

Examining the impact of organizational practices on employee commitment: Evidence from non-academic staff in educational institutions

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Abstract- Purpose: The present study aims to examine the effect of organizational practices on the work commitment of non-academic employees of educational institutions. The majority of previous research on employee engagement within the academic context has been centered on teaching staff, while little research has been conducted on the commitment of administrators, managers, and support employees, a segment of the academic workforce that is critical to the performance of an organization but has received relatively little study. The authors began by synthesizing the literature pertaining to organizational practices and their effects on employee perceptions and experiences of commitment to their organizations, specifically those outside the academic setting.

Design/Methodology: The research uses a mixed-methods approach that incorporates both quantitative and qualitative methods to capture both the magnitude and the nature of work commitment. Primary data were collected through questionnaires and interviews with non-academic staff across various educational institutions in Punjab. The study uses two well-known theoretical lenses, namely Social Exchange Theory and Equity Theory, to interpret the findings by examining the reciprocal and fair nature of organizational practices, perceived support, and the relationship between the employer and the employee.

Findings: These findings demonstrate that well-established organizational practices have a positive and significant impact on non-academic personnel's work commitment. Leadership support, a positive organizational climate, effective communication, and fair remuneration proved to be the most significant factors influencing engagement and commitment. The study further reveals that when

employees perceive strong organizational support and justice, workplace stress decreases, and overall levels of employee motivation and commitment increase.

Keywords: Non-Academic Staff, Work Commitment, Organizational Practices, Employee Engagement, Educational Institutions

1. Introduction

More than ever, organizations are developing new experiences as they strive for viability in the present. They include meeting the requirements of workers with different needs, performance pressures, technological innovations, and globalizing issues. This has resulted in increased interest by management towards how they can make their staff stay energized as there have been many studies about the assistance of worker commitment at personal and organizational outcomes levels (LePine et al., 2010). Engagement means an employee's passion for his or her occupation, work involvement, vulnerable assurance, greater efficiency, and even going a further mile, although disengagement constitutes an employee's obligation towards the company (Albornoz, 2011). It is imperative to acknowledge the various factors that influence high worker commitment. Various studies define worker involvement as an exciting mental attitude towards work, comprising vigor, devotion, and inclusion (Braine, 2011). As defined by Price (2011), worker commitment can be understood as a set of positive views that employees hold toward their jobs and the level of work-related effort they show in discharging their responsibilities. He further contends that it results in certain types of positive employee behaviors which subsequently culminate in enhanced performance rates and eventually organizational effectiveness. According to MacLeod, MacLeod & Clarke (2011), there are 04 vital facilitators of staff engagement. Such elements comprise of leadership, engaged managers, employee voice, and integrity. When there are cultures in organization that consider growth prospects for staff members, positive and respectful treatment of workers, emphasis on employees' cooperation with each other, pleasing office spaces, flexible working rules and practices as well as appropriate management and leadership, the level of involvement or worker's engagement is increased. The modern organization needs a resource which consists of employees who are involved most of the time as well as always ready and motivated for their work duties. Such employees boost their firm's profitability by improving production, customer satisfaction, sales performance, and employee retention. As stated by Heartfield (2012), one can hardly create a conducive organizational environment that adapts employee satisfaction and participation if one doesn't understand what drives organizational engagement. Organizations will need to invest in programs, processes, and factors such as leadership support, recognition, and communication to enhance employee engagement.

2. Background

The education system has undergone changes in recent years, as institutions have realized that non-teaching staff are crucial to achieving their goals. Managers, administrators, and other employees who form the staff of educational institutions place great importance on the functioning of an organization.

Nevertheless, factors such as job promotion, performance, resource availability, and task flexibility, which are essential to these institutions, shape their work commitment. Of these, organizational practices have been found to significantly influence student success. Such strategies include management policies, organizational provisions, and employee wellness initiatives, which would act as clear determinants of overall job contentment, motivation, and organizational commitment. Although the non-academic staff is employed in educational institutions and plays a vital role in enhancing the effectiveness of learning processes, research on the work commitment of these employees is still rather limited, especially regarding organizational practices. Furthermore, in the current research, most studies were conducted among academic staff in institutions of higher learning, and there is little or no research exploring the attitudes of

non-academic staff. This research, therefore, endeavors to fill this gap with a view to establishing the effects of organizational practices on work commitment of non-academic staff in education institutions. In doing so, it seeks to supply recommendations that could help such institutions to improve their organizational processes and procedures to promote a committed and motivated staff. It is this, in turn, that can help improve the performance and achievement of educational institutions.

