Factors Affecting Academic Staff Performance in Egyptian Universities: The Mediating Role of Job Satisfaction

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Abstract

The relationship between participation and developmental opportunities with job satisfaction and performance has crucial role not only business researchers but also education researchers. However, this topic has not gained significant attention in the higher educational management research. The purpose of this paper is to empirically examine the impact of participation in decision making and developmental opportunities on lacademic staff satisfaction and performance in universities in Egypt. Survey was used to collect the data. A total of 360 questionnaires were obtained. The loading, cronbach's α, rho-a and AVE are used to examin the constructs. All Cronbach's alpha values are more than 0.7 and factor loading is more than 0.50. Correlation, regression analysis and structural equation modeling was

employed to test research hypotheses. In addition, t-test and ANOVA test were also conducted to investigate the different impact of demographic data on the job performance of the academic staff. This study finds that participative decision making and academic rank have significant effect on lecturer performance. In addition, the developmental opportunities has significantly affects academic staff performance. In conclusion, the findings imply that involving academic staff in educational decision making and encourage the development of staff would be useful to improve not only lecturer performance but also organizational performance.

Keywords: Participative decision making, Academic staff performance, Academic staff satisfaction, Developmental opportunities.

Introduction

Higher education plays its main role in creating expertise and acts as a center of excellence for knowledge creation and developing human resources necessary for a country's development (Trinh, 2023). Higher education is the engine that drives the economy and the vaccination against the worst effects of globalization (Kayyali, 2024). Further, higher education affects every area of national development and deserves requisite attention (Vibha Nigam, 2022). Many strategies have been implemented by

developing countries such as Egypt to improve their higher education performance (Kemper and Renold, 2024).

Regarding higher education in Egypt, there are 3.5 million students are enrolled in 2022, which is 2.1% higher than previous year. The Ministry of Education expects the number of university students in Egypt to grow to 5.6 million by 2032. According to central agency for public mobilization and statistics (www.capmas.gov.eg), it was found that Egypt currently boasts 36 private universities and technical colleges that offer apprenticeship programs. The number of faculties in those universities also doubled to a total of 264, compared to 132 in 2014. The number of private academies grew 9% between 2014 and 2021, reaching a total of 172. The number of public universities jumped from 23 to 27 between 2014 and 2021, marking a 17.4% increase. There are 2.2 thousand academic staff members at academies in 2020/2021. It means the number of university students and academic staff has been increasing in the last years in Egypt. therefore, measuring the possible variables that could affect academic staff performance have crucial role in maintaining the highest possible quality of higher education.

Job performance is a significant factor affecting organizational performance. In an educational setting, academic staff performance has a strategic role and is the main factor determining student performance and hence university

performance (Latif *et al.*, 2013). Previous study mentioned that teachers are a central actor in the learning process that takes place in schools (Latif *et al.*, 2013). Studying factors affecting academic staff performance in higher educational institutions from different settings is very useful for not only enriching and refining theory but also for developing reasonable recommendations to increase quality of higher educational institutions. There are many principal components determining successfulness of teaching-learning process, one of them is giving teacher a chance to participate in decision making (Latif *et al.*, 2013; Ceschi *et al.*, 2017).

Participation in decision making and developmental opportunities are becoming a controversial issue to find a fit between academic staff and universities' objectives (Omori and Bassey, 2019; Peng and Nair, 2022). Such researches have been conducted in developed as well as developing countries but still very limited in Egypt. Moreover, the previous research shows lack of consistent and conclusive evidence about the impact of participative decision making and developmental opportunities on academic staff job satisfaction and performance in the higher education. The purpose of this research was to ascertain empirical evidence and gain insights about the impact of participative decision making and developmental opportunities

on academic staff job satisfaction and performance in the Egyptian universities.

Literature review

Although job performance is commonly used in business and education fields of studies, its concept is still poorly defined. Different definitions of the concept might be given by different scholars in different fields (Vaidya, Prasad and Mangipudi, 2022). Job performance as the outcomes of work because they provide the strongest linkage to the strategic goals of the organization, economic contributions, and development strategy (Spagnoli *et al.*, 2020). The conceptualized job performance as behavior and it does not have to be directly observable actions of an individual. It can consist of mental production such as answers or decisions.

In addition, human capital is one of the most significant components in establishing a successful development strategy. Education is a critical element in developing human capital to participate actively in development. According to recent study, many universities in underdeveloped nations are oriented to development and were formed or redesigned to meet governmental demands for developmental goals (Yusuf Manjo, 2024). In today's knowledge-based global economy, qualified graduates are required to achieve such goals (Yusuf Manjo, 2024). They proposed a technology capabilities perspective

on how higher education may help meet national education goals. Universities must understand how organizations' technological needs change and how their professional and occupational programs may address them (HA, 2023). Therefore, identifying and facilitating factors influencing academic staff performance in universities has become a paramount priority for Egypt.

Relationship between participative decision making to academic staff performance.

Participative decision making is one of the prominent factors affecting performance (Sukirno and Siengthai, 2011; Peng and Nair, 2022). Educators, practitioners, and researchers from various disciplines of knowledge have studied factors affecting performance. Increasing level of teacher participation in making decisions and extending their involvement in the overall decision making process make school policy and management more responsive to societal needs (Sukirno and Siengthai, 2011). Further, previous study revealed that teachers can take a greater role in the overall success of the school when they are committed to being active participants in the decision making process (Olorunsola and Olayemi, 2011).

Participation has an important role not only in the business or industrial sector but also in the educational sector (Sukirno and Siengthai, 2011). Participation in school decision making can

enhance teachers' commitment, expertise, and effectiveness. Previous study showed that teacher participation was to re-energize schools, unleash teachers' initiative and creativity, and get them to buy into the restructuring agenda. Besides, it has become a key component of recent efforts to restructure and reform schools (Mohsen and Sharif, 2020). Teacher participation in school decision making has been advanced for many reasons including the belief that it will enhance communication among teachers and administrators as well as the quality of educational decision making and quality of teachers' work life. It may also enhance teacher's sense of responsibilities, shared culture, and teacher commitment. In addition, previous study revealed that teacher participation is related to the implementation of programmatic decisions and creates opportunities for instructional improvement. Other study showed that participation would improve teachers' opportunities in acquiring new knowledge and insights. These opportunities can enhance respectively instructional improvement and student outcomes.

Previous study investigated the extent to which teachers are involved in school decision making process in comparison to their desired extent of participation. They found that teachers desire greater involvement in decision making (Maral, 2022). They therefore recommended that by involving lecturers in

decision making, the quality of decisions and their morale in their performance of duty will be higher (Maral, 2022).

Relationship between developmental opportunities and academic staff performance.

The development has a broader scope in an effort to improve and increase knowledge, abilities, attitudes and personality traits to assume different or higher responsibilities within the organization (Bui, 2019). The development of Human Resources is an activity that must be carried out by companies so that their knowledge, abilities and skills are in accordance with the demands of the work they are doing.

Development opportunities related to the working environment is a broad concept covering what is relevant and directly affecting the activities and capacity development of academic staff. Academics who are given many development opportunities are more likely to commit to their universities (Osewe and Gindicha, 2021). Therefore, it is an important factor affecting the development, quality and performance of a university. Previous studies revealed that lecturers concