

Psychosocial Work Environment and Job Satisfaction among University Employees: Evidence from Magadh University

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ABSTRACT

The psychosocial workplace context is of significant importance to define the well-being and performance of employees at academic institutions. This paper discusses the correlation between the psychosocial work environment dimensions such as job demands, decision latitude, social support, recognition, and role clarity with the degree of job satisfaction among the teaching and non-teaching staff of Magadh University, Bodh Gaya, Bihar, India. Based on the Karasek Job Demand-Control-Support (JDCS) model and the Two-Factor Theory formulated by Herzberg, the paper summarizes the evidence presented in published literature and contextualizes the findings of the specific operational reality of a big, state-funded state university in eastern India. The review of empirical research studies on higher education employees in India and anywhere in the world reveals that key psychosocial stressors i.e. heavy workloads, limited autonomy, poor reward, role ambiguity together with poor electronic communication is the major determinant of job dissatisfaction. The evidence indicates that supervisor and work peer Social support is a critical buffer to psychosocial stress. The paper contends that appropriate psychosocial intervention, open governance and equitable allocation of work load is imperative in enhancing job satisfaction and performance of institutions in Magadh University. It addresses implications to university administration, policymakers as well as researchers.

Keywords: Psychosocial Workplace, Job Satisfaction, University Workers, Magadh University, Higher Education, India, JDCS Model, Work-Related Stress.

Introduction

Higher education has experienced a massive change in the sphere of work in the past 20 years. The rising student numbers, changes in financing model, digitalization of the educational process, and the increased administrative workloads have all led to the altered psychosocial environment in which the employees of this university work. Researchers and institutional managers all over the world have shifted attention to comprehending the impact of these environmental changes on the mental health and job satisfaction of the workforce in academic institutions (Mátó et al., 2021; Becaro et al., 2023).

Indian public universities have a unique set of problems that increase psychosocial stress factors. The gulf between policy ambitions and institutional realities, coupled with chronic understaffing, bureaucratic inertia, resource constraints, and the gulf between policy ambitions and institutional realities is a backdrop against which academic and non-teaching staff must perform their day-to-day tasks. One of the largest public universities in Bihar, Magadh University was established in 1962 according to the Magadh University Act and based in Bodh Gaya, in the Bihar state (NAAC Report, 2023). The university has been faced by long periods of administrative inertia, including examination and testing delays,

institutional restructuring, staff shortages all of which are likely to cause a negative psychosocial work environment among staff.

The psychosocial work environment means an aspect of work and working place that can cause psychological or social harm (European Agency for Safety and Health at Work, 2007). Dimensions such as job demands, decision latitude (autonomy and skill discretion), social support, role clarity, recognition, and work-life balance are key dimensions. These dimensions interact in very complex ways to influence the experience of work on an employee as well as contributing to his overall job satisfaction-defined as the extent to which workers feel positively about their jobs (Locke, 1976).

Unlike psychosocial factors and in particular the dimensions that are being addressed in this paper, there is a very good lack of empirical studies that specifically target the factors that are being looked into by this study. The current paper aims to fill this gap by synthesizing existing evidence of psychosocial work environment and job satisfaction in a higher education, and contextualizing that evidence within the specific institutional milieu of Magadh University. The objectives of this paper are: (1) to determine the key psychosocial dimensions that determine job satisfaction among employees of Magadh University; (2) to review the empirical evidence that can be found in similar institutional settings within India and other parts of the world; and finally (3) offer evidences-based recommendations on how to improve psychosocial working conditions at Magadh University.

Theoretical Framework

- **The Job Demand-Control-Support (JDCS) Model**

This paper is theoretically based on the Job Demand-Control (JDC) model of job demands and job environments first articulated by Karasek in 1979 and later on as the Job Demand-Control-Support (JDCS) model by Johnson and Hall (1988) adding social support to the concepts of job demands and job environments. The model is that the worst occupational stress a worker can experience is when the psychological demands are high and the worker has little control over their work (decision latitude). In particular, the strain hypothesis predicts that employees in high-strain jobs, characterized by high demands and low control will report the poorest psychological well-being, whereas the contrary is also true (de Jonge and Kompier, 1997).