3. Literature Review

The body of work in sustainability in higher education is extensive, not to mention multidimensional, as more colleges are prone to incorporation of sustainable development principles into their academic institutions. Several research papers dealt with the implementation of sustainable practices within university campuses connected to issues of environmental management, the assessment of campus sustainability and the incorporation of sustainability into curricula and organizations' culture. Adger and fellow (2006) argue that the fairness element should be the base of the climate change adaptation, which involves implementing the equal systems in sustaining initiatives. Alam (2018) makes a concept of the ecological campus and aspects for the campus site in the U. S. he brings into account the possibility of colleges in being a container of the sustainable action through the sustainability of the operational level on campus and educational programs. Albareda-Tiana et al (2018) place more emphasis on SDG implementation and the role universities in the progress of development, with higher education institutions as major points. Alshuwaikhat and Abubakar (2008) recommend going for a comprehensive approach for realization of college sustainability with the assessment of current utilization practices on the environment as part of the strategy. Their contribution to the debate on sustainable development in higher education is also very remarkable as portrayed through the publishing of the "Handbook of theory and practice of sustainable education in higher institutions". Altbach (2009) dedicates himself to the future of higher education in China and India, emphasizing the environmental issue, which has a significant proportion in the whole world. In Note Asah (2015), Human agency and sustainable development architecture is highlighted as well as the critical role of inclusivity in the development process. What's more, the same researcher, Bantanur (2015) examined the growing trends of sustainability in higher education institutions in India especially, regarding the integration of environment-friendly practices into daily campus activities and academic programs. Barnett, among many others, recommends a method of improving the quality of higher education based on Total Quality Care, aimed at achieving ongoing improvement and involving all stakeholders. Barth et al. (2011) foreground issues related to sustainable growth of universities, underlining the influence of strategic plans and the possessions of stakeholders. Ben-Eli (2015) presents the idea of sustainability and its essential principles to help readers to have a better definition for sustainable development as a basis for future subjects. Beynaghi et al shows what sustainability scenarios universities can take in the future and their stress that change is transformative rather than just incremental. According to Bhandari and Abe (2000) who give several examples from both the problems and opportunities. Similarly, according to Blake and Sterling (2011), the cover faculty and alternative learning platforms such as work-integrated learning for example, must be considered if institutions are to transition to a sustainable campus. Institutional image-the perception that the student might hold about the higher education institution-is one of the key determinants of the easiness by which the students can be retained in the institution and therefore satisfaction of the students. Brown and Mazzarol (2009) in their article tell us what effect the changing images of an institute have on the students' commitment and attitude towards it, both positively and negatively. Furthermore, the assessment within universities campuses is crucial as well for provoking the environmental awareness. Cole (2003) provides the criteria that could be utilized for evaluation of sustainability in present colleges on Canadian territory. He points out the necessity for carrying out this process structurally with the use of special analytical tools. In addition to that, Ceulemans, et al. (2015) talk about sustainability reporting in higher education that argue that the reporting process management and for organizational change management for sustainability have

interconnected goals. One of the opinions that approves the relevance of curriculum revision for the development of sustainability in the higher education sector is the one expressed by Chhokar (2010), highlighting that curricula would need to urgently be adjusted to employability in the present era of sustainability. These dimensions of sustainability research are mandatory to promote a sense of understanding and progress toward sustainable practices in the universities. Dawodu et al. (2022) proposed the framework of indicators and dimensions for the platform of sustainable campus design and assessment. Their inputs on that issue are significant to sustainable development (Cole, L. 2003). Indian universities sustainability is in focus of the study by De Castro and Jabbour (2013) and they put forward the significance of all-rounded evaluation models for the purpose of sustainable behavior development. In line with that, Duran et al. (2015) indicate one way of sustainability by emphasizing on the component fundamental to the sustainable development. Elkington took the sustainability principles to the next level, offering a model based on the three pillars of a well-balanced environment, upholding social justice, and sustaining the economy. Sustainability in higher education has been a key issue that has gained a lot of focus, with the triple focus on diversity, innovation and ultimately, sustainability development. As a conclusion, Fadeeva and Mochizuki (2010) stress the imperative role universities are meant to play in making comprehensive evaluations of their outcomes in strengthening social and cultural diversity, nurturing innovations, and providing guidance on sustainable development. Filho et al. (2015) outline the hurdles and strategies in sustaining environmental sustainability practices by universities, addressing the hardships that it. In addition, Fors and Holmquist (2018) describe the many ways technological innovation and green investment are involved in sustainable development of higher education systems. Several studies concentrate on the sustainable strategies that can be implemented within the campuses. According to Grant et al. (2002), Water management and wastewater treatment at the University of British Columbia were investigated with the consideration of sustainable practice. Gupta (2019) proponents that universities should be in the forefront of adopting sustainable campus facilities with such projects playing a central role in furthering sustainability efforts. Suflow and Hoque (2017) performed a study of environmental sustainability practices in South Asian universities (especially in Bangladesh) and described regional perspectives. Moreover, Jain and Pant (2010) discuss the TERI University, Delhi, case study to illustrate environmental management systems as a tool for propagating sustainability among the educational institutions. Not only he (Jayaram) will analyze the route that the Indian Institutes of Technology (IITs) go through gets directionless to become the best in the whole world, but his study will also provide audience with suggestions on the existing problems and proposed solutions to have them implemented in the worldwide known research universities.

3.1 Management Support and Staff Commitment: Perceived organizational support, as described by Gagne et al. (2010), is described as the level at which staff imagine that their organization appreciates the efforts, they put in towards achieving company goals. As cited by Baranet et al (2012), “perceived organizational support”, also known as POA, is a term used to refer to the impression that an employee has regarding the initiatives undertaken by organizations toward the development and improvement of its employees. Wahyu (2014) conducted a study on how supportive leadership impacts employees’ commitment. This indicates that there is a direct confident link between empowering management approach & staff motivation. Through its HR department, the organization ought to be able to identify appropriate ways of motivating its workers for enhanced performance. They must develop programs aimed at boosting motivation among staff such that they feel inspired to be part of the company’s achievements or a competitive advantage. According to two studies conducted by Sinha and Sinha (2012), job preparation and sustenance are a fragment of the concept of worker progress, through staff who can sustain market-relevant aids necessary for viability in the competitive job market, while simultaneously helping with other everyday problems.

3.2 Organizational Justice and Employee Engagement: This personal perception of how each organizational member behaves virtuously is called organizational justice (Van der Bank, 2010). The above explanation of organizational fairness is meant to be a narrative methodology for understanding why employees regard their workplace activities or occurrences as righteous and what effects arise from such evaluations

(Hlongwane, 2010). Practical righteousness & interactive impartiality are two aspects of managerial fairness that will be examined in this study. The notion of procedural justice suggests on how objective and fair the procedures by which a decision is made, or an outcome is achieved. The term “distribution justice of the peace” mentions the idea of equality concerning the distribution and shared utilization of resources. According to Pilvinyte (2013), interactive impartiality describes the objectivity of one’s co-operative behavior while implementing organizational policies. Williamson and Willaims (2011) were involved in research on how managerial fairness impacted worker commitment within the prescribed sector. Nevertheless, every aspect of organizational justice affects the stage of workers' commitment for this study to be successful, the researcher will evaluate only two aspects namely, practical righteousness & interactive impartiality.

3.3 Supervisor Support and Employee Engagement: In an article by Kossek et al (2011), the authors define managerial work-lifetime support as how employees regard their supervisors with the belief that the supervisors recognize and care about how they fare in the workplace with life outside work. Supervisors act as indicators of the organizational intentions according to organizational support theory (Pati & Kumar, 2010). The connection established between an employee and a supervisor represents that which exists between an individual and the whole organization. Since employees are fond of such organizations, they show loyalty to them, and therefore, they wish to develop themselves within these organizations (Ariani, 2015). Rothmann and Welsh (2013), supervisors’ attributes of communication ease, accessibility, and dignity/respect for the subordinates will spark motivation at their workplace.

3.3.1 Job Satisfaction and Organizational Commitment: The study by Abebe (2023) reveals that the quality of work-life has improved the level of organizational commitment of these non-academic staff in educational facilities. Bearing in mind the aim of ensuring commitment from workers, the following work-life balance practices are some of the most important.

3.3.2 Impact on Intention to Leave (ITL): This paper examines the relationship between job satisfaction and organizational commitment and its effect on intention to quit for non-academic employees as listed by Sharma (2022). According to the results in the present study, the level of organizational commitment and perceived job satisfaction decreased turnover intentions and confirmed the use of supportive organizational practices.

3.3.3 Organizational Climate and Job Satisfaction: Bancoro (2023) also examines the correlation between organizational environment and job satisfaction. The research reveals evidence that such factors as leadership support and effective communication about change promote job satisfaction and commitment among non-academic employees.

Work-Life Balance: According to Herrera (2021) work-life balance approaches have been explored and argued on the findings related to organizational commitment. While not ideally falling within the range of \$700,000 to \$1,000,000 specifically for implementing work-life balance practices to sustain a high level of commitment from the non-academic employees, the result still holds interesting to the understanding of this study. Altogether, these studies establish the significance of supportive organizational policies for the promotion of commitment efforts towards non-academic staff in educational institutions. Promoting staff commitment and retention is inevitable through the prevention of work-interfering-home-life balance issues, maintaining a healthy organizational culture, and satisfying employees.

4. Theoretical Framework

4.1 Social Exchange Theory: This study is supported by the Social Exchange Theory (SET), originally developed by Blau (1964) & Emerson (1972). According to the theory, the satisfaction level of the individual in the relationship determines what he/she will choose to keep (Jamandre & Arce, 2011). According to the social

exchange theory, job relations evolve into faith or trustworthiness as well as mutual obligations if every party follows exchange and compensation norms. Based on Blau, SET forms a basis for managers' obligations to cultivate employee obligation and positive attitudes at workplaces. Andrew and Sofian (2012) noted the prevalence of the Social Exchange Theory in contemporary research endeavors regarding employee engagement. As stated by Abu Khalifeh & Mat Som, (2013). Psych-social relationship between employees and management in an organization is also explored through SET (Chad, 2014). Therefore, this study implies that worker's needs such as good pay from the workplace, recognition, chances of promotion should be met by the organizations. This will help them feel obliged to provide similar acts of kindness and reciprocation to the organization. When individuals experience reasonable relevance of administrative strategies and procedures within the environments, it allows them to realize that the institution cares about their health. On the other hand, lack of resource support by the organization may lead to withdrawal from roles within organizations culminating in exhaustion.

