and, as such, provides a more context-specific insight into academic retention in developing economies. Thus, the paper makes contributions to the literature by: (1) elucidating causation between satisfaction and commitment; (2) considering empowerment and self-efficacy as upstream resources; and (3) applying the turnover theory to a fast-changing higher education environment.

LITERATURE REVIEW

Theoretical Foundation: Job Demands–Resources (JD-R) Model

The theoretical foundation of the current study is based on the combination of two contradictory models of the job demands/resources concept with the Social Exchange Theory that jointly elucidates the motivation and relationship mechanisms of the faculty retention. The JD-R model (Bakker & Demerouti, 2007) is a very comprehensive model through which one can understand the impact of job characteristics on employee well-being and performance. It assumes that job resources (e.g., autonomy, support, and developmental opportunities) arouse motivation, contribute to increased job satisfaction, and promote engagement, but job demands become excessive, thereby showing strain and burnout. In the scholarly environment, pay satisfaction and empowerment are the essential organisational resource, whereas self-efficacy is the individual resource, empowering coping skills and developing resiliency to work stress.

The availability of these resources creates positive job attitudes (satisfaction and commitment), and thus reducing the chances of turnover intentions. Although the JD-R model is used to explain the motivational effect of resources on employees, Social Exchange Theory (SET) (Blau, 1964) is used to explain the positive response of employees when these resources are availed. As SET explains, workplace relationships are reciprocal: when workers feel that they are supported, fairly and trusted by the organisation, they will feel obligated to pay them with loyalty and subsequent membership. Perceived justice in compensation, involvement in decision making, and skill acknowledgement generate a sense of obligation and an attachment of emotion in the form of affective organisational commitment in higher education (Chen et al., 2025). When social exchange relationship is lost and there is more turnover intentions as a result of the institutions withholding resources or recognition.

JD-R and SET are combined to offer a multilevel analysis of behaviour among faculty to capture both structural and psychological processes. JD-R covers the influence of resource availability on task level motivation and satisfaction and SET covers the nature of relationships between satisfaction and commitment and retention. This is specifically suitable in the Indian higher education sector whereby structural barriers such as contractualized employment and limited autonomy tend to undermine the pulling power of the conventional retention levers. Combining the motivational and exchange based explanations, the proposed study provides a more comprehensive and context-sensitive description of how organisational and personal resources influence job satisfaction as well as affective commitment and, finally, turnover intention in university faculty.

Pay Satisfaction and Job Satisfaction

Pay is also one of the most vital measures of institutional support. Faculty morale and overall satisfaction are closely associated with pay satisfaction, which means perception of fairness and sufficiency of the remuneration (Baroudi et al., 2022). Within the context of higher education, the dissatisfaction with compensation often manifests as engagement disruption and an increased turnover intention (Xueyun et al., 2025). However, researchers agree that pay satisfaction should be regarded as a component of overall job satisfaction rather than a predictor of turnover (Hernández-Johnson et al., 2023; Parmar et al., 2022). Viewing it as a source of overall satisfaction will reduce redundancy and enhance the explanatory cycle.

H1: Pay Satisfaction has a positive effect on job satisfaction.

Empowerment

The notion of empowerment summarises the comprehension of employees in terms of significance, competence, self-determination, and influence (Jácome & Chión, 2022). Faculty members who feel in charge of exercising independence in teaching, research, and governance are more likely to record higher levels of psychological ownership and proximity to institutional objectives (Baroudi et al., 2022). Empirical studies invariably show that empowerment increases job satisfaction and commitment and prevents withdrawal behaviour (Berhanu, 2023; Lee et al., 2023). But empowerment is not well incorporated in the turnover models in the higher-education environment, particularly in the hierarchical system of the Indian context of the private and deemed universities, where structural constraints can hamper empowerment.

H2: Empowerment has a positive effect on job satisfaction.

Self-Efficacy

Self-efficacy, which can be defined as the belief of a person in his or her ability to do things properly and effectively (Pei et al., 2024), appears to be a critical individual resource in the academic domain. With a highly developed sense of self-efficacy, faculty members are more resilient to the pressure of the workload, adapt more effectively to the constantly changing requirements of academia, and feel greater confidence in their ability to achieve the expectations of the institution (Jiang et al., 2019). Empirical data show that self-efficacy not only increases job satisfaction but also indirectly reduces turnover intention through alleviation of stress and reinforcement of performance (Jiang et al., 2024; Song et al., 2020). However, its direct relationship with turnover intention frequently becomes statistically insignificant when job satisfaction and affective organisational commitment are also taken into consideration, indicating that self-efficacy mostly acts as a precursor to satisfaction.

H3: Self-efficacy has a positive effect on job satisfaction.

Job Satisfaction, Affective Organisational Commitment and Turnover Intention

Job satisfaction is also among the strongest predictors of affective organisational commitment (AOC), which summarises the emotional attachment and identification of an employee towards his or her institution (Yao et al., 2022). When staff have fulfilment in their work, they are also more likely to develop an increased loyalty and a greater sense of embeddedness to their universities, thus lessening withdrawal cognitions (Al-Mahdy & Alazmi, 2023; Höfrová et al., 2024). AOC has been repeatedly identified in scholarship in higher education as the most robust dimension of commitment that has any impact on retention that moves normative or continuance forms (Chen et al., 2025).

H4: Job satisfaction has a positive effect on affective organisational commitment.
H5: Job satisfaction has a positive effect on turnover intention.

However, even with the robustness of this relationship, empirical research shows conceptual ambiguity over the causal precedence. Other researchers show commitment as a source of satisfaction, stating that faculty members who are already committed to the institutions they work in will then have a more favourable job evaluation (Opolot et al., 2025; Parmar et al., 2022). Nonetheless, some other researchers also present evidence to support the belief that satisfaction comes first, and job attitudes are the starting point on which emotional attachments to the organisation are built (Malik, 2023; Tran & Moskovsky, 2024). Drawing on the Social Exchange Theory, this paper adheres to the latter perspective, as a signal of perceived organisational support, satisfaction will result in reciprocation in the shape of increased affective commitment. In addition to its indirect influence through its AOC, job satisfaction is also a negative direct influence on turnover intention. Satisfied faculty will be less likely to contemplate departure, irrespective of their affective organisational commitment, based on the fact that satisfaction is the manifestation of everyday accomplishment and equitable decisions (Jácome & Chión, 2022; Mahohoma & Harpal, 2025).

Affective Organisational Commitment and Turnover Intention

Affective organisational commitment is always cited as a pivotal buffer of turnover. Devoted faculty members are more loyal and tend to stay regardless of the hardships (Grant et al., 2022; Yu et al., 2025). Affective commitment plays a special role in the field of higher education, and it has a positive effect on satisfaction in real retention results.

H6: Affective organisational commitment has a positive effect on turnover intention.