The extension of the JDCS model that is critical is the buffer hypothesis according to which deleterious consequences of high-strain conditions on the well-being of employees are moderated by the presence of social support (supervisors and colleagues) (Van der Doef and Maes, 1999). Considered in the context of the university setting, its implication is that collegial support or supervisor recognition of the job may partially counterbalance the adverse effects of excessive workload or bureaucratic control of the job on job satisfaction. Later meta-analytic research has validated that low social support is an independent predictor of increased stress and decreased satisfaction whereas decision latitude has been one of the strongest positive predictors of job dissatisfaction across occupational lines (Kain and Jex, 2010).

- **Herzberg's Two-Factor Theory**

Complementary to the model of JDCS, Herzberg in his Two-Factor Theory of motivation (1959) has divided the motivator factors, which are used to produce satisfaction, in hygiene factors, which prevent dissatisfaction but do not in themselves result in satisfaction. Where the pay structures are regulated by the Seventh Pay Commission and relatively standardized, motivator influences like recognition of research accomplishment, purposeful teaching assignment and professional development opportunities all play a special role in contributing to net job satisfaction.

- **The Job Characteristics Model (JCM)**

According to the Job Characteristics Model, by Hackman and Oldham (1976), five fundamental dimensions of work: skill variety, task identity, task significance, autonomy and feedback are identified as determinants of internal work motivation and even satisfaction. In the case of academic employees, the model predicts that roles with more richness, complex task involved and strong channels of feedback should be more effective in making the job more satisfying. Investigations in higher educational organisations across India have permitted confirming that where such dimensions are non-existent or muted, such as through frequency of repetitive administrative tasks, unresponsive performance appraisal system, or lack of feedback system, the overall job satisfaction decreases significantly (Singh, 2022; Garg et al., 2018).

Literature Review

• **The Global Evidence of Psychosocial Work Environment in Higher Education**

A cross-sectional study by Mátó et al. (2021) among 261 academic staff in 12 faculties of the University of Szeged, Hungary, found that strict deadlines (reported by 80.4% of the respondents), frequent overwork (64.2%), and the inability to meet the expectations of the institution (56.7%), were the three most prominent psychosocial stressors in the university setting. There were also high levels of communication problems with colleagues and supervisors (47.5%). More importantly, the researchers were able to locate that occupational stress was the most susceptible to women working in low-paid jobs with low recognition levels, as well as to employees working in low-wage positions with little job satisfaction. The findings are especially applicable to the Magadh University setting where large student to faculty ratios and administrative burdens are well documented.

In a survey study of academic staff in 13 Australian universities who used 4 variables, specifically the quality of the psychosocial working environment, such as organizational support and collegial relationship, they established that the variables significantly differed in their positive and significant correlations with both job satisfaction and organizational commitment. Notably, the study has indicated that non-academic personnel experienced a larger range of work-attitude results correlated with psychosocial variables whereas academic personnel mainly reported work-attitude outcomes that were correlated to psychosocial variables. This difference between teaching and non-teaching groups of employees is applicable to a multi-racial workforce at Magadh University.

Becaro et al. (2023) explored the mediating effect of psychosocial working conditions on physical workplace environment and workplace stress among employees in chosen institutions of higher learning in Southern Philippines. Their results showed that psychosocial conditions, especially the role ambiguity and poor interpersonal communication, mediated the relationship between poor physical work environments and high levels of stress at work. Their article emphasizes that physical and psychosocial aspects of working environment do not exist independently but interact, and that working conditions can be improved based on physical facilities, but nothing can be achieved without taking into account the psychosocial aspects.

In a global higher education journal, Baka et al. (2020) reviewed the concept of job satisfaction and explored its related issues in academic employees across various countries. The review also highlighted that the enhancement of the psychosocial resources, which include supervisor support, peer mentoring, and meaningful feedback, were found to be associated with the lower levels of dissatisfaction and increased levels of research productivity. The review also pointed out that one of the most predictable factors that can be used to predict both the job engagement and the intention to remain in the institution was the organizational support which is defined as the degree to which employees believe that their institution appreciates their effort.

• **Psychosocial Dimensions and Job Satisfaction in Indian Higher Education**

Studies on job satisfaction within the higher education sector, especially among Indian scholars focus on various dimensions that recurrently as important determinant variables. A study by Singh (2022) observed that five institutional factors influencing work-life balance and job satisfaction levels among faculty members in India were found, which consisted of recruitment practices, career progression pathways, work environment quality, job autonomy, performance appraisals, and recognition and rewards. Importantly, the research has observed that faculty satisfaction significantly declined in response to the limitation of autonomy in making academic decisions, which was characteristic of most bureaucratically-managed public universities.

A study carried out in the International Journal of Research and Scientific Innovation (2025) found that there are numerous structural and psychosocial barriers to job satisfaction in Indian institutions, which include the following: insufficient support in forms of adequate research and research facilities, precarious employment through contract appointments, excessive workloads, and lack of merit based recognition. Most of these systemic problems are particularly acute in state-financed institutions of higher education in economically developing areas such as Bihar, where the National Education Policy 2020 has pointed out dismally low faculty motivation in teaching and research as a sector-wide concern.

In a study of employee satisfaction and work environment in Indian organisations (Navdeep Kumar and Pankaj Garg, 2011) observed that the primary causes of employee satisfaction related to their work environment were motivational factors, such as recognition, responsibility and the intrinsic

meaningfulness of tasks. Although it was found that pay did decrease the amount of active dissatisfaction, its ability to generate positive satisfaction was limited once an adequate level of pay was achieved. This observation is very similar to what Herzberg predicted his Two-Factor Theory, and it has significant implications to the case of public universities, where salaries are centrally regulated, and managerial discretion is largely confined to the question of how conducive working conditions are created and maintained.

In a study by Rafi (2024) of the dimensions of the workplace environment and their relation to job satisfaction and stress among employees in the Indian IT sector, it was found that the aspects of organizational culture, namely, values, norms, and the quality of relations between supervisors and employees emerged as the most significant determinants of both outcomes. Most notably, the research hypothesized that positive and supportive organizational culture was associated with significantly greater job satisfaction, and suggested that interventions such as promoting work-life balance, providing mental health, and promoting inclusion culture were priority interventions. Although the sector of choice in this study was different, the overall finding in this area of research pertains to that of higher education institutions around the world.

- **Core Psychosocial Determinants Workload, Autonomy, and Social Support**

In the literature, we find three dimensions of psychosocial factors that recur as the most reliable predictors of job satisfaction in higher education: manageability of workload, latitude of decision making (autonomy), and social support. Empirical research involving Karasek Job Content Questionnaire used in Belgian organizations (Mak et al., 2001) indicated that decision latitude and social support rated higher in relation to job satisfaction as compared to psychological demands on their own, suggesting that the positive effects of providing employees with higher levels of control over their work processes is strongly measurable at least in relation to job satisfaction.

Assi et al. (2023) conducted a hierarchical ranking study of determinants of job satisfaction in Indian institutions of higher learning, which employed MCDM analytic tools. The researchers concluded that promotional opportunities, interpersonal relations with colleagues, managerial support, and the teaching versus non teaching difference were some of the most influential factors which affected individual levels of job satisfaction. The fact that the strategic management of the relationship between interpersonal climate and the system of career progression are the factors which could be instrumentally helpful in enhancing the rates of employee retention and efficiency of the organization of the scales of Magadh University is especially relevant in the case of a university of Magadh level.

Age, gender and tenure are other elements that have been identified as important intervening variables in the relation between satisfaction and psychosocial environment. According to Oshagbemi (2003), job satisfaction levels are positively correlated with tenure in an institution, perhaps due to the adaptation to which the identities of the member are anchored. According to Kifle and Hailemariam (2012), there is a gender difference in satisfaction with female faculty members generally reporting a higher level of satisfaction with the roles they performed despite that the workload pressures are on the high side in some settings. However, structural inequities such as restricted promotion opportunities and increased administrative workload, can more usually mitigate this comparative advantaging.

- **Role Ambiguity, Recognition, and Organizational Communication**

Beyond workload and autonomy, the literature consistently attributes role ambiguity, the extent to which the employees are not aware of their duties and the expected level of their performance, as an important psychosocial stressor with unfavorable implication of their satisfaction. In a review of psychosocial factors related to job satisfaction and burnout among employees working in the public health sector, Adamopoulos et al. (2022) found that role ambiguity was a value with an independent influence on lesser job satisfaction and higher risks of burnout. Role ambiguity is quite common in the context of the university environment where the faculty may have conflicting roles in terms of teaching, research, and administration without any institutional directions on how to prioritize or what workload should be allocated.

The quality of organizational communication (including the transparency of information channels in the institution, the openness of management, and the readiness of the grievance redressal systems) has also been found as an important determinant of psychosocial climate. The fact that there is a formal Grievance Cell and that the university has a commitment to address issues of teachers and staff members

is an identified structural resource. Nevertheless, the degree to which these mechanisms are felt by the employees to be responsive and effective has been a field on which empirical research is worthwhile.