4.2 Stacey Adams Equity Theory: One of the pioneers of Equity theory would be Adams in 1965 who contests that employees seek to maintain equity in relation to what they put into a job by way of experiences, education, loyalty, time, and effort versus remuneration such as promotion, recognitions. In her Equity Theory, Stacey Adam, as cited by Gupta, (2011) says an individual deserves justice in all matters at work. People who are under-rewarded will realize that they have been treated unfairly in this case and will thus exert efforts to restore equilibrium in the office. For those over-rewarded, they will end up feeling uncomfortable, thereby seeking ways towards achieving fairness at work. Not finding equity may lead to their bad behaviour such as quitting. The firm will lose its competitive edge whenever there is a high attrition rate, where people join other competing companies. This takes in the organization's designates one employee to be engaged in their job by always analysing in what other comparable organization does for their employees to enable themselves to realize and maintain their input-outcome proportions. The theory provides guidelines for organizations to use in making fairness and justice decisions toward employees. It is imperative that employers practice fairness on issues such as pay, recognition and appraisal system among the workers. The workers can only match what is expected of them by reciprocating through increased efforts as a result.

4.3 Kahn's Three Psychological Condition Theory: The above is explained by Kahn's (1990). According to Kahn, worker commitment evolves when 03 emotional conditions are satisfied: Psychosomatic Significance, Psychosomatic Security, and Psychosomatic presence. Psychosomatic significance refers to psychological gains derived from investing one's "self" in their role presentation. It contends that a job should be of any meaning and should make sense for it to add value to any pursuits. Psychological safety is an assurance that one will not fear speaking out one's mind and there will not be any negative costs on their image. Rank and profession (Hansen, Lee, Burkeman, & Paulsen, 2013; Smith, 2014). Once employees feel that their organization is stable, they expect consistency in the atmosphere at work and therefore they act believing that their performance and behavior do not threaten their relations with others will be more engaged. Finally, psychological availability implies having real, expressive, & emotional materials enabling one to make efforts. Once the staff comes to believe that with adequate support, they tend to be committed or engaged at work. When all the required resources needed by the workforce are available, they can concentrate on their duties and not worry that they might be inadequate. The theory implies that organizations should offer workers safe and comfortable surroundings, and this shall in turn result in their engagement. Employers must ensure that they provide safe working gear for safeguarding employees, warnings against the dangers of chemicals, a safe flooring system (non-slippery floor), and appropriate ventilation among others to keep workers safe and engrossed. It should create a good atmosphere for well-defined roles; provide autonomy for one to perform and without a case of work overloading.

5. Problem Statement

As argued by Amarakoon and Wickramasinghe (2010), for public establishments to successfully run & realize their desired objectives, the employees must be involved as well as effective. Work-force commitment

is a popular issue in the human resource consultancy market; but very few researchers have worked on it until this writing (Shuck and Rocco, 2011). The practices of HRM that are poorly applied in universities can be clearly observed. Namely, these are, lack of organizational justice, bad working climate, lack of organizational assistance, and absence of supervisor assistance. They include inadequate qualified personnel, failure to communicate and marginalization of employees from decision-making leading to insufficient services, high personnel rotation rates and non-creative working conditions. Among other factors that affect academic staff retention are promotion, remuneration and leadership style. Likewise, similar research was conducted for this study that investigated the effects of managerial practices into employee engagement within non-teaching staff personnel in Private Educational institutes not focusing on factors determining teachers 'retention. The reason for this study was to explore these issues as well as bridge the differences in engaged tasks & establish the main drivers of work-force commitment amongst non-academic work-force members in the private educational institutions in Punjab.

6. Need of the Study

It's important to look at how work rules affect commitment in non-academic staff at education places because there are several key reasons for it. Educational places like schools are very important in helping people and our society grow. These schools depend not just on teachers but also the hard work of others who make big contributions to how well they run. It's important to know how work rules affect the loyalty of staff who are not teachers. This helps make schools and colleges better at what they do.

Next, the people who work in schools but aren't teachers often do many different jobs. These can include helping with admin tasks and support functions like maintenance work. Looking at how work rules affect their job commitment can help understand this group's special needs and issues. This knowledge is very important for making special plans and rules that can increase job satisfaction, motivation, and total dedication among workers who are not in school. The research also looks at wider topics related to worker involvement and corporate culture in the special setting of education facilities. The results can affect not only single institutions but also education in general. Find out what works best and needs fixing in managing an organization. It can help make rules for schools that improve working conditions everywhere they exist. In the end, looking at how organizational rules affect the work dedication of non-teachers in schools is very important. This helps to build a good place where people can be happy and focused on their jobs. It matches the main aim of improving and making education better by understanding and dealing with all working groups within these places.

7. Objectives

This analysis sought to assess the impact of non-academic employees' involvement in a selected number of private education establishments located in Punjab. The specific objectives were:

7.1 To ascertain whether organizational support determines teachers' engagement among non-teaching staff members from private education institutions in Punjab.