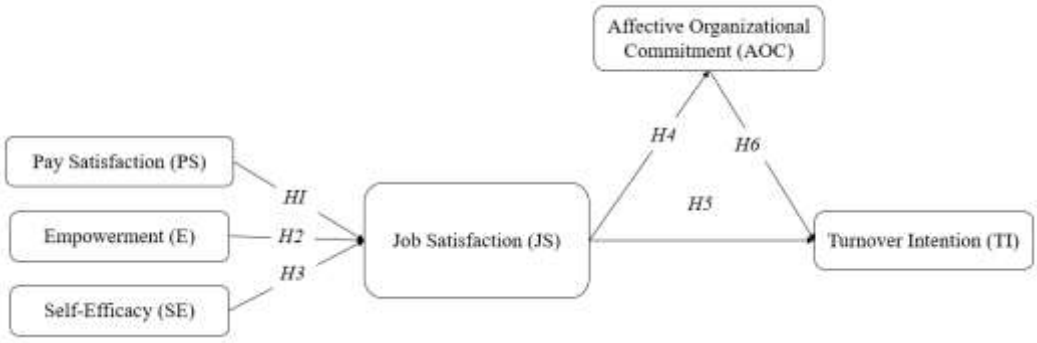

Figure 1: Conceptual Framework

RESEARCH METHODOLOGY

Research Design

The research used a quantitative, cross-sectional approach to examine the relationship between pay satisfaction, empowerment, self-efficacy, job satisfaction, affective organisational commitment, and turnover intention among

Indian academicians in higher education. The model used in this research drew on the Job Demands–Resources (JD-R) theory that describes how job and personal resources generate motivation and satisfaction, and subsequently minimise withdrawal cognitions (Bakker & Demerouti, 2007). Since the research focus was on several latent variables, indirect and direct effect tests together with predictive research characteristics were tested using Partial Least Squares Structural Equation Modelling (PLS-SEM) as the method of analysis. PLS-SEM is uniquely appropriate to theory's exploratory uses in new settings since it can handle complex models, is very robust to non-normal distribution of data, and works well with medium-sized samples (Hair et al., 2019).

Population and sampling technique

The participants in the present study were regular faculty members holding teaching posts in private and deemed institutions in India. In order to provide the respondents with sufficient knowledge of their institutional environment and responsibility, only those participants who had at least a year of teaching experience were selected. A purposive sampling approach was adopted as an attempt towards defining diversity in different places of India, streams of academics, and categories of institutions. Surveys were conducted from January to March 2024 in a mixed-mode. Google Forms online questionnaires were distributed through email through faculty mailing lists, professional academic networks, and WhatsApp groups, and paper questionnaires were also distributed on chosen campuses to add responses. Of 400 questionnaires distributed, 358 were received. After missing data screening and exclusion of invalid responses, 286 valid surveys were available for analysis. The size of the sample in this was much larger than the PLS-SEM minimum, i.e., a minimum of 10 respondents against every indicator or at least 300 cases for medium-to-large models (Russo & Stol., 2021).

Measurement Instruments

The research used scales pre-tested and adjusted to the Indian higher education environment. All the responses were measured on a five-point Likert scale (1 = Strongly Disagree and 5 = Strongly Agree). Four pay satisfaction items from Alhajaj and Ahmad (2023). The Pay Satisfaction Questionnaire captures salary, allowances, and perceived fairness satisfaction. Empowerment was assessed using six items of Wong Humborstad and Perry (2011). Self-efficacy was assessed using four items of Alhajaj & Ahmad (2023), with a modification to capture academic duties. Job satisfaction was assessed using five items of Ho & Au (2006), aligned with work content satisfaction, supervision satisfaction, and organisational environment satisfaction. Affective organisational commitment was assessed through six items adapted from Joung et al. (2015), which focused on the affective facet of commitment. Lastly, turnover intention was assessed through three items adapted from Wong Humborstad & Perry (2011), which asked the respondents about the probability that they would leave their present institution.

Data Analysis

Data analysis was conducted using version 4 of SmartPLS. The two-step method suggested by Hair et al. (2019) was followed, where first the measurement model and then the structural model were tested sequentially. In the first step, the reliability and validity of the measurement model were checked. Internal consistency was evaluated using Cronbach's alpha and composite reliability values, while convergent validity was evaluated based on factor loadings and average variance extracted. Discriminant validity was also confirmed on both the Fornell–Larcker criterion and Heterotrait–Monotrait ratios. Structural model testing was done in the second phase to test the hypothesised relationships between the constructs. Bootstrapping was used in order to ascertain the significance of the chosen path coefficients. Explanatory power of the model was tested based on R^2 values, while predictive relevance was tested based on Q^2 statistics. Effect sizes were calculated to provide an approximation of the relative size of independent variables, and variance inflation factors were inspected so that they would not be multicollinear.

RESULTS

Table 1 indicates that most of the respondents were men (66.4%), aged 30-40 years (53.8%) and married (59.8%). The greatest proportion of reporters had NET/JRF (36.7%) or PhD qualifications (26.2%), with an even smaller percentage having only a Master's degree (16.1%). On employment factors, 40.2 per cent were working part-time, 33.9 per cent full-time, and 25.9 per cent contractual, with the income levels being fairly balanced under the three categories. Interestingly, more respondents belonged to the category of contractual faculty (52.8%) than that of assistant professors (47.2%), indicating the high reliance of the private universities on part-time workers. The experience in teaching was mostly in the range of 57 years (54.5%). On the whole, the demographic profile of the faculty depicts a youthful and mid-career faculty base, as contractual appointments become a burning aspect of turnover intentions formation.

Measurement Model

The hypothesised structural relationships were tested only after they had been tested to determine that the measurement model had reliability and validity of the constructs used. As per the recommendation of Hair et al. (2019), the evaluation entailed Cronbach's alpha, Composite Reliability (CR), and Average Variance Extracted (AVE), which, in combination, ascertain internal consistency and convergent validity as the requirements of structural analysis.

The Cronbach's alpha was 0.708 for Self-Efficacy and 0.793 for Empowerment, and all the constructs exceeded the value of 0.70. This illustrates that the items of each construct are internally consistent and that they measure the same underlying latent dimension satisfactorily. The values near 0.80 also indicate that good reliability and low random error measures are also covered by the constructs.

CR was between 0.823 and 0.859 (Turnover Intention and Job Satisfaction, respectively), which are above the recommended minimum cutoff of 0.70. These findings are pointers to the constructs having high internal reliability and that the indicators of the constructs have a high percentage of common variance. CR is a better representation of the reliability estimate because it takes into consideration the individual indicator loadings, thus enhancing the strength of the constructs, compared to Cronbach's alpha. The AVE was used to determine convergent validity.

The range of the AVE values was between 0.507 and 0.670, with Affective Organisational commitment and Job Satisfaction, respectively, which were above 50%. This suggests that the variance in the indicators is accounted for by the latent construct that corresponds to the indicators by more than half, and this suggests convergent validity. It is interesting to note that Job Satisfaction recorded the highest AVE, indicating a very strong indicator of convergence.

The findings that were summarised in Table 2 give very good reasons to believe that all constructs report satisfactory reliability and convergent validity. These results affirm that the measurement model is sufficient, and it offers a strong background to move to the structural model evaluation.

Discriminant Validity

Fornell and Larcker (1981) and Henseler et al. (2009) recommended assessing discriminant validity by means of the Fornell-Larcker criterion, cross-loadings, and the Heterotrait-Monotrait (HTMT) ratio.

Table 1: Demographic Profile of the Respondents

Variable	Category	Frequency	Percentage
Gender	Male	190	66.4%
	Female	96	33.6%
Age	Below 30	76	26.6%
	30–40	154	53.8%
	41–50	56	19.6%
Marital Status	Single	115	40.2%
	Married	171	59.8%
Education Level	Master's Degree	46	16.1%
	NET/JRF	105	36.7%
	Ph.D.	75	26.2%
	Others	60	21.0%
Employment Status	Full-time	97	33.9%
	Part-Time	115	40.2%
	Contractual	74	25.9%
Monthly Income	Less than 40,000	105	36.7%
	40,001–80,000	84	29.4%
	Above 80,000	97	33.9%
Designation	Assistant Professor	135	47.2%
	Contractual Faculty	151	52.8%
Years of Teaching Experience	Less than 2 years	46	16.1%
	3–5 Years	84	29.4%
	5–7 Years	156	54.5%
Total		**286**	**100.0%**

Table 2. Construct Reliability and Validity

Construct	Cronbach's α	Composite Reliability (CR)	AVE
PS	0.734	0.834	0.557
E	0.793	0.858	0.55
JS	0.753	0.859	0.67
SE	0.708	0.825	0.548
AOC	0.734	0.832	0.507
TI	0.711	0.823	0.54

The square root of the Average Variance Extracted (AVE) of each construct is supposed to be greater than the correlations of each construct with the rest of the constructs according to the Fornell-Larcker criterion. This was met as shown in Table 3 in all the variables. Indicatively, Job Satisfaction (0.825) square root was higher than its relationships with Empowerment (0.561), Pay Satisfaction (0.624), and Self-Efficacy (0.536) correlation. Equally, Affective Organisational Commitment (0.824) had a higher correlation with it than Empowerment (0.589), Pay Satisfaction (0.512), and Job Satisfaction (0.618). The same was true of Turnover Intention (reversed, 0.762), and correlations below the diagonal established adequate discriminant validity.

***Table 3*:** Fornell-Larcker Criterion

	PS	E	JS	SE	AOC	TI
PS	0.746					
E	0.582	0.735				
JS	0.624	0.561	0.825			
SE	0.451	0.497	0.536	0.820		
AOC	0.512	0.589	0.618	0.562	0.824	
TI	0.423	0.551	0.497	0.528	0.539	0.762

Cross-loadings were also checked to make sure there is item-level distinctiveness. All indicators loaded more strongly on their constructs than any other latent variable (Table 4). An example is that PS1 had a higher loading of 0.812 on Pay Satisfaction than was the case with a lower loading of 0.563 on Empowerment and -0.459 on Turnover Intention. Similarly, E2 loaded 0.838 on Empowerment, which is significantly more than its loadings on other constructs, and JS2 loaded 0.858 on Job Satisfaction, which confirms a high level of convergent direction. Such findings show that cues were specified correctly on their constructs.

Table 4: Cross Loadings

Item	PS	E	JS	SE	AOC	TI
PS1	**0.812**	0.563	0.607	0.455	0.579	-0.459
PS2	**0.737**	0.392	0.475	0.26	0.331	-0.279
PS3	**0.719**	0.418	0.394	0.224	0.320	-0.264
PS4	**0.714**	0.404	0.358	0.170	0.343	-0.207
E1	0.369	**0.671**	0.303	0.349	0.513	-0.330
E2	0.495	**0.838**	0.551	0.493	0.569	-0.507
E3	0.410	**0.795**	0.412	0.321	0.434	-0.392
E4	0.481	**0.684**	0.484	0.387	0.500	-0.349
E5	0.468	**0.706**	0.503	0.434	0.494	-0.460
JS1	0.564	0.529	**0.819**	0.394	0.518	-0.341
JS2	0.567	0.535	**0.858**	0.497	0.606	-0.392
JS3	0.384	0.431	**0.777**	0.482	0.462	-0.392
SE1	0.340	0.401	0.396	**0.817**	0.470	-0.396
SE2	0.278	0.481	0.540	**0.875**	0.577	-0.444
SE3	0.144	0.224	0.324	**0.676**	0.395	-0.269
SE4	0.386	0.498	0.38	**0.549**	0.486	-0.437
AOC1	0.472	0.590	0.461	0.482	**0.753**	-0.389
AOC2	0.444	0.577	0.569	0.582	**0.848**	-0.401
AOC3	0.305	0.342	0.507	0.435	**0.725**	-0.426
AOC4	0.359	0.541	0.459	0.506	**0.714**	-0.510
AOC5	0.307	0.307	0.257	0.241	**0.460**	-0.079
TI1	-0.320	-0.503	-0.414	-0.477	-0.445	**0.718**
TI2	-0.384	-0.529	-0.451	-0.354	-0.475	**0.829**
TI3	-0.146	-0.286	-0.196	-0.261	-0.284	**0.769**
TI4	-0.375	-0.289	-0.275	-0.465	-0.351	**0.605**

The discriminant validity was also evaluated using the HTMT criterion (Table 5). The values of HTMT fell between 0.496 (Pay Satisfaction to Self-Efficacy) and 0.745 (Job Satisfaction to Affective Organisational Commitment), which are less than the conservative score of 0.85 and much lower than the more relaxed cutoff of 0.90. This is another indication that the constructs in the study are empirically different to each other.

Table 5: Heterotrait-Monotrait Ratio (HTMT)

Construct	PS	E	JS	SE	AOC	TI
PS						
E	0.688					
JS	0.731	0.674				
SE	0.496	0.583	0.632			
AOC	0.581	0.701	0.745	0.614		
TI	0.481	0.609	0.558	0.594	0.632	

Collinearity Assessment

To make sure that there was no problem of multicollinearity in the measurement model, the Variance Inflation Factor (VIF) of all the indicators was analysed. As Hair et al. (2019) explain, a VIF value of less than the conservative level of 5.0 shows that there is no issue with collinearity, whereas values nearer to 3.0 are better.

According to Table 6, all the item-wise VIFs in the current study were between 1.071 and 2.276, which is far less than the limit. This implies that every indicator is sufficiently independent of the others and that the multicollinearity would not have a tendency to bias the estimates of the measurement and the structural models.

As shown in Table 6, the indicators showed VIF values that are 1.167 (AOC5) to 2.276 (E2), which are significantly lower than the maximum acceptable VIF value. These conclusions indicate that the items are independent enough and there is no multicollinearity problem. Thereupon, the findings endorse that the measurement items are statistically sound, and the structural model estimates will not tend to be distorted by collinearity problems. All the Fornell-Larcker criterion, cross-loadings, HTMT ratios, and VIF values prove that discriminant validity is satisfactorily established. The findings demonstrate that constructs are empirically different in this research work, thus indicating the relevance of the measurement model and reasons why the structural model warrants additional analysis.

Structural Model and Testing of Hypotheses.

After verifying the reliability and validity of the measurement models, the hypothesised construct relationships were examined using Partial Least Squares Structural Equation Modelling (PLS-SEM) with a bootstrapping of 5,000 resamples. It is an appropriate technique in a predictive analysis and can be used to estimate the explanatory power (R^2), predictive relevance (Q^2), and effect sizes (f^2) (Hair et al., 2024).

The model exhibits moderate and excellent explanatory power. A combination of Pay Satisfaction (PS), Empowerment (E) and Self-Efficacy (SE) had a significant explanatory power in Job Satisfaction (JS) ($R^2 = 0.535$, $Q^2 = 0.512$). JS also contributed 42.1% to the variance in Affective Organisational Commitment (AOC) ($R^2 = 0.421$, $Q^2 = 0.405$) and JS and AOC had 30.3% variance in Turnover Intention (TI) ($R^2 = 0.303$, $Q^2 = 0.283$). Q 2 values were all positive, which was a sign of predictive relevance (Chin, 1998).

All paths were significant as far as the hypothesised relationships are concerned. H1 was supported because PS had a positive and significant influence on JS ($\beta = 0.351$, $t = 4.672$, $p < 0.001$). This implies that reasonable pay is asso ciated with increased faculty satisfaction, as is the case with Alhajaj and Ahmad (2023) and Malik (2023). E also positively affected JS ($\beta = 0.197$, $= 2.419$, $= 0.017$), although it supports H2, i.e., the importance of free will and role in academic decisions, which is in accordance with Wong Humborstad and Perry (2011). On the same note, SE was a significant predictor of JS ($\beta = 3.783$, $t = 3.783$, $p = 0.001$), which supports H3. The faculty who felt more certain about their ability to handle teaching and research duties reported greater satisfaction, which is in line with Alhajaj and Ahmad (2023).

Table 6: Variance Inflation Factor (VIF) Values

Indicator	VIF	Indicator	VIF
PS1	1.83	SE2	1.976
PS2	1.65	SE3	1.384
PS3	1.501	SE4	1.208
PS4	1.419	AOC1	1.624
E1	1.562	AOC2	2.046
E2	2.276	AOC3	1.45
E3	1.816	AOC4	1.576
E4	1.504	AOC5	1.167
E5	1.551	TI1	1.379
JS1	1.557	TI2	1.637
JS2	1.716	TI3	1.425
JS3	1.398	TI4	1.213
SE1	1.647		

Regarding the outcomes, JS was a strong predictor of AOC (β= 0.728, 10.651, $p < 0.001$) and followed the H4. The effect size of this relationship was large ($f^2 = 0.726$), which proves that satisfied faculty are more emotionally attached to their institutions (Joung et al., 2015). JS also had a negative prediction of TI (β = -2.175, t = -2.004, p = 0.031), which confirms H5, but the effect size was not large ($f^2 = 0.032$). This means that the satisfaction of faculty decreases the possibility of considering leaving. Lastly, AOC was a negative predictor of TI (β=-0.372, t=-4.528, $p < 0.001$), which is in favour of H6. Having a moderate effect size (f^2 =0.135), this result is consonant with previous results (Parmar et al., 2022) showing that commitment is an effective deterrent to turnover.

Table 7: Path Coefficients

Hypothesis		Path coefficient	T Value	P Values	Results	R2	Q2	F2
H1	**PS -> JS**	0.351	4.672	0.000	Accept	0.535	0.512	0.187
H2	**E -> JS**	0.197	2.419	0.017	Accept			0.061
H3	**SE -> JS**	0.283	3.783	0.000	Accept			0.133
H4	**JS -> AOC**	0.728	10.651	0.000	Accept	0.421	0.405	0.726
H5	**JS -> TI**	-0.204	-2.175	0.031	Accept			0.032
H6	**AOC -> TI**	-0.372	-4.528	0.000	Accept	0.303	0.283	0.135

The results of the structural model indicate that Pay Satisfaction, Empowerment and Self-efficacy have a strong impact on Job Satisfaction, which in turn has a strong predictive power on both Affective Organisational commitment and Turnover Intention. Both the large values of R^2 and Q^2 imply that the model is both explanatory and predictive relevant, hence strong evidence for the JD-R model to explain turnover intentions of the faculties in both the private and deemed universities within the Indian context.

Mediation Analysis

In order to further investigate the indirect effects between the study constructs, a mediation analysis was conducted using bootstrapping with 5,000 resamples. As shown in Table 4, JS and AOC appear to be important mediators in various interactions. The result suggests that Job Satisfaction is the critical mediating variable between the personal and organisational resources and affective commitment. In particular, the indirect effect on E→AOC→JS (t = 2.514, p = 0.012), PS→JS→AOC (t = 3.172, p = 0.002), and SE→JS→AOC (t = 2.970, p = 0.003). These findings confirm

the fact that increased empowerment, increasing pay satisfaction and high self-efficacy lead to the establishment of affective organisational commitment with reference to increasing job satisfaction.

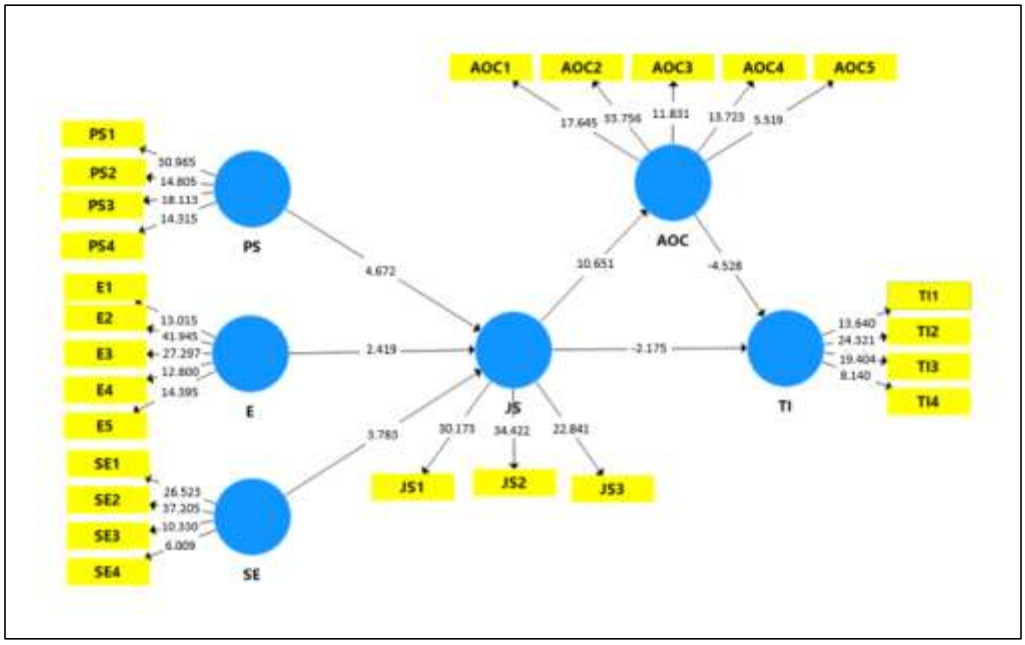

Figure 2: Structural Model

Therefore, job satisfaction is disclosed as a psychological process that connects the resources of faculty members to emotional attachment to the institution. In addition to these single mediations, there were also mediation effects that were sequential. E → JS → AOC→TI (t = -2.390, p = 0.017), PS→JS→AOC →TI (t = -2.674, p = 0.008), and SE →JS→AOC →TI (t = -2.756, p = 0.006) were significant. These findings indicate that a positive effect of empowerment, payment satisfaction, and self-efficacy not only augments satisfaction and commitment but also lowers turnover intentions collectively via these cascade effects. The layered mediation points out that satisfaction and commitment enhancement is a protective layer against the exit.

