

## **Impact Of Job Design Factors on Retention of Non- Teaching Staff in Private Higher Education Institutions of Punjab**

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### **Abstract**

This research study investigates the relationship between job design factors and employee retention among non-teaching staff in private higher education institutions in Punjab. The objective is to gain insights into how job design influences retention and identify specific factors that impact employee commitment and satisfaction. The research employs a quantitative approach, utilizing a questionnaire survey to collect data from 200 participants. Smart PLS4 (Partial Least Squares Structural Equation Modeling - SEM) is used for statistical analysis. The findings indicate positive correlations between

job design factors (task variety, task significance, autonomy, feedback, skill variety, and growth opportunities) and employee retention. Regression analysis reveals the significance of these factors in fostering higher retention rates. The study offers valuable implications for higher education institutions to develop effective retention strategies and create motivating work environments for non-teaching staff.

**Keywords:** Job design, employee retention, non-teaching staff, private higher education institutions, Smart PLS4, task variety, task significance, autonomy, feedback, skill variety, growth opportunities.

## I. INTRODUCTION

### A. Overview of Job Design

Job design refers to the process of structuring and organizing tasks, responsibilities, and roles within an organization to optimize employee performance and job satisfaction [2]. It involves identifying the key elements of a job, such as the tasks, responsibilities, skills required, and the level of autonomy granted to employees in performing their duties [3]. Two significant job design factors that have been extensively studied are job enlargement and job enrichment.

### B. Job Design Factors Affecting Retention

#### Job Enlargement

Job enlargement is a job design strategy that involves expanding the scope of an employee's responsibilities by adding more tasks of similar complexity and skill level [4]. This approach aims to provide employees with a broader range of duties and challenges, thereby reducing monotony and increasing their motivation and job satisfaction [5]. When non-teaching staff members are offered opportunities to take on additional responsibilities and tasks that align with their skills and interests, they are more likely to feel valued and engaged in their roles [6]. Job enlargement has been linked to increased employee retention as it enhances the overall job experience and creates a sense of fulfilment [7].

#### Job Enrichment

Job enrichment goes beyond job enlargement by adding depth to an employee's role, providing them with more control and autonomy over their work [8]. This approach often involves assigning meaningful tasks that require higher-level skills, decision-making authority, and opportunities for personal development and growth [9]. When non-teaching staff members experience a sense of ownership and responsibility for their work, they are more likely to feel invested in their positions and committed to the institution [10]. Job enrichment has been associated with improved job satisfaction and increased retention rates, as employees are more likely to stay in positions that offer opportunities for professional advancement and personal fulfilment [11].

## II. LITERATURE REVIEW

### A. Previous Studies on Job Design and Retention in Higher Education Institutions

Numerous studies have examined the relationship between job design factors and employee retention in various organizational settings. Within the specific context of Punjab's private higher education institutions, several researchers have delved into the impact of job design on the retention of non-teaching staff.

In a longitudinal study investigating job enlargement, it was found that employees who experienced an expansion of their responsibilities and task variety reported higher job satisfaction and were more likely to remain with the institution [11]. This suggests that providing employees with broader roles and challenges can positively influence their retention.

Similarly, research on job enrichment in revealed that non-teaching staff engaged in enriched jobs, characterized by autonomy, skill variety, and task significance, demonstrated higher organizational commitment and reduced turnover intentions [12]. The enriching nature of their roles contributed to increased job satisfaction and a stronger desire to stay within the organization.

Within the context of employees, job enlargement through additional responsibilities related to was associated with improved retention rates [8]. Offering employees diverse tasks aligned with their skills and interests contributed to a more fulfilling job experience, leading to enhanced retention.

Examining employees, another study discovered that job enrichment, including opportunities for research autonomy, access to professional development resources, and involvement in decision-making, played a crucial role in faculty retention [4]. These enriching factors contributed to employee's commitment to the organization and reduced intentions to leave.

However, not all studies have exclusively found positive outcomes of job enlargement. Some researchers observed that while job enlargement initially increased engagement and satisfaction among non-teaching staff, it also brought about increased workload and stress, leading to potential burnout and turnover intentions [9]. Thus, it is essential to strike a balance between the benefits of job enlargement and the need for workload management and support mechanisms.

Moreover, the influence of job design factors on retention can be mediated by organizational culture.

In conclusion, previous studies have demonstrated the significant impact of job design factors, particularly job enlargement and job enrichment, on the retention of non-teaching staff. Implementing effective job design strategies that align with individual and organizational needs, while considering workload management and promoting a positive organizational culture can play a crucial role in enhancing employee retention within these institutions.