7.2 To study the connection between organizational justice and employee engagement amongst selective private education institutions' non-teaching staff in Punjab.

7.3 To examine the supervisor's support of the non-teaching employees in private education institutions of Punjab.

7.4 To examine employee work environment and engagement among non-teaching employees of private institutions of Punjab.

8. Conceptual Framework

The social exchange theory states that all individuals create a relationship with another person having an understanding that their exchange will force obligation on them to serve the other person or offer them a benefit. This theory governs interpersonal relations and trust at the foundations. Crawford, LePine, and Rich (2010) assert that societal support is an occupation source that leads to positive work engagement directly among employees.

8.1 Employee Work Environment and Engagement: Employees' working conditions are significant factors influencing staff happiness & loyalty in an organization. According to Aneela (2012), various foundations have been reported in the literature for defining the work environment. These were the working conditions, organizational and psychological climate, and organizational culture – in general. According to Ahmad (2013), employee satisfaction will only be attained when they are provided with the right conditions in which they can achieve. Employee obligations and attitudes toward high productivity must be cultivated by organizations through work-environment strategies, thereby enhancing positive employee engagement.

Independent variables

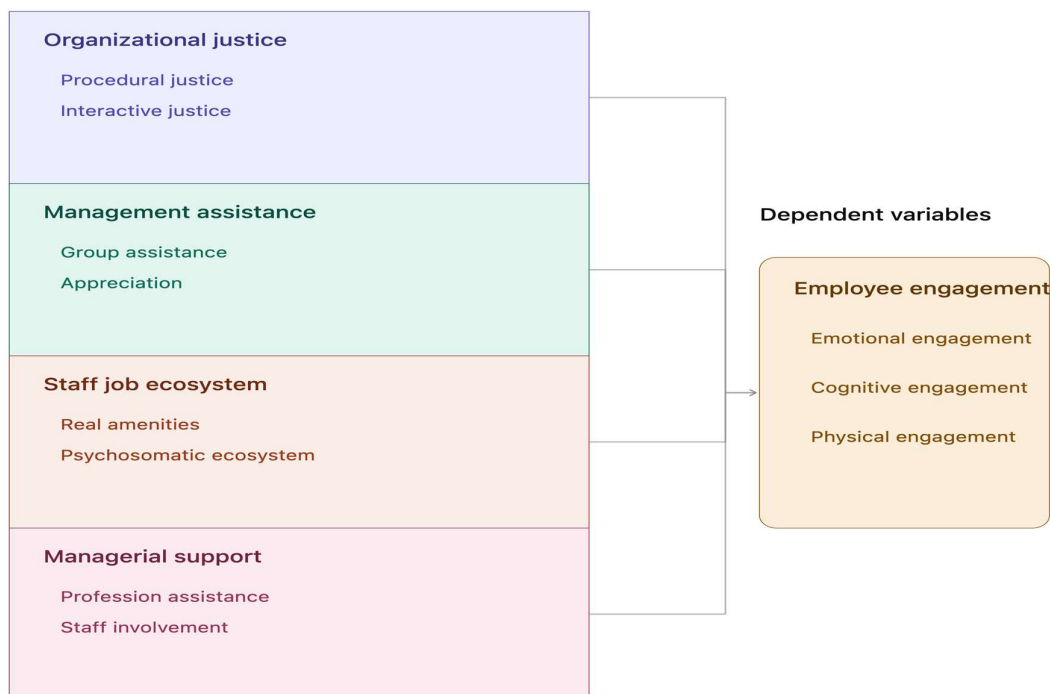


Figure 1. Conceptional Framework

9. Research Methodology

An informative study model was applied in this learning, thereby naturally describing the problematic area and reporting the results. The study was conducted at three private educational institutions in Punjab. The population contained two levels of staff. There were two groups within these categories: management and non-teaching staff. They comprised 52 management staff and 1,530 non-teaching staff.

10. Results

The specific aim of the study was to determine whether administrative activities affected staff commitment among non-academic personnel at private institutions in the vicinity of Punjab. The study applied descriptive and inferential statistical techniques to draw inferences. The research found that more females participated in the study than males. Most participants were between 31 and 40 years of age. Additionally, many respondents were not in the ICT, Finance, or Administration departments. Among those who reported positive leadership support, most were female, and as many as 88% of those who said there was organizational support were married. Moreover, the training policy existed in writing but was not implemented, while opportunities for promotion were observed.