Moreover, there was also a direct mediation between job satisfaction and turnover intention. The E → JS → TI (t = -2.615, p = 0.009), PS → JS → TI (t = -2.930, p = 0.004) and SE → JS → TI (t = -3.020, p = 0.003) coefficients and the pathway JS → AOC → TI (t = -2.674, p = 0.008) clearly show that job satisfaction These findings highlight the primary importance of job satisfaction as a mediator and they show that when coupled with affective commitment a sequential defence mechanism is created that significantly reduces the probability of turnover intentions among the faculty members.

Also, only JS mediated the direct associations of the antecedents and TI. All of the indirect paths E → JS → TI (t = 2.290, p = 0.002), PS → JS → TI (t = 3.867, p = 0.003) and SE → JS → TI (t = 3.870, p = 0.002) were significant, which means that academic role satisfaction increases through gains in empowerment, fairness of pay and efficacy reduce turnover intentions of the faculty.

All these show that Job Satisfaction is a central mediator, and it acts independently and in sequence with AOC. It not only passes the impacts of empowerment, remuneration, and efficacy to commitment but also directs the effects to reduce turnover intentions. This two-fold mediating capability indicates that the interventions aimed at improving faculty satisfaction and commitment are important leverages in mitigating turnover in Indian private and deemed universities.

How to cite: Ahmad, N., Sajjad, M., & Sherwani, N. U. K. (2025). Job satisfaction as a bridge between resources and retention: Evidence from Indian higher education. *Journal of Commerce, Economics and Finance*, *1*(2), 1–18. https://doi.org/10.64006/jcef/1201

***Table 8**: Mediation analysis*

Pathways	Standard Deviation	T Values	P Values	Result
E -> JS -> AOC	0.072	2.514	0.012	Significant
PS -> JS -> AOC	0.064	3.172	0.002	Significant
SE -> JS -> AOC	0.066	2.970	0.003	Significant
E -> JS -> AOC -> TI	0.041	-2.390	0.017	Significant
PS -> JS -> AOC -> TI	0.043	-2.674	0.008	Significant
JS -> AOC -> TI	0.043	-2.674	0.008	Significant
SE -> JS -> AOC -> TI	0.039	-2.756	0.006	Significant
E -> JS -> TI	0.038	-2.615	0.009	Significant
PS -> JS -> TI	0.040	-2.930	0.004	Significant
SE -> JS -> TI	0.042	-3.020	0.003	Significant

Model Fit Assessment

The standardised root mean square residual (SRMR), d ULS, d G, chi square and normed fit index (NFI) were used to assess the overall model fit. The SRMR value (0.048) of the saturated model and the estimated model (0.055) was less than the suggested value of 0.08, which implies that the model perfectly fit the data. In the same way, the NFI values of 0.921 (saturated) and 0.908 (estimated) were larger than the acceptable cutoff of 0.90, which also evidences the suitability of the model. The chi-square (325.450 and 342.210) values were in a reasonable range of the complex SEM modelling model, and d ULS, and d G values revealed consistency between the saturated and estimated model. Taken together, these indices attest to the fact that the proposed structural model satisfactorily fits the data, thus offering confidence in the strength of the results.

Table 9: Model Fit Indices

Index	Saturated Model	Estimated Model
SRMR	0.048	0.055
d_ULS	0.975	1.120
d_G	0.620	0.745
Chi-Square	325.450	342.210
NFI	0.921	0.908

DISCUSSION

This research went into exploring how personal and organisational resources like pay satisfaction, empowerment, and self-efficacy, influencing job satisfaction, affective organisational commitment, and turnover intention, influence Indian private and deemed university professors. The results strongly substantiate the JD-R model that states that resources evoke motivational processes that build satisfaction and reduce withdrawal cognitions. They also operate according to Social Exchange Theory, since feelings of fairness, autonomy, and competence were met with loyalty and reduced turnover intentions.

One of the main contributions of this research is to revalidate job satisfaction as the core psychological mediator connecting resources to retention outcomes. Aligned with previous research (Höfrová et al., 2024; Malik, 2023; Parmar et al., 2022), job satisfaction was the strongest and most consistent predictor of turnover outcomes with direct and indirect effects. Recent research (Liu et al., 2024; Zhang et al., 2022) also indicates that satisfaction is a cross-culturally invariant antecedent of faculty commitment and retention, confirming its theoretical status as the one most fundamental antecedent in the turnover models. Meanwhile, findings identify the causal order between satisfaction and AOC. Whereas other research had placed commitment before satisfaction (Joung et al., 2015), and others refute

that satisfaction comes first (Mahohoma & Harpal, 2025; Xueyun et al., 2024). The order lends support for the argument to theorize satisfaction as a motivational state, which evokes affective attachment and not as a result of commitment.

The study also reveals the relative significance of organisational and individual resources. Empowerment was a powerful determinant of satisfaction and commitment, confirming Meng (2022) Chinese higher education findings and Kang et al. (2022) European higher education results. Empowerment is not an equally significant effect in all circumstances, though: possibilities for empowerment in some hierarchical or centralised systems are still restricted (Jiang et al., 2019). This delicacy explains why the effects of empowerment vary weaker or more changeable between cross-studies and suggests the need to consider governance arrangements when determining the motivational role of empowerment. Similarly, pay satisfaction in India was also highly predictive of potency as in Yao et al. (2022) and Liu et al. (2024) but unlike Western tenure systems, intrinsic drivers are most likely to dominate in India (Boudouaia et al., 2024). This splurage means that fairness in remuneration appears as a retention power with the help of contractual environments.