Contextual Analysis: Magadh University

• **Institutional Profile and Workforce Characteristics**

The Magadh University is located in Bodh Gaya, Bihar within a campus of 460 acres under the Bihar State University Act in 1962. It has a C+ grade and is recognized by the University Grants Commission (UGC), AICTE, NCTE and BCI. It has 175 affiliated colleges and 19 constituent colleges in the districts of Gaya, Nawada, Jehanabad, Arwal and Aurangabad. It has undergrad and post graduate programs in Arts, Science, Commerce, Management, Education and Law faculties with 22 postgrad departments within the campus.

The university has a workforce comprising of teaching personnel (professors, associate and assistant professors) in the different departments, non-teaching administration and technical staff and a contractual or guest faculty. Magadh University, as well as many other state universities in Bihar, have long been pressed by huge numbers of unoccupied facilities in the faculty which exposes the teaching staff to excessive work following a disproportionately large segment of the population. The new bifurcation of the university of 2018 with the Pataliputra University being set up to serve the region of Patna and Nalanda districts, introduced more processes of administrative disruption and the reallocation of resources, which are likely to have been the cause of employee morale and psychosocial conditions of working at the university.

• **Important Psychosocial Stressors in Magadh University Setting**

Based on the literature reviewed on the subject and the institutional attributes of Magadh University documented, it is possible to consider, as those most likely to place a burden on the job satisfaction of employees:

- **High Workload and (Poor) Staffing:** vacancies in faculty in all departments, consolidation of faculty with particular high and faculty supervision obligations, and administrative work puts additional work and teaching obligations, housing and research supervision responsibilities, and administration on the staff, who already have teaching, research and supervision duties among existing teaching assignments, research and supervision responsibilities, and administration roles. This is directly what the high demands element of the JDCS model predicts and is a well-documented predictor of decreased satisfaction in similar institutions.
- **Limited Decision Latitude:** At a bureaucratically structured state university, academic and administrative employees tend to lack independence in curricular, resource, and departmental decision-making. There is always research that proves that low decision latitude continues to magnify the negative outcomes of the elevated workload on the well-being of the employees (Karasek, 1979; Van der Doef and Maes, 1999).
- **Additional Administrative Processes:** Administrative delays, bureaucratic slowdowns, documented constituents of the operational history of Magadh University, create circumstances of unpredictability and role strain that have a negative impact on the psychosocial climate of both the teaching and non-teaching staff.
- **Poor Research Infrastructure:** A series of departments, including the Buddhist Studies department, have reported a lack of teaching staff and research materials. The lack of sufficient support base in terms of funds, equipment, and the mentoring infrastructure to support the faculty in the academic meaningful work Herzberg has identified to be the major motivating factor.
- **Recognition Deficit:** In an institutional work environment where the structure of formal recognition, namely, merit-based promotions, research awards and performance acknowledgment, are limited or inconsistently applied, the aspect of motivation in work environment is weakened. There is solid evidence in the literature that recognition is among the strongest psychosocial predictors of job satisfaction in academic campus.
- **NAAC Accreditation Pressure:** This dimension is comparatively lower with a NAAC accreditation pressure of C+; this institutional pressure causes the faculty to experience institutional pressure to improve their teaching quality and their research output in an

institution that may not necessarily provide the institutional resources necessary to meet the established goals and objectives. This creates a kind of imbalance of effort-reward that studies have been linked with an increase in psychosocial stress.

Proposed Conceptual Model

Through the theoretical frameworks examined and through contextual analysis of Magadh University, this paper proposes a conceptual model (Figure 1) mapping out the relationship between the dimensions of psychosocial work environment and the job satisfaction of the employees of Magadh University. The model is conceptualized into five independent psychosocial constructs, including: Job Demands, Decision Latitude, Social Support, Recognition/Reward, and Role Clarity, which are hypothesized to be associated with Job Satisfaction both directly and through the mediating pathway through which Perceived Psychosocial Strain could be inferred to influence Job Satisfaction.

This model includes three moderating variables, namely, Employee Category (teaching vs. non-teaching), Gender, and Tenure, that are in line with the empirical literature that shows that the psychosocial dimensions have different effects on these tenure and gender subgroups of employees (Oshagbemi, 2003; Kifle and Hailemariam, 2012; Mátó et al., 2021). The model produces the following testable propositions that can be empirically studied in future at Magadh University:

- **P1:** Job demands will be negatively related to job satisfaction and the impact shall be moderated by the extent of decision latitude that employees have.
- **P2:** Supervisor and colleague social support will moderate the adverse impact of high job demands on job satisfaction.
- **P3:** Adequacy of recognition and reward will be the strongest positive predictor of job satisfaction at both teaching and non-teaching employees.
- **P4:** Role clarity will correlate positively with job satisfaction with larger role clarity relating to lower psychosocial strain and higher overall satisfaction.
- **P5:** Longer institutionalism will positively moderate the relationship between psychosocial stressors and job satisfaction as indicators of adaptive coping and accumulated social capital in the institution.