Table 1: Organizational Support Practices Responses

	V		IV		III		II		I	
	N	%	N	%	N	%	N	%	N	%
There are prospects for professional advancement	48	21	82	33.9	8	3.3	79	32.2	26	10.6
This helps in improving my skills through training.	48	19.6	68	27.8	18	7.3	64	26.1	47	19.2
My colleagues do not consider me a complete novice and treat me accordingly for higher position	41	16.7	73	29.8	28	11.4	59	24.1	44	18
These internal promotions take place at periodic intervals	16	6.5	18	7.3	15	6.1	77	31.4	11	48.6
I am informed about the decisions that may affect my job.	15	6.1	42	17.1	50	20.4	78	31.8	60	24.5
My opinions are considered & valued.	16	6.5	69	28.2	74	30.2	48	19.6	38	15.5
Information related to work is very explicit from the organization	26	10.6	82	33.5	59	24.1	51	20.8	27	11

The study also found a lack of regular internal promotions and that employees' voices were not considered on matters concerning staff. The aim was to determine the extent to which organizational justice affects employees' engagement among non-teaching staff in private educational institutions in Punjab. The article also made clear that the researcher used both descriptive and inferential statistics to draw conclusions about the subject matter. This study showed that although the methods for job execution were neutral, they were examined annually and without bias. The Administration appreciated the need for an evidence-based procedure. Similarly, many respondents found that sharing resources between themselves and their employers did not reflect employees' contributions to the organization's objectives. Moreover, these resources were distributed based on need. There was a poor policy on resource allocation, which made employees feel that other colleagues received more favorable treatment than they did. On decisions of appeals, additional results on conclusions of appeal weren't so authentic and refined.

Table 2: Management Support Practices Responses

	V		IV		III		II		I	
	N	%	N	%	N	%	N	%	N	%
I tell my supervisor about problems I encounter at work.	64	26.1	128	52.2	19	7.8	23	9.4	11	4.5
The supervisors are very fair-minded when they supervise me.	33	13.5	95	38.8	56	22.9	36	14.7	25	10.2
The supervisor provides adequate feedback.	43	17.6	102	41.6	40	16.3	48	19.6	12	4.9
The manager supports group efforts.	62	25.3	92	37.6	36	14.7	39	15.9	16	6.5
There is a good interpersonal relationship with my supervisor.	67	27.3	112	45.7	31	12.7	28	11.4	7	2.9
Co-worker relationships are good at work	55	22.4	93	38	52	22.2	34	13.9	11	4.5

My manager regards my opinions	53	21.6	97	39.6	48	19.6	34	13.9	13	5.3
My manager identifies my difficult tasks	67	27.3	69	28.2	59	24.1	10	4.1	40	16.3

In this case, the specific objective was to determine the effect of supervisor support on the engagement of non-teaching employees working in private educational institutions in Punjab. To draw conclusions, the researcher employed descriptive and inferential statistics. Based on the report of this study, most employees had difficulties with their bosses. The study also indicated that managers recognized the need to provide appropriate feedback on employees' performance. Employees demonstrated teamwork. Supervisors were also trained, as management demonstrated a commendable interpersonal relationship with staff and co-workers. Many respondents acknowledged their supervisors' respect for their opinions and regard for hard work.

Table 3: Employee Work Environment Responses

	5		4		3		2		1	
	N	%	N	%	N	%	N	%	N	%
My working tools are sufficiently available.	28	11.4	72	29.4	30	12.2	82	33.5	33	13.5
I have adequate ventilation in my office without noise or pollution.	38	15.5	87	35.5	14	5.7	64	26.1	42	17.1
Workplace space is ample	22	9.0	84	34.3	32	13.1	57	23.3	50	20.4
The office cabins are well-lighted.	41	16.7	120	49	24	9.8	39	15.9	21	8.6
I don't experience work conflicts.	13	5.3	72	29.4	40	16.3	84	34.3	36	14.7
I don't get troubled or bullied at work	23	9.4	84	34.3	44	18.0	59	24.1	35	14.3
I am supported by teammates, superiors, and administrators.	47	19.2	108	44.1	44	18.0	33	13.5	13	5.3

The aim was to determine whether employees' work environment was related to their engagement among Non-Teaching Staff Members of private Educational Institutions in Punjab. Once more, the researcher relied on descriptive and inferential statistics to arrive at conclusions. This showed that there was enough stock to work efficiently with the existing tools. Most workers reported no harassment at their workplace and that they had been supported by fellow workers. It was further shown that jobs were clearly defined. They could not agree, but the leaders resolved it amicably. It was confirmed that there were welfare officers who acted as mediators when employees had grievances among themselves, and that a procedure was followed to settle such differences.

Table 4: Employee Engagement

	IV		III		II		I			
	N	%	N	%	N	%	N	%	N	%
I always share good points about my organization with my friends	54	20.7	119	48.6	32	13.1	28	11.4	10	4.1

It is a privilege to serve in this organization.	72	29.4	111	45.3	25	10.2	31	12.7	6	2.4
I am committed to doing my job right.	89	36.3	111	45.3	27	11.0	11	4.5	7	2.9
This organization is near and dear to my heart.	49	20.0	130	53.1	36	14.7	25	10.2	5	2.0
The work I do is meaningful.	63	25.7	126	51.4	40	16.3	5	2.0	11	4.5
I go through challenges at work.	62	25.3	127	51.8	31	12.7	18	7.3	7	2.9
I find fulfillment when I am helping the organization meet its goals.	81	33.1	108	44.1	34	13.9	11	4.5	11	4.5
My pride comes from the fact that I love what I do.	85	34.7	100	40.8	35	14.3	17	6.9	8	3.3

The previous part indicated that 71.5% of respondents admitted to often boasting about their companies to their friends, while 74.7% admitted to being proud to work for their organizations. In addition, it was clear that 81.6% of the participants felt working well is crucial to them, whilst 73.1% felt the organization is meaningful to them. In addition, it was revealed that 77.1% perceived their job as meaningful and worthwhile, with 77% stating they had gone through difficulties but persevered. In addition, it emerged that 77 percent of the people involved indicated that they loved working toward achieving the organizational goals, and at the same time, 75.6 percent indicated that they were proud of their efforts.