Self-efficacy was also a subjective resource that positively impacted both satisfaction and, as a result, turnover intentions, just as suggested by Pei et al. (2024) and Alhajaj & Ahmad (2023). Like earlier studies, but in its own regard, its direct impact on turnover is made insignificant when the attitudinal mediators are held constant. This underscores the need to situate self-efficacy as a antecedent to satisfaction as opposed to a predictor of withdrawal cognition independently. The explanatory power of the model (R^2 =.535 in case of JS, 0.421 in case of AOC and 0.303 in case of TI) is an indication of the power of integrating JD-R and SET to turnover research among college faculty. These are the ratios of variance in withdrawal cognitions explained by resources and attitudinal states jointly, i.e. that the jointly motivational and reciprocity/oriented paths are strong processes and mechanisms explaining turnover. Most importantly, the contextual implications here make global turnover theory more generalizable. Within Western tenure regimes and secured compensations, internal motivators like efficacy and empowerment can be more prominent, while within Indian private and deemed universities, extrinsic fairness metrics like compensation satisfaction continue to determine the phenomenon. This contextual contingency adds finer nuances to cross-cultural generalizability of turnover theory and asserts the necessity for faculty retention research to be grounded in particular regimes of governance.

IMPLICATIONS

Theoretical Implications

This study contributes to turnover intention in the following significant respects. It extends the JD-R model for the first time by establishing that extrinsic fairness cues like pay satisfaction determine intrinsic motivators of satisfaction and retention in contract-based Indian private and deemed universities. This context specification enhances the motivational sequence of JD-R and emphasizes that relative salience of resources varies with governance regimes and employment types, not being invariant across time and space.

Second, the research extends SET by demonstrating how shared ties of commitment may occur even in contractual insecure environments if institutions convey fairness and empowerment. This extension of SET is beyond the secure tenure-based systems in which SET has been most extensively tested.

Third, the model introduces self-efficacy and empowerment into turnover studies, constructs otherwise neglected constructs in higher-education retention studies that are traditionally tilted toward remuneration (Grant et al., 2022; Shuhaimi et al., 2025). Placing empowerment as an organisational asset and self-efficacy as an individual asset shows how external and internal mechanisms work together to maintain satisfaction.

Fourth, the study provides answers to the problem of causal order of satisfaction and commitment. Whereas other studies have already depicted commitment as a precondition of satisfaction (Chen et al., 2025), recent studies explain that AOC comes after satisfaction (Yu et al., 2025). Not only is this difference an improvement to turnover models but it also redefines AOC as a downstream state of attitude, rather than a precursor. Collectively, the results enhance the explanatory power of JD-R and SET, demystify controversial associations and facilitate cross-cultural application of turnover explanations to non-East Asian and non-Western situations.

Practical Implications

The findings also give practical insights to university policymakers and administrators. To start with the most overwhelming presence of pay satisfaction helps to emphasize the necessity of clear salary grids, discipline-related benefits, and incentive-based rewards. The systems of fairness play a vital part in sustaining contentment and reducing the desire to quit without tenure systems in place. Second, the empowering effect emphasizes on participatory government, decentralized decision-making, and involvement of faculty in academic and administrative matters. The symbolic channels of influence, though they are not evidence-based, can still enhance the level of satisfaction and commitment so long as they are founded on genuine trust.

In the third, the issue of self-efficacy turned out to be a strong predictor of satisfaction, which means that institutions need to invest in formal mentoring, professional development opportunities, and workload support to develop faculty self-confidence and resilience. Finally, the implication that satisfaction to affective commitment is converteddisplays the fact that even the institutions must adapt to being responsive to short-term dissatisfiers. Recognition plans, career advancement opportunities and equal scholarly models can translate satisfaction into long-term emotional dedication, therefore creating stability among the employees. Interestingly it is not only in India.

In contrast to compensation openness has a determinative impact on Indian privately and assumed universities, in tenure-system Western environments, a study cautions that an emphasis on empowerment, or internal rewards, may elevate the importance of fairness beliefs excessively. To comply, higher education institutions across the worldought to modify the retention plans by coordinating the situation-dependent extrinsic leverages with the prevalent intrinsic motivators. In practice, open disclosure of the compensation standards, faculty committees rotation, formal mentoring, and using high reward recognition systems can produce vast differences at rather low costs. Together, both alleviate short-term dissatisfaction and prevent long-term disengagement and are a moderate set of measures in preventing turnover and retaining faculty.

LIMITATIONS AND FUTURE RESEARCH

This research, just like any other empirical research, has limitations which leave the way to further investigation open. To begin with, causal inference is limited by the cross-sectional type. Despite the fact that the hypothesised directionality is theoretically based on the JD-R model and SET, longitudinal or panel designs would be used to confirm the temporal sequencing of job satisfaction, affective organisational commitment, and turnover intention.

Second, the research concentrated on private and deemed universities in India, which adds to the contextual relevance but restricts the process of generalisation. The turnover patterns in public universities that have varied governance models, employment contracts, and tenure systems can be different. External validity would be enhanced by comparative research across institutional types or international research with different governance systems of higher education, and the eloquence of the mechanisms being context-specific or generalisable across systems.

Third, although the model included important organisational and personal resources, including pay satisfaction, empowerment, and self-efficacy, other constructs can be used to improve explanatory power. As an example, in higher education, leadership style and burnout have been demonstrated to have an effect on satisfaction and retention. Other constructs that might act as moderators or mediators of the satisfaction-commitment-turnover pathway might be

constructs like organisational justice or work-life balance. Combining these variables would give a better holistic explanation of faculty retention.

Fourth, the use of self-reported survey data will increase the likelihood of common method variance, even though procedures and statistical correctives were implemented. Multi-source designs are to be used in the future (i.e. triangulation of faculty survey with administrative turnover records or mixed-method design to understand the subtleties of satisfaction, commitment and retention. Lastly, despite the study having clarified the causal sequence between satisfaction and AOC, little has been done to explain how short-term satisfaction can be transferred into long-term attachment. Qualitative or longitudinal design might shed light on how recognition, mentoring or professional development programs can result in long-term commitment out of short-term satisfaction.

Combined, these constraints lead to opportunities to further study the psychological and organisational processes behind faculty turnover. It is through model extensions, the addition of new constructs and more rigorous designs that the scholars can further detail how the universities around the world can support the most important resource they have, which is academic talent.

CONCLUSION

This paper has explored the influence of organisational (pay satisfaction, empowerment) and personal (self-efficacy) resource on job satisfaction, affective organisational commitment, and turnover intention at faculty in Indian private and deemed universities. Based on the Job Demands Resources model and the Social Exchange Theory, the results validate that extrinsic and intrinsic resources are important in terms of increasing job satisfaction that, in its turn, increases AOC and decreases turnover intentions. Notably, the findings clarify an extended-lasting debate as they offer additional evidence to the position that satisfaction precedes commitment making job satisfaction the most important psychological mechanism connecting resources with retention. There are three aspects in which this work has made its contribution. Hypothetically, it justifies the motivational route of JD-R model in the academic world, spills SET to the Indian university context of contracts, and empowers and self-efficacy into turnover models that had traditionally been run with compensation. These developments enhance the explanatory accuracy of turnover theories and increase its cross-cultural generalizability. In practice the findings lead to practical actions that should be adhered to by the leaders of the universities: open compensation system, participatory governance practice, systematic mentoring and recognition system that transforms the satisfaction into long-term commitment. Although the study has its limitations due to its cross-sectional format and focus on private/deemed universities, it has high explanatory capability and suggests potentially valuable directions to be pursued in the future study including comparative research into institutional types, and longitudinal studies of relationships between satisfaction and commitment. Lastly, the facts establish that retention of academic talent in Indian higher education cannot be ensured on fair pay alone, but on a fulsome blend of the psychological resources and organisational processes that entrench satisfaction and create long-term commitment.