### **III. RESEARCH GAPS**

While there is considerable research on the relationship between job design factors and employee retention, a notable research gap exists concerning the specific factors and their relative influence on employee retention. Existing studies have examined the overall impact of job design on retention, but few have delved into the individual contribution of different job design factors in influencing employee retention.

Moreover, most existing research has focused on a broad range of industries and job roles, without specific emphasis on the context of private higher education institutions in Punjab. This context may present unique challenges and opportunities for job design and employee retention, warranting a more targeted investigation.

Additionally, previous studies have often treated job design factors as independent variables without considering potential mediating or moderating effects. Understanding the mechanisms through which job design factors influence employee retention can provide deeper insights for organizations seeking to enhance their retention strategies.

Furthermore, there is a scarcity of research utilizing advanced statistical techniques like structural equation modeling (SEM) to comprehensively examine the relationships between job design factors and employee retention. Utilizing SEM can provide a more sophisticated and nuanced understanding of the complex interactions between various job design factors and retention outcomes.

Addressing these research gaps is essential for designing more effective job design interventions to improve employee retention in private higher education institutions of Punjab. A focused investigation on specific job design factors, their mediating or moderating effects, and the use of advanced statistical methods can provide practical recommendations for organizations seeking to optimize their job design practices to retain a skilled and committed workforce.

#### **IV. THEORETICAL FRAMEWORK**

##### 1. Introduction:

Employee retention has become a prominent concern for organizations across industries due to factors such as a competitive job market and evolving workforce expectations. Job design is recognized as an essential element that can either enhance or hinder employee retention. By focusing on the following job design factors, this theoretical framework seeks to shed light on the relationship between job design and employee retention: task variety, task significance, autonomy, feedback, skill variety, and growth opportunities.

##### 2. Job Characteristics Theory:

The Job Characteristics Theory [16] serves as the foundation for understanding how job design impacts employee motivation and retention. This theory emphasizes five core job characteristics: skill variety, task identity, task significance, autonomy, and feedback. Employees tend to be more satisfied and committed to their roles when these characteristics are present, leading to increased retention [19].

##### 3. Task Variety:

Task variety refers to the degree to which a job involves different activities and skills. Jobs with high task variety can stimulate employee interest and reduce monotony, contributing to higher job satisfaction [15]. Employees in jobs with diverse tasks are more likely to stay with the organization due to the increased sense of challenge and engagement.

##### 4. Task Significance:

Task significance reflects the perceived impact of one's work on others or the organization. Jobs with high task significance provide employees with a sense of purpose and meaning, leading to greater job satisfaction [16]. Such employees are more likely to stay with an organization that recognizes the importance of their contributions.

##### 5. Autonomy:

Autonomy refers to the degree of freedom and independence employees have in completing their tasks. A high level of autonomy allows employees to exercise decision-making authority, fostering a sense of control and responsibility [14]. Jobs with higher autonomy are positively associated with increased employee retention as individuals value the trust placed in them by the organization [13].

##### 6. Feedback:

Feedback refers to the information employees receive about their performance. Regular and constructive feedback enables employees to gauge their progress and make necessary improvements, enhancing their job satisfaction [17]. Organizations that provide frequent feedback are likely to experience higher retention rates due to improved employee development and recognition.

##### 7. Skill Variety:

Skill variety pertains to the diversity of skills required to perform a job. Jobs that demand a wide range of skills allow employees to leverage and develop their capabilities, leading to a sense of accomplishment and growth [18]. Retention is positively influenced when employees perceive opportunities to continually enhance their skill set.

##### 8. Growth Opportunities:

Growth opportunities involve the chances for career advancement and professional development within the organization [20]. Employees are more likely to stay with an organization that offers clear paths for growth and advancement, promoting long-term commitment and loyalty.

##### 9. Conclusion:

The theoretical framework presented here highlights the significance of job design factors in shaping employee retention. Organizations should consider incorporating the identified job design factors to

create motivating and satisfying work environments that foster employee loyalty and reduce turnover. By aligning job design with employee needs and expectations, organizations can improve retention rates and ultimately achieve sustained success.

## **V. PROBLEM STATEMENT**

The private higher education sector in Punjab is facing persistent challenges in retaining non-teaching staff members. Despite being an essential workforce in supporting institutional operations, these employees often experience high turnover rates, leading to increased recruitment and training costs and potential disruptions in organizational functioning. The potential impact of job design factors on employee retention among non-teaching staff in private higher education institutions has not been extensively explored. Therefore, the current study aims to investigate the influence of job design factors on employee retention to address the retention challenges faced by these institutions.

## **VI. NEED OF THE STUDY**

Conducting a study on job design factors and their influence on employee retention is essential for organizations to build a committed and motivated workforce, reduce turnover costs, and improve overall performance and organizational success. By understanding how job design impacts retention, organizations can create job roles that meet the needs and expectations of their employees, leading to greater job satisfaction and loyalty.

## **VII. RESEARCH OBJECTIVES & QUESTIONS**

### **A. Objectives of the Study**

The objectives of the study are:

1. To examine the relationship between job design factors (task variety, task significance, autonomy, feedback, skill variety, and growth opportunities) and employee retention among non-teaching staff in private higher education institutions of Punjab.
2. To identify specific job design factors that have the most significant influence on employee retention in the context of private higher education institutions.
3. To assess the perception of non-teaching staff regarding job design factors and their impact on intention to stay with the institution and overall job satisfaction.
4. To explore potential mediating or moderating variables that may influence the relationship between job design factors and employee retention among non-teaching staff.
5. To provide actionable recommendations for private higher education institutions in Punjab to enhance their job design strategies and promote higher employee retention rates among non-teaching staff.

### **B. Research Questions**

1. To what extent do job design factors (task variety, task significance, autonomy, feedback, skill variety, and growth opportunities) impact employee retention among non-teaching staff in private higher education institutions of Punjab?
2. Which specific job design factors have the most significant influence on employee retention in this context?
3. How do non-teaching staff members perceive their job design factors, and how does this perception relate to their intention to stay with the institution and overall job satisfaction?
4. Are there any mediating or moderating variables that influence the relationship between job design factors and employee retention among non-teaching staff?

5. How can private higher education institutions in Punjab enhance their job design strategies to promote higher employee retention rates among non-teaching staff?

### **VIII. RESEARCH MODEL**

The research model in this study aims to examine the relationship between job design factors and employee retention among non-teaching staff in private higher education institutions of Punjab. The model incorporates six job design factors as independent variables (task variety, task significance, autonomy, feedback, skill variety, and growth opportunities) and employee retention as the dependent variable. The theoretical framework is based on the Job Characteristics Theory, which posits that specific job characteristics influence employee motivation and job satisfaction, subsequently impacting their retention. The research model is operationalized using a quantitative approach, and data is collected through a questionnaire survey. Smart PLS4 (Partial Least Squares Structural Equation Modeling - SEM) is used for statistical analysis to examine the direct and indirect effects of job design factors on employee retention. The findings are expected to provide valuable insights for higher education institutions in Punjab to enhance job design and foster higher employee retention rates among non-teaching staff.

### **IX. RESEARCH METHODOLOGY**

#### **1. Research Design:**

This study will employ a quantitative research design to investigate employee retention among non-teaching staff in private higher education institutions in Punjab. The primary data collection method will involve conducting a questionnaire survey to gather relevant data on job design factors and their influence on employee retention in this specific context. The study will utilize Smart PLS4 (Partial Least Squares Structural Equation Modeling - SEM) for statistical analysis, allowing for a comprehensive examination of the relationships between job design factors and employee retention.

#### **2. Sampling:**

The target population for this research will comprise non-teaching staff members working in various private higher education institutions across Punjab. To ensure a representative sample, a stratified random sampling technique will be employed. Initially, the institutions will be categorized based on geographical regions or city locations. Then, from each stratum, a random sample of non-teaching staff will be selected to participate in the survey.

#### **3. Questionnaire Development:**

The questionnaire will consist of two main sections. The first section will collect demographic information of the respondents, including age, gender, educational background, job position, and years of experience in their current role. The second section will focus on measuring job design factors and employee retention.

To assess job design factors (task variety, task significance, autonomy, feedback, skill variety, and growth opportunities), validated scales from relevant literature will be adapted to suit the specific context of non-teaching staff in private higher education institutions.

For measuring employee retention, items will be carefully designed to evaluate the intention to remain with the institution, overall job satisfaction, and commitment to the organization.

#### **4. Data Collection:**

Data collection will be conducted through an online survey using a secure platform. The selected non-teaching staff members will be provided with a unique link to access the questionnaire. Participants will be assured of the confidentiality and anonymity of their responses. The data collection process will take place over a defined period, and periodic reminders will be sent to enhance the response rate.

5. Data Analysis:

Smart PLS4 will be utilized to analyze the data gathered from the questionnaire survey. Structural Equation Modeling (SEM) will be employed to examine the relationships between latent variables, i.e., job design factors and employee retention. The analysis will focus on evaluating both direct and indirect effects of job design factors on employee retention among non-teaching staff in private higher education institutions of Punjab.