Proposed Methodology for Empirical Study

• **Research Design and Sample**

The main data collection stage of this study is suggested to be carried out in the form of an empirical cross-sectional survey. The target population will include all the teaching (professorial cadres, associate professors, assistant professors, and contractual faculty) and non-teaching staff (administrative, technical, and support staff) who are currently serving Magadh University on the main campus and in the 19 colleges that exist as part of Magadh University. Through stratified random sampling based on the strata defined by the categories of employee, the departments, and the gender of the employee, a sample of 350 or so would be drawn to ensure sufficient statistical power of the mentioned analytical methods, in compliance with sample size requirements in similar studies (Mátó et al., 2021; Becaro et al., 2023).

• **Measurement Instruments**

Dimensions of psychosocial work environment will be measured based on culturally adapted variant of Karasek's Job Content Questionnaire (JCQ), which has proven to be highly reliable and valid across the cultural and organizational contexts. The JCQ covers the job demands, decision latitude (skill discretion and decision authority) and social support of supervisors and colleagues via validated Likert-scale items. It is reported that Cronbach alpha values of the JCQ subscales have a range of 0.70 to 0.83 with large sample studies and have proven satisfactory reliability (Mak et al., 2001). Recognition, role clarity, and work-life balance will be measured by the supplementary items that will include the rest of the information that was excluded in the Copenhagen Psychosocial Questionnaire (COPSOQ).

To measure job satisfaction, the Minnesota Satisfaction Questionnaire (MSQ) short form will be used in an assessment form of 20 questions that will assess both intrinsic and extrinsic facets of satisfaction. The MSQ has been shown to have high psychometric qualities in both Indian and global educational backgrounds (Kumar & Garg, 2011). The demographical variables such as age, sex, the employee category, school position, embracing years and department will be obtained in order to carry out subgroup analysis.

- **Analytical Strategy**

The data analysis will be done with the help of IBM SPSS v.26 and AMOS as the tool of a structural equation modelling. The sample will be defined by descriptive statistics, frequency distributions. Pearson correlations will be used to determine bivariate correlations between psychosocial dimensions and satisfaction outcomes. The relative importance of each psychosocial predictor on job satisfaction will be tested using multiple regression analysis, to allow the control of demographic variables. The proposed mediation model will be tested using structural equation modeling (SEM), whereas moderating factors of employee category, gender, and tenure will be tested using moderated regression. To ensure that the adapted questionnaire structure is valid in the Magadh University setting Factor analysis will be conducted.

Discussion

The strong correspondence between the theoretical frameworks, and the empirical evidence reviewed in this paper supports a definitive conclusion: the psychosocial working environment in the institutions such as Magadh University is a strong, multi-dimensional determinant of the job satisfaction levels of employees, and interventions to de-escalate the identified environment have better opportunities to produce lasting gains of job satisfaction compared to interventions consisting of remuneration or physical infrastructure improvements alone. This is in accordance with Herzberg, who frames his structure to locate true satisfaction not in the hygiene factors, including salary, which serve to make sure that active disengagement does not occur, but rather in the motivator factors, like challenge, recognition, autonomy, which serve to ensure that active disengagement does not take place, but instead are the motivators.

The NAAC accreditation-improvement imperative combined with the record-staffing shortages and the administrative pressures created by the post-bifurcation reorganization all help to create a situation in which conditions would be highly conducive to what the JDCS model describes as high-strain work situations. Co-existence of both high job demand (via understaffing and bureaucratic load) and reduced decision latitude (through centralized, top-down structures of management) is precisely the combination that the model predicts will create the highest psychosocial stress and lowest satisfaction.

But there are other institutional resources available in the university that can be psychosocial buffers. The Grievance Cell, the Placement Cell and the Sports Complex are all positive examples of organizational structures that, when utilized and perceived as indeed responsive, can cause social support and a sense of institutional care to sufficiently provide the targeted individuals with sufficient motivation to truly engage in the academic pursuit. It is perception: social support mechanisms enhance employee performances, but only when the employees believe in the availability of such support mechanisms and their responsiveness.