AUTHOR DECLARATIONS

CRediT Author Statement / Author contributions

Nouman Ahmad: Conceptualization; Methodology; Software; Formal Analysis; Investigation; Data Curation; Writing -Original Draft Preparation.

MD Sajjad: Validation; Data Interpretation; Writing – Review & Editing; Visualization.

N.U.K. Sherwani: Supervision; Writing – Review & Editing.

Acknowledgment: The authors would like to state that no specific funding or support was received for this study.

Conflict of interest: The author(s) declare no conflicts of interest.

AI statement: This work has benefited from the use of Grammarly, an AI-powered language tool, which assisted in grammar checking, spelling correction, and clarity improvements. No generative content was produced by any AI tool; the responsibility for the ideas, interpretations, and conclusions remains solely with the authors.

PUBLISHER'S NOTE: All claims expressed in this article are solely those of the authors and do not necessarily represent those of the publisher, the editors and the reviewers. This journal remains neutral with regard to jurisdictional claims in published institutional affiliation.

REFERENCES

Al-Mahdy, Y. F. H., & Alazmi, A. A. (2023). Principal Support and Teacher Turnover Intention in Kuwait: Implications for Policymakers. *Leadership and Policy in Schools*, *22*(1), 44-59. https://doi.org/10.1080/15700763.2021.1879168

Alhajaj, W. E., & Ahmad, S. Z. (2023). The effectiveness of human resource management practices, work engagement and self-efficacy in minimizing talent turnover intention. *International Journal of Productivity and Performance Management*, *73*(8), 2414-2440. https://doi.org/10.1108/ijppm-02-2023-0090

Bakker, A. B., & Demerouti, E. (2007). The Job Demands-Resources model: state of the art. *Journal of Managerial Psychology*, *22*(3), 309-328. https://doi.org/10.1108/02683940710733115

Baroudi, S., Tamim, R., & Hojeij, Z. (2022). A Quantitative Investigation of Intrinsic and Extrinsic Factors Influencing Teachers' Job Satisfaction IN Lebanon. *Leadership and Policy in Schools*, *21*(2), 127-146. https://doi.org/10.1080/15700763.2020.1734210

Berhanu, K. Z. (2023). The role of principals' pedagogical leadership practice in predicting teachers' psychological empowerment: the case of East Gojjam province, Ethiopia. *International Journal of Leadership in Education*, 1-19. https://doi.org/10.1080/13603124.2023.2255574

Blau, P. M. (1964). Justice in social exchange. *Sociological inquiry*, *34*(2), 193-206. https://doi.org/10.1111/j.1475-682X.1964.tb00583.x

Boudouaia, A., Miqdad, K., Al-Qadri, A. H., Saraa, N., Belmamoune, S., Bariu Ntorukiri, T., Xingfang, Y., Oda Abunamous, M., & Mouissi, M. (2024). The effect of empowerment on English language teachers' commitment to schools: the mediation of teachers' attitudes towards curriculum reform. *Innovation in Language Learning and Teaching*, *18*(4), 316-331. https://doi.org/10.1080/17501229.2024.2302978

Chen, J., Wang, Z., Zhang, L., Zhao, Y., & Ma, Y. (2025). Investigating the default intention among preservice teachers in the free teacher education programme: implications for enhancing rural education quality. *Journal of Education for Teaching*, *51*(2), 245-258. https://doi.org/10.1080/02607476.2025.2449668

Fornell, C., & Larcker, D. F. (1981). Evaluating structural equation models with unobservable variables and measurement error. *Journal of marketing research*, *18*(1), 39-50. https://doi.org/10.2307/3151312

Grant, A. A., Mac Iver, D. J., & Mac Iver, M. A. (2022). The Impact of Restorative Practices with Diplomas Now on School Climate and Teachers' Turnover Intentions: Evidence from a Cluster Multi-Site Randomized Control Trial. *Journal of Research on Educational Effectiveness*, *15*(3), 445-474. https://doi.org/10.1080/19345747.2021.2018745

Hair, J. F., Risher, J. J., Sarstedt, M., & Ringle, C. M. (2019). When to use and how to report the results of PLS-SEM. *European Business Review*, *31*(1), 2-24. https://doi.org/10.1108/ebr-11-2018-0203

Hair, J. F., Sarstedt, M., Ringle, C. M., Sharma, P. N., & Liengaard, B. D. (2024). Going beyond the untold facts in PLS–SEM and moving forward. *European Journal of Marketing*, *58*(13), 81-106. https://doi.org/10.1108/ejm-08-2023-0645

Henseler, J., Ringle, C. M., & Sinkovics, R. R. (2009). The use of partial least squares path modeling in international marketing. In *New Challenges to International Marketing* (pp. 277-319). https://doi.org/10.1108/s1474-7979(2009)0000020014

Hernández-Johnson, M., Taylor, V., Singh, R., Marrun, N. A., Plachowski, T. J., & Clark, C. (2023). "Like where are those teachers?": a critical race theory analysis of teachers of color who have "left" teaching. *International*

Journal of Qualitative Studies in Education, *36*(10), 1924-1944. https://doi.org/10.1080/09518398.2021.1956634

Ho, C.-L., & Au, W.-T. (2006). Teaching Satisfaction Scale:Measuring Job Satisfaction of Teachers. *Educationaland psychological Measurement*, *66*(1), 172-185. https://doi.org/10.1177/0013164405278573

Höfrová, A., Moore, A., Small, M. A., Rosopa, P. J., Steele Payne, K., & Rymešová, P. (2024). Gender Differences in Faculty Experience with Start-up Packages: A Case Study from a Public University in the Southeastern U.S. *Journal on Efficiency and Responsibility in Education and Science*, *17*(2), 130-139. https://doi.org/10.7160/eriesj.2024.170203

Hom, P. W., Griffeth, R. W., & Sellaro, C. L. (1984). The validity of Mobley's (1977) model of employee turnover. *Organizational behavior and human performance*, *34*(2), 141-174. https://doi.org/10.1016/0030-5073(84)90001-1

Jácome, I., & Chión, S. (2022). Psychological Empowerment and Job Stress in Higher Education Institutions in Ecuador. *Psychology Research and Behavior Management*, *Volume 15*, 3297-3312. https://doi.org/10.2147/prbm.S381342

Jiang, L., Wider, W., Ye, G., Tee, M., Hye, A. K. M., Lee, A., & Tanucan, J. C. M. (2024). Exploring the factors of employee turnover intentions in private education institutions in China: a Delphi study. *Cogent Business & Management*, *11*(1). https://doi.org/10.1080/23311975.2024.2413915