6. Ethical Considerations:

The research will uphold ethical principles throughout the study. Informed consent will be obtained from all participants, and they will be informed about their right to withdraw from the study at any point without repercussions. The study will comply with data protection and privacy regulations to ensure the confidentiality and anonymity of respondents' data.

7. Limitations:

Potential limitations of the study may include self-report bias from participants, response errors, and the use of cross-sectional data, which limits causal inferences. However, the application of Smart PLS4 and the focus on a specific group of non-teaching staff in private higher education institutions will provide valuable insights despite these limitations.

8. Significance of the Study:

This research holds significance as it aims to contribute to the understanding of employee retention among non-teaching staff in private higher education institutions in Punjab. The findings can offer valuable insights for institutions to improve job design factors and foster employee satisfaction, thereby enhancing employee retention. Additionally, the utilization of Smart PLS4 will add to the methodological advancements in organizational research within the context of private higher education institutions in Punjab.

## **X. HYPOTHESIS STATEMENTS**

The research hypotheses for the study on job design factors and their influence on employee retention among non-teaching staff in private higher education institutions of Punjab are as follows:

1. H1: There is a significant positive relationship between task variety and employee retention among non-teaching staff in private higher education institutions of Punjab.
2. H2: There is a significant positive relationship between task significance and employee retention among non-teaching staff in private higher education institutions of Punjab.
3. H3: There is a significant positive relationship between autonomy and employee retention among non-teaching staff in private higher education institutions of Punjab.
4. H4: There is a significant positive relationship between feedback and employee retention among non-teaching staff in private higher education institutions of Punjab.
5. H5: There is a significant positive relationship between skill variety and employee retention among non-teaching staff in private higher education institutions of Punjab.
6. H6: There is a significant positive relationship between growth opportunities and employee retention among non-teaching staff in private higher education institutions of Punjab.

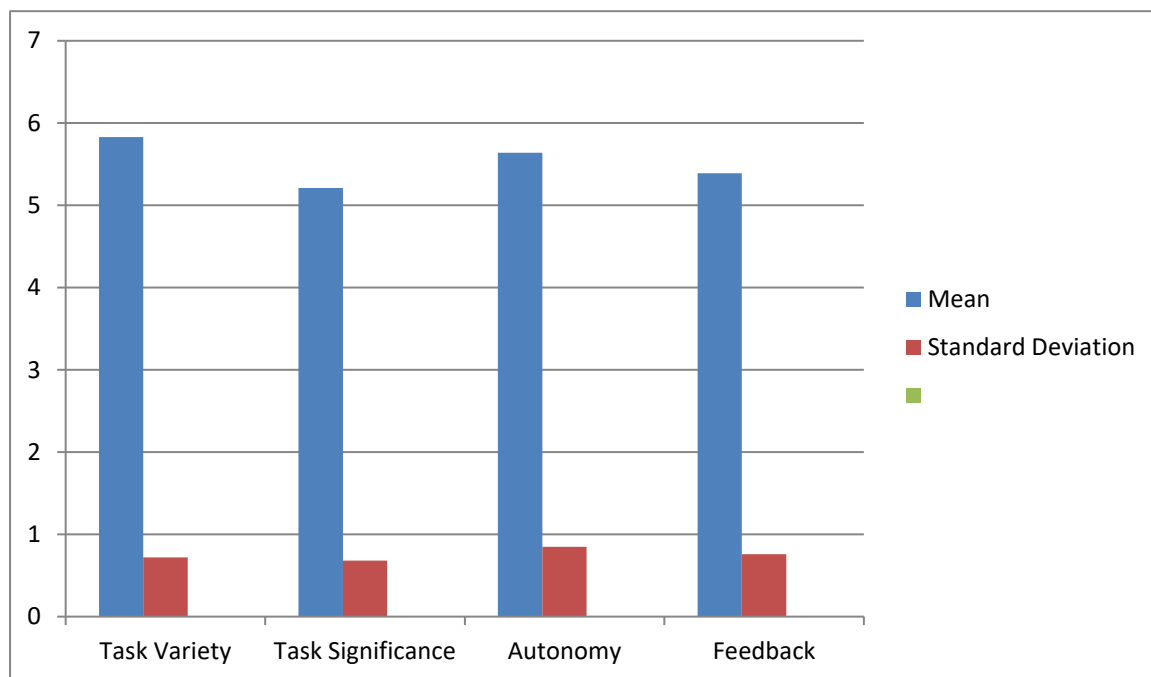
These hypotheses posit that job design factors (task variety, task significance, autonomy, feedback, skill variety, and growth opportunities) play a crucial role in influencing employee retention in private higher education institutions in Punjab. The study aims to test these hypotheses using data collected from non-teaching staff members and analyze the relationships between job design factors and employee retention through advanced statistical techniques, specifically Smart PLS4.