The difference between teaching and non-teaching personnel also deserves to be given a special consideration in the Magadh University environment. Being particularly sensitive to psychosocial aspects influencing academic freedom and access to resources, teaching staff whose professional identity is closely tied to research output and student achievement is likely to be particularly sensitive to psychosocial dimensions affecting academic freedom and access to resources. The response to various levers of psychosocial intervention may be experienced by non-teaching employees whose satisfaction levels are more directly linked to treating them fairly, making them feel promoted, and having them feel like their supervisors relate with and respect them. In order to have effective institutional strategies, differentiation will have to be suitably differentiated across these employee groups.

Recommendations

Consistent with evidence and contextual analysis findings provided in the current paper, the following suggestions can be offered to enhance psychosocial working conditions and job satisfaction at Magadh university:

- **Workload and Open Allocation**

The university management needs to formulate and enforce a formal policy of workload allocation which should ensure fair distribution of teaching, research and administrative tasks among the members of the faculty. In case of any vacancies, the administration ought to give expedient recruitment through the Bihar Public Service Commission so as to restore the workload balance. Clearly defined workload structures will help reduce role ambiguity and also increase employee beliefs in procedural fairness- a belief that is linked with increased job satisfaction.

- **The Increasing Decision Latitude and Academic Autonomy**

One of the strongest psychosocial predictors of satisfaction which have been reported in the literature would be addressed by governance reforms which would provide departmental heads and faculty members with increased autonomy in curricular design, priorities in research, and decisions on deploying resources. By increasing the number of decision structures within organizations that participate in decision-making can be used to broaden the range of decisions that can be made without sacrificing institutional accountability.

- **Organizational Social Support Structures: Strengthening**

The social support infrastructure of the institution can be enhanced with help of formal mentoring programs of junior faculty, regular town-hall-interactions between senior administration and departmental staff, and training of supervisors in supportive management practices. The already in place Grievance Cell must be bolstered with proper resources and open-ended reporting systems, in order to ensure that employees consider it as a genuinely available and successful channel of redressal.

- **Recognition and Professional Development Systems**

The recognition deficit established in the contextual analysis could be directly addressed by establishing a transparent system of recognition, the fundamental principles of which are: annual research excellence awards, teaching recognition programs, and a publicly acknowledged role of the institution. Such systems, consistent with the Herzberg motivator factors, can stimulate long-lasting increases in satisfaction. Also, investing in the professional development opportunities, which include funding of conferences, facilitation of research and collaboration, and facilitation of doctoral mentorship, would be useful to strengthen the intrinsic motivational environment of the faculty.

- **Psychosocial Risk Monitoring and Institutional Research**

The college ought to have a regular psychosocial risk assessment system, preferably administered after every two years, using validated instruments, such as the JCQ or COPSQ to track the dynamics of employee well-being and indicate areas of risk before it translates into chronic dissatisfaction or turnover. Such assessment outcomes need to be made publicly available to the university community and integrated as a part of annual strategic planning exercises.

Conclusion

This paper has explored the association between psychosocial dimensions of work environment and job satisfaction of university workers with reference to established theoretical bases and a wealth of existing empirical information, and put these within the context of the specific institutional environment of Magadh University. With effects that cut across geographic and cultural lines, the evidence points to the fact that psychosocial factors particularly their manageability in workload, latitude of working day decisions, social support, recognition, as well as role clarity are powerful determinants of job satisfaction in the sphere of higher education.

A combination of structural vulnerabilities in Magadh University, such as faculty vacancy factors, centralized governance, administrative disruption factors, and resource constraints, will cause the psychosocial risk conditions that are likely to challenge the well-being and satisfaction of employees. The importance of dealing with these conditions is not only a welfare requirement but also a strategic necessity: long-lasting job satisfaction on the part of faculty and other employees is the cornerstone to the quality of education, the output of research, and the institutional reputation that the university is required to meet its improvement accreditation requirements as well as fulfill its own public mission.

The empirical studies expected in the future must be a test of the hypothetical conceptual model by means of primary survey data involving Magadh University staff. This kind of work would bring into existence institution-specific evidence to inform specific psychosocial intervention, and would contribute to the growing body of literature on occupational health and academic management in the public higher education system of India. Knowledge and action on the psychosocial work environment of university participants is an urgent and underresearched priority in the framework of the ambitions to achieve transformative improvements in the area of higher education as encoded in the National Education Policy 2020.

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