Jiang, Y., Li, P., Wang, J., & Li, H. (2019). Relationships Between Kindergarten Teachers' Empowerment, Job Satisfaction, and Organizational Climate: A Chinese Model. *Journal of Research in Childhood Education*, *33*(2), 257-270. https://doi.org/10.1080/02568543.2019.1577773

Joung, H.-W., Goh, B. K., Huffman, L., Yuan, J. J., & Surles, J. (2015). Investigating relationships between internal marketing practices and employee organizational commitment in the foodservice industry. *International Journal of Contemporary Hospitality Management*, *27*(7), 1618-1640. https://doi.org/10.1108/ijchm-05-2014-0269

Kang, M. M., Park, S., & Sorensen, L. C. (2022). Empowering the frontline: internal and external organizational antecedents of teacher empowerment. *Public Management Review*, *24*(11), 1705-1726. https://doi.org/10.1080/14719037.2021.1919185

Lee, J.-Y., Park, J.-H., & Lee, I. H. (2023). The effect of teacher influence relative to principal influence in school decision-making on teacher job attitudes. *Educational Studies*, *49*(3), 529-546. https://doi.org/10.1080/03055698.2023.2174799

Liu, L., Li, F., Gu, X., & Jiao, R. (2024). Effect of Parent-Initiated Support on Career Calling Among Chinese Kindergarten Teachers: Basic Psychological Need Satisfaction as Mediator. *Psychology Research and Behavior Management*, *Volume 17*, 2941-2952. https://doi.org/10.2147/prbm.S472779

Mahohoma, T., & Harpal, M. (2025). The impact of work-life balance on job satisfaction and organisational commitment in higher education in KwaZulu-Natal. *International Journal of Business Ecosystem&Strategy (2687-2293)*, *7*(3), 155-166. https://doi.org/10.36096/ijbes.v7i3.839

Malik, A. (2023). An investigation on turnover intention antecedents amongst the academician in universities. *Problems and Perspectives in Management*, *21*(1), 373-383. https://doi.org/10.21511/ppm.21(1).2023.32

Meng, Q. (2022). Chinese university teachers' job and life satisfaction: examining the roles of basic psychological needs satisfaction and self-efficacy. *The Journal of General Psychology*, *149*(3), 327-348. https://doi.org/10.1080/00221309.2020.1853503

Mpate, H., & Sango, A. (2024). Enhancing job satisfaction among heads of secondary schools: exploring perspectives. *Cogent Education*, *11*(1). https://doi.org/10.1080/2331186x.2024.2355822

Opolot, J. S., Simiyu, G., Mutebi, H., Nkurunziza, G., & Ayesigye, J. (2025). Linking transformational leadership to turnover intention in universities: the mediating effect of organizational culture. *ManagementMatters*,*22*(1), 80-96. https://doi.org/10.1108/manm-06-2024-0032

Parmar, V., Channar, Z. A., Ahmed, R. R., Štreimikienė, D., Pahi, M. H., & Štreimikis, J. (2022). Assessing the organizational commitment, subjective vitality and burnout effects on turnover intention in private universities. *Oeconomia Copernicana.*, *13*(1), 251-286. https://doi.org/10.2413 6/oc.2022.008

Pei, S., Wang, S., Jiang, R., Guo, J., & Ni, J. (2024). How work stress influence turnover intention among Chinese local undergraduate university teachers: the mediating effect of job burnout and the moderating effect of self-efficacy. *Frontiers in Public Health*, *12*. https://doi.org/10.3389/fpubh.2024.1308486

Prentice, C., Dominique-Ferreira, S., Wang, X., Tuominen, J., Duarte, M., & Rocha, H. (2025). Work-life imbalance, burning out, feeling down, I will quit, but quietly–the case of hospitality employees. *Journal of Hospitality Marketing & Management*, *34*(1), 24-45. https://doi.org/10.1080/19368623.2024.2389074

Russo, D., & Stol, K. J. (2021). PLS-SEM for software engineering research: An introduction and survey. *ACM Computing Surveys (CSUR)*, *54*(4), 1-38.

Shuhaimi, N. A., Md Noor, A., Wan Jaafar, W. M., & Mohd Khir, A. (2025). The influence of trust and job satisfaction on structural empowerment and social work competency. *Journal of Human Behavior in the Social Environment*, 1-23. https://doi.org/10.1080/10911359.2025.2457963

Song, H., Gu, Q., & Zhang, Z. (2020). An exploratory study of teachers' subjective wellbeing: understanding the links between teachers' income satisfaction, altruism, self-efficacy and work satisfaction. *Teachers and Teaching*, *26*(1), 3-31. https://doi.org/10.1080/13540602.2020.1719059

Thu Trang, P., & Thi Thu Trang, N. (2024). Job burnout and quiet quitting in Vietnamese banking sector: the moderation effect of optimism. *Cogent Business & Management*, *11*(1), 2371549. https://doi.org/10.1080/23311975.2024.2371549

Tran, L. H., & Moskovsky, C. (2024). Who stays, who leaves, and why? English language teacher attrition at Vietnamese universities. *Cogent Education*, *11*(1). https://doi.org/10.1080/2331186x.2024.2384240

Wong Humborstad, S. I., & Perry, C. (2011). Employee empowerment, job satisfaction and organizational commitment: An in-depth empirical investigation. *Chinese Management Studies*, *5*(3), 325-344. https://doi.org/10.1108/17506141111163390

Xueyun, Z., Al Mamun, A., Yang, Q., Naznen, F., & Ali, M. H. (2025). Modeling quiet quitting intention among academics: Mediating effect of work addiction and satisfaction. *Journal of Workplace Behavioral Health*, *40*(1), 84-120. https://doi.org/10.1080/15555240.2024.2323636

Xueyun, Z., Yang, Q., & Al Mamun, A. (2024). Predicting the quiet quitting intention among the generation z workforce in hotel industry. *Journal of Quality Assurance in Hospitality & Tourism*, 1-30. https://doi.org/10.1080/1528008X.2024.2393336

Yao, J.-H., Xiang, X.-T., & Shen, L. (2022). The impact of teachers' organizational silence on job performance: a serial mediation effect of psychological empowerment and organizational affective commitment. *Asia Pacific Journal of Education*, *44*(2), 355-373. https://doi.org/10.1080/02188791.2022.2031869

Yu, H., Hamid, A. H. A., Abdul Wahab, J. L., & Mahmud, M. I. (2025). The impact of deans' distributed leadership on university teachers' job performance: the mediating role of job satisfaction. *Cogent Education*, *12*(1). https://doi.org/10.1080/2331186x.2025.2458713

Zhang, Q., Li, X., & Gamble, J. H. (2022). Teacher burnout and turnover intention in higher education: The mediating role of job satisfaction and the moderating role of proactive personality. *Frontiers in Psychology*, *13*. https://doi.org/10.3389/fpsyg.2022.1076277

Zhao, S., ShouChen, Z., & Hong, W. (2024). Impact of Multiple Job Demands on Chinese University Teachers' Turnover Intentions. *The Asia-Pacific Education Researcher*, *33*(6), 1351-1361. https://doi.org/10.1007/s40299-023-00809-y