11. Discussions & Findings

11.1 Management Assistance on Worker Commitment: This would ensure that the university staff remained psychologically connected to their assignments and supervised other areas of their life. This conforms to Stacy Adam's theory that employees will always consider the remuneration that their peers in other similar bodies get. It will give them a feeling of being adequately compensated and, consequently, an intrinsic desire to meet organizational objectives.

11.2 Organizational Justice on Employee Engagement: It was seen that organizational justice promoted employee involvement in the private education sector in Punjab. There was a clear, explicit correlation between perceived organizational justice and levels of worker commitment, which underscored the importance of allocating resources based on employees' needs. This finding agrees with an analysis done by Abu Khalifeh & Mat Som (2013), which concludes that personnel determine how much commitment to invest when it comes to the rewarding resources they get from their organizations. The results were also consistent with social theory and can help managers appreciate their roles in adapting employee loyalty and positive workplace attitudes within the organization. It should be noted that employees are the assets of every organization and should be treated with care and compensated fairly when their issues are addressed. They require acknowledgment of what they have done about inclusion, recognition, and fairness when it comes to issues that affect them. Williamson and William (2010) assert, based on their analysis, that all factors of administrative justice—distributive, procedural, and collaborative—affect employees' commitment.

11.3 Workers' Job Environment on Worker Engagement: From the discussion of the results, it was ascertained that the non-teaching employees have a highly significant relationship with their workplace as reflected by Pearson's statistic ($r=0.518$). The r value also had a p -value < 0 .

The study also showed that when management believed it had sufficient tools and an enabling environment in which workers would work, work performance improved, with tasks completed in less time and more efficiently. As Ahmad (2013) noted, organizations must plan effectively to enhance employee commitment, motivation, and productivity. Management also noted the importance of designing clear jobs. Here is another element of the psychological work environment that was under research. Respondents showed this in their responses as they concurred that their jobs were well- designed. In line with Lane et al. (2010),

various other job attributes, including job sovereignty, working hours, organizational structure, and communication, affect engagement.

11.4 Employee Engagement: The university must ensure employee engagement to attain its objectives. This means an emotional attachment to their work, and they perform more than what appears in the employee's job description. Most of the respondents said that they talked about companies very positively and enjoyed working in them. This study further highlighted that the employees felt that they worked for their good, and the organization was of immense importance to them. They had a meaningful and purposeful sense of work. The employees did not give up despite facing numerous obstacles as they strived to accomplish the organization's objectives. They took equal pride in their work. Based on observations from the interview, the manager took steps to ensure employees worked under conducive conditions by installing lighting and ventilators in offices. Some departments had insufficient office space, but it was still available. Each position had a clearly defined job description outlining roles and responsibilities for each cadre of personnel. Management used the established means of conflict resolution to address problems. This prevented any form of bias, as none of the participants were favored. The university management demonstrated this as a good trait by encouraging peaceful work and learning environments at the institution.

11.5 Technical Advancement: Technical advancement in education institutions significantly influences the work commitment of non-academic staff. The introduction of advanced technologies, such as digital platforms for administrative tasks, automated systems for record-keeping, and AI-driven tools for scheduling and resource allocation, has transformed the operational landscape. These technologies have streamlined processes, reduced manual labour, and increased efficiency, thereby enhancing the work commitment of the non-academic workforce. Moreover, performance and data analytics tools enable institutions to make informed decisions, track performance, and identify areas for improvement. This not only optimizes resource utilization but also empowers employees by providing them with clear performance metrics and objectives. Furthermore, the adoption of remote working tools and digital communication platforms has facilitated flexible working arrangements, promoted a better work-life balance, and boosted employee commitment. However, this technological shift also necessitates continuous learning and adaptation from the workforce. Institutions must therefore invest in regular training programs to equip their staff with the necessary skills to navigate these new systems effectively.

11.6 Economic Impact: The economic impact of organizational practices on the work commitment of non-academic staff in education institutions is multifaceted. On one hand, efficient management practices can lead to cost savings, which can be redirected towards employee benefits, thereby enhancing work commitment. For instance, the adoption of energy-efficient practices can reduce operational costs, allowing institutions to invest more in their workforce. On the other hand, economic factors such as wage levels, job security, and financial incentives play a crucial role in shaping work commitment. Competitive remuneration packages, coupled with job stability, can significantly boost employee morale and commitment. Additionally, performance-based incentives can motivate employees to strive for excellence, adapting a culture of accountability and commitment. However, institutions need to strike a balance between cost efficiency and employee welfare. Cost-cutting measures should not compromise the quality of the work environment or employee satisfaction, as this could adversely affect work commitment. Therefore, a holistic approach that considers both economic efficiency and employee well-being is crucial for adapting work commitment among the non-academic workforce in education institutions.

12. Theoretical Implications:

12.1 Advancement of Organizational Behavior Theories: The study helps us better understand how people behave in groups, especially within schools. It improves current ideas by studying how workplace rules can affect commitment in non-academic jobs. This deepens our knowledge of this topic.

12.2 Extension of Engagement Models: The study can add to our understanding of employee engagement by including people who are not teachers in schools and colleges. This growth can offer a better way to know the things, that affect work dedication beyond what we learn in school.

12.3 Validation of Organizational Support Theories: The study might confirm or question current ideas about organizational support. It can help us see the value of good practices and how they make people more dedicated to work, giving real proof that backs up existing ideas or makes them better.

13. Practical Implications

13.1 Guidelines for Organizational Practices: The results give useful advice for schools in Punjab and other places. Groups can use the study findings to create and carry out good company activities that make for a nice workplace, increase dedication and better total staff content.

13.2 Enhanced Human Resource Strategies: HR teams in schools can change their plans to handle the special needs and worries of staff who don't teach. This could mean making special training courses, getting better at talking to each other and putting rules in place that support fairness and justice.

13.3 Improved Supervisor Training Programs: The study says that supervisor help is important, so we need to train those who lead in schools and colleges. This can help bosses learn how to give good support for non-school workers, making a better place at work.

13.4 Creation of Employee-Centric Work Environments: Organizations can use what they learn to change where people work, thinking about things that really affect how non-school employees connect with their jobs. This could involve thinking about how much room you need for work, being able to change your job setup and ways for career development.

14. Conclusion

Based on the research outcomes, this can be determined that management support affected worker commitment for non-academic employees in private education institutions of Punjab. There were numerous policies put in place by those who managed the universities. Nevertheless, these policies existed in writing, but they used not be applied. This included an example of how to develop a teaching plan to manage who, were & when the employees should join training for skillfulness and learning improvement. Therefore, some personnel deemed omitted from training in selection, which had a negative impact on them. Another finding revealed that there was no formal process of internal promotion in the company. Consequently, staff members did not move easily among different grades until they were promoted. Management was also found to have ignored the employee's voices during their meetings. In relation to the study's results, it was apparent that practices relating to decision-making did not take lower personnel's emotions into account. The findings showed that resources were not equally distributed. The company did not ensure that some of its employees had adequate support tools to enable them to carry out their duties while others over-supported some employees. Resource allocation policy which must be an important document to help management and staff when sharing out of the resources. More than half of respondents stated they were treated unfairly in respect of management decisions concerning them; hence it turned out that their outcomes were not honest and polite. Another finding observed in the study showed the low available resource of instruments and apparatus for job efforts. Additionally, there existed inadequate room for staff to work. It also establishes further that these disputes took place in the office. On the management side, respondents observed the well- designed job and displayed clarity of thought. Whenever staff encountered problems at work, they got help and support from other workers.

15. Recommendations

The management of Private Education institutions was therefore liable to develop a policy on training for the employees to update their skills and knowledge. This would be a guiding principle towards whom one should train, what type of training, when, and where. There was the responsibility placed on the management of such private education organizations to conduct regular internal promotions to reward excellent performers accordingly. The staff needed to be immersed in judgment-building activity through their representatives. Decision-making involving employees' opinions was suggested by the study. It would thus enhance the motivation of the employees, leading to enhanced organizational performance. There must be stipulations for equitable allocation of resources. Engagement of this kind would make staff feel that they belong to the organization. Staff appraisals should also be done regularly and yearly and give feedback to workers to improve their work performance. Supervisors must let the employees know about their duties. The employees should be able to discuss their daily life experiences and problems with their superiors, who in turn bring this data to the attention of managers to make informed decisions about the organization's current course of action. According to the research, the management in private education institutions should ensure staff members have sufficient supplies of various types of always working tools and equipment necessary for proper operation. This will allow work to flow smoothly and successfully. Acknowledgment, promotion, pay raise, reward or any other gesture intended to spur employees into action are ways through which excellent performance of an employee is recognized thereby motivating them to keep up their efforts.

16. Scope For Further Research

The researcher proposes that other influencing factors such as training, enriching jobs, and different leadership styles should be considered in future studies of employee engagement. Other studies should also be conducted on the impact of staff involvement in private institutions of Punjab, and the other aspects that impact staff commitment. Other possible areas of future study might also encompass teachers in Private Education institutions. It is necessary to research external factors that affect employee engagement to be informed about these facts.

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18. Author Declaration

The authors declare that this manuscript is original and has not been published previously, nor is it under consideration for publication elsewhere. All sources of information have been appropriately acknowledged, and the work does not infringe upon the rights of any third party.

The authors further declare that there are no financial, personal, professional, or institutional conflicts of interest that could have influenced the work reported in this manuscript. All authors have read and approved the final version of the manuscript and agree to its submission for publication.