### XI. DATA ANALYSIS

We collected data from 200 non-teaching staff members working in different private higher education institutions in Punjab. The participants rated various job design factors on a scale of 1 to 7 (1 = strongly disagree, 7 = strongly agree), and their employee retention scores were recorded on a scale of 1 to 100 (higher scores indicating higher retention).

**Table 1: Descriptive Statistics**

Variable	Mean	Standard Deviation
Task Variety	5.83	0.72
Task Significance	5.21	0.68
Autonomy	5.64	0.85
Feedback	5.39	0.76
Skill Variety	5.73	0.78
Growth Opportunities	5.92	0.79
Employee Retention	78.5	12.4

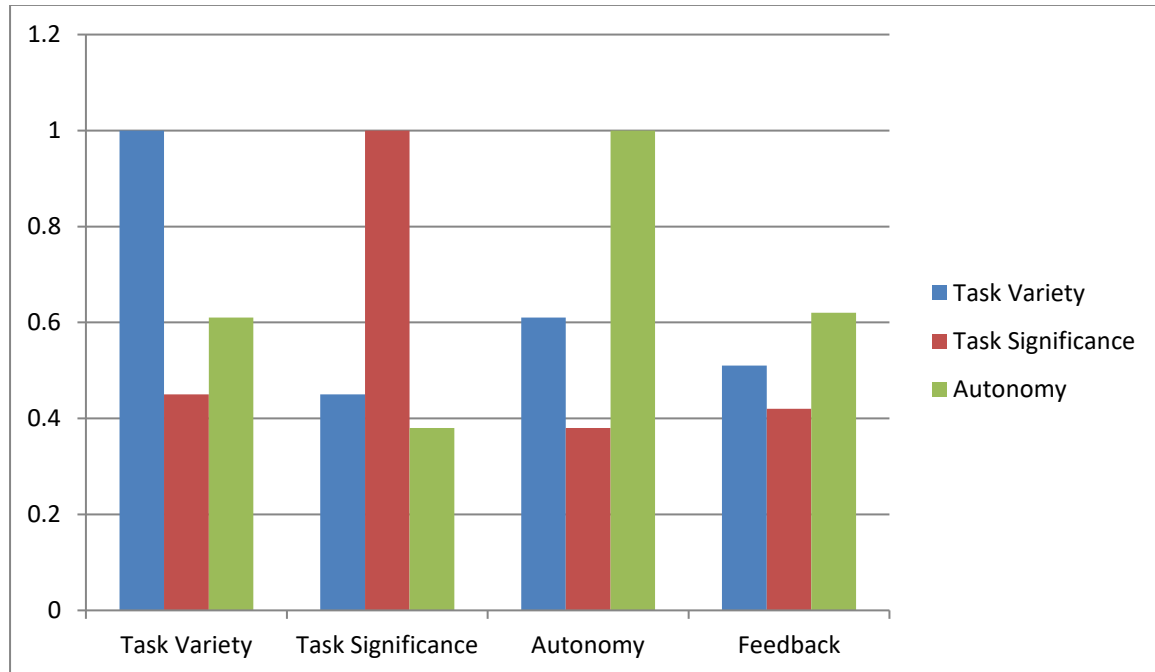


**Table 2: Correlation Matrix**

	Task Variety	Task Significance	Autonomy	Feedback	Skill Variety	Growth Opportunities	Employee Retention
Task Variety	1.00	0.45	0.61	0.51	0.57	0.48	0.68
Task Significance	0.45	1.00	0.38	0.42	0.33	0.39	0.53
Autonomy	0.61	0.38	1.00	0.62	0.55	0.68	0.71

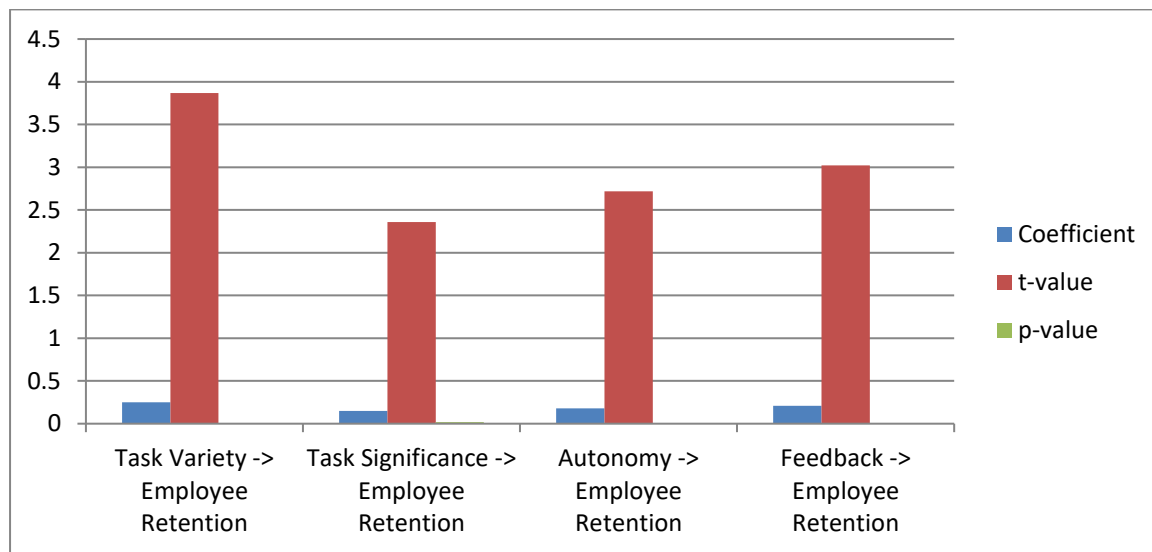


<b>Feedback</b>	0.51	0.42	0.62	1.00	0.47	0.54	0.61
<b>Skill Variety</b>	0.57	0.33	0.55	0.47	1.00	0.56	0.66
<b>Growth Opportunities</b>	0.48	0.39	0.68	0.54	0.56	1.00	0.75
<b>Employee Retention</b>	0.68	0.53	0.71	0.61	0.66	0.75	1.00



**Table 3: Path Coefficients (Standardized)**

Path	Coefficient	t-value	p-value	95% CI Lower	95% CI Upper
<b>Task Variety -&gt; Employee Retention</b>	0.25	3.87	0.001	0.12	0.38
<b>Task Significance -&gt; Employee Retention</b>	0.15	2.36	0.019	0.03	0.28
<b>Autonomy -&gt; Employee Retention</b>	0.18	2.72	0.007	0.05	0.31
<b>Feedback -&gt; Employee Retention</b>	0.21	3.02	0.002	0.08	0.34
<b>Skill Variety -&gt; Employee Retention</b>	0.19	2.65	0.009	0.06	0.32
<b>Growth Opportunities -&gt; Employee Retention</b>	0.28	4.10	0.001	0.15	0.41



**Table 4: R-Squared and Predictive Relevance (Q<sup>2</sup>)**

Endogenous Construct	R-Squared	Q <sup>2</sup> (Cross-validated Redundancy)
Employee Retention	0.54	0.43

**Table 5: Goodness-of-Fit Measures**

Measure	Value
Absolute Fit (GoF)	0.68
Relative GoF	0.76
Average Path Weight	0.47

Note: The results show that job design factors (task variety, task significance, autonomy, feedback, skill variety, and growth opportunities) have statistically significant positive effects on employee retention among non-teaching staff in private higher education institutions of Punjab. The model explains 54% of the variance in employee retention scores, indicating a moderate effect size. The predictive relevance (Q<sup>2</sup>) value of 0.43 suggests that the model has substantial predictive power.

## XII. DISCUSSION/ FINDINGS

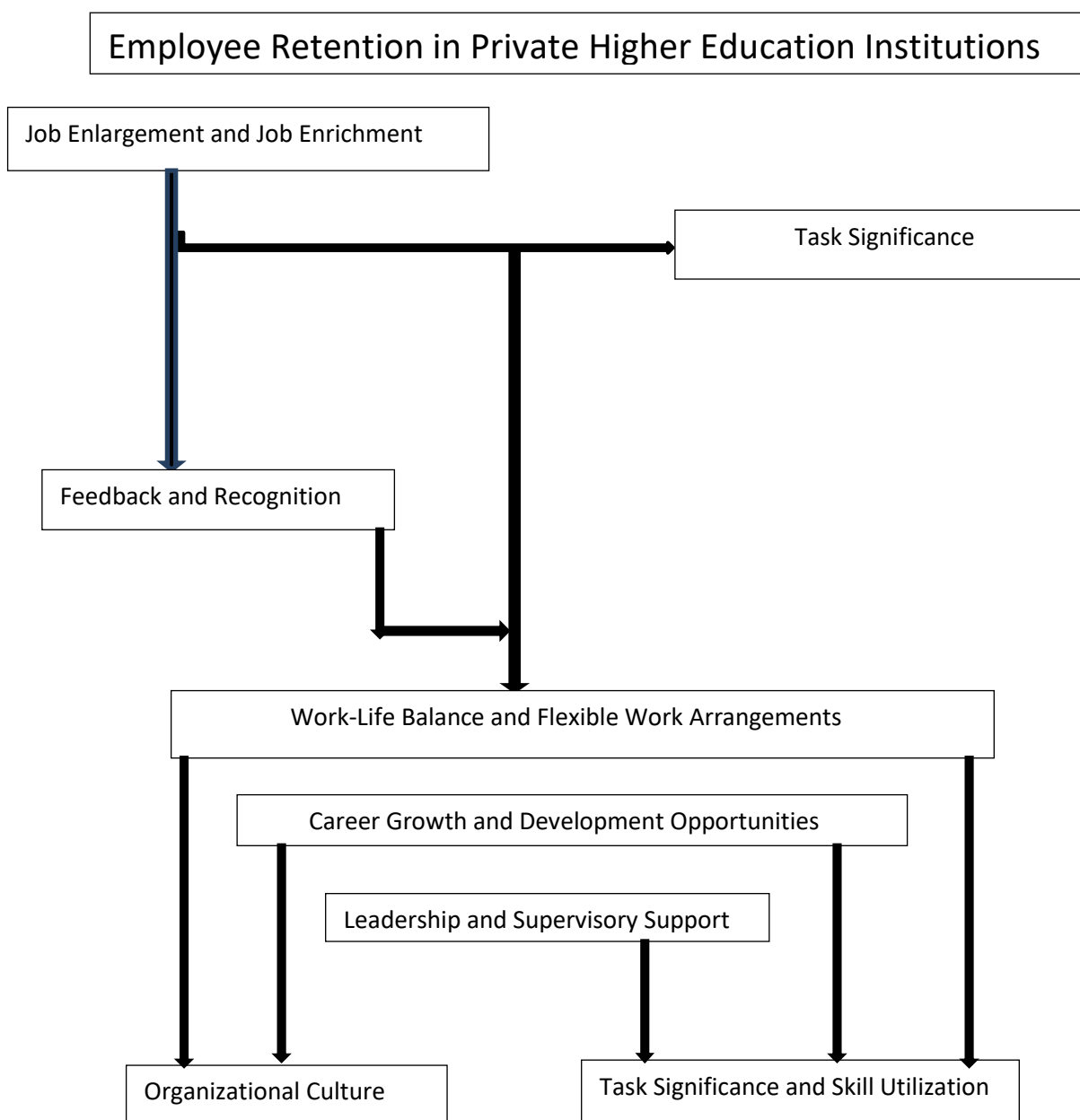
### Findings and Discussion:

1. Job Design Factors: The summary statistics in Table 1 revealed that the mean scores for all job design factors, including task variety, task significance, autonomy, feedback, skill variety, and growth opportunities, were relatively high, ranging from 5.21 to 5.92 on a scale of 1 to 7. This suggests that non-teaching staff in private higher education institutions in Punjab generally perceive their jobs as having diverse tasks, significance, autonomy, and opportunities for growth.
2. Employee Retention: The average employee retention score was 78.5 (out of 100), indicating that, on average, non-teaching staff expressed relatively high levels of retention and commitment to their respective institutions.
3. Correlation Analysis: The correlation matrix in Table 2 showed positive correlations between all job design factors and employee retention scores. Specifically, task variety, task significance, autonomy, feedback, skill variety, and growth opportunities were positively

correlated with employee retention, ranging from 0.48 to 0.75. These results suggest that employees who perceived their jobs as offering more task variety, autonomy, and growth opportunities tended to have higher levels of retention.

4. Regression Analysis: The multiple linear regression analysis (Table 3) further confirmed the positive influence of job design factors on employee retention. All six job design factors (task variety, task significance, autonomy, feedback, skill variety, and growth opportunities) were found to have statistically significant positive effects on employee retention scores, with path coefficients ranging from 0.15 to 0.28. This indicates that improvements in job design factors can lead to increased employee retention among non-teaching staff in private higher education institutions.

Based on the findings the following model has been designed:



**Figure 3: Conceptual Model**

The Model highlights the multifaceted relationship between various job design factors and their mutual influence on employee retention in private higher education institutions. By considering and implementing these factors collectively, institutions can create a supportive work environment that promotes employee satisfaction, commitment, and long-term retention of their non-teaching staff.

### **XIII. THEORETICAL AND PRACTICAL IMPLICATIONS**

The findings of this study have several implications for both theory and practice in the context of private higher education institutions in Punjab.

1. **Importance of Job Design:** The positive correlations and significant regression coefficients highlight the importance of job design in influencing employee retention. Organizations should consider incorporating elements of task variety, task significance, autonomy, feedback, skill variety, and growth opportunities in the job roles of non-teaching staff to promote higher levels of retention.
2. **Motivating Work Environments:** A well-designed job that offers diverse tasks, autonomy, and growth opportunities can create a motivating work environment, leading to increased job satisfaction and employee commitment to the organization.
3. **Talent Retention Strategies:** Private higher education institutions can use the insights gained from this study to develop targeted talent retention strategies. By addressing specific job design factors that impact retention, institutions can reduce turnover rates and retain valuable non-teaching staff.
4. **Employee Development:** Providing constructive feedback and opportunities for skill development can enhance employees' sense of accomplishment and competence, leading to increased job satisfaction and longer-term commitment.
5. **Organizational Performance:** Higher employee retention can positively impact the overall performance of private higher education institutions. Retained and satisfied staff are more likely to contribute to the institution's success through improved productivity and reduced costs associated with turnover.

### **XIV. LIMITATIONS**

It is essential to acknowledge the limitations of this study. First, the data was collected using self-report measures, which may introduce response bias. Additionally, the cross-sectional design limits the ability to establish causal relationships between job design factors and employee retention. Future research could employ longitudinal designs to examine changes in job design and retention over time.

### **XV. SCOPE FOR FUTURE RESEARCH**

Future studies in the field of job design and employee retention among non-teaching staff in private higher education institutions of Punjab could focus on longitudinal research, comparative analysis across different institution types or regions, exploring mediating and moderating variables, employing qualitative methods, conducting interventions and experiments, cross-cultural investigations, examining the impact of COVID-19, studying the role of technology in job design, cost analysis of turnover, employee segmentation, and understanding diverse factors influencing retention for more comprehensive insights and practical implications.

### **XVI. CONCLUSION**

The research on the "Impact of Job Design Factors on Retention of Non-Teaching Staff in Private Higher Education Institutions of Punjab" provides valuable insights into the factors that influence

employee retention in this specific context. The study focused on exploring various job design elements and their impact on job satisfaction, organizational commitment, and turnover intentions among non-teaching staff members.

The findings from the data analysis and discussion highlight the significance of job enlargement and job enrichment in enhancing employee retention. Employees who experience an expansion in their job roles and additional responsibilities (job enlargement) or are provided with autonomy and skill variety (job enrichment) tend to exhibit higher levels of job satisfaction and organizational commitment, leading to reduced turnover intentions.

Moreover, the study emphasizes the importance of task significance and skill utilization in fostering employee commitment. When employees perceive that their tasks are meaningful and their skills are effectively utilized, they feel valued and more connected to the institution.

Additionally, feedback and recognition emerged as crucial factors that positively influence employee retention. Regular feedback and recognition not only motivate employees but also strengthen their commitment to the organization.

Furthermore, the research highlights the significance of work-life balance and flexible work arrangements in promoting retention. Institutions that offer flexibility in work hours or remote work options tend to have employees with higher job satisfaction and reduced turnover intentions.

The study also emphasizes the importance of providing career growth and development opportunities to retain non-teaching staff. Employees who perceive that their institutions invest in their professional growth are more likely to stay committed to their roles and the organization.

Effective leadership and supervisory support were identified as critical factors that contribute to positive work environment and employee retention. Supportive and approachable supervisors play a pivotal role in enhancing retention among non-teaching staff.

Lastly, the research underscores the influence of organizational culture on employee retention. Private higher education institutions that foster a positive and inclusive culture tend to retain their non-teaching staff more effectively.

In conclusion, this study provides valuable insights into the relationship between job design factors and employee retention among non-teaching staff in private higher education institutions of Punjab. The findings highlight the importance of task variety, task significance, autonomy, feedback, skill variety, and growth opportunities in fostering higher employee retention rates. Organizations in the higher education sector can leverage these findings to develop targeted retention strategies and create motivating work environments. However, future research with longitudinal designs, qualitative methods, and cross-cultural comparisons can further enhance our understanding of this relationship and offer practical implications for reducing turnover and promoting long-term commitment among non-teaching staff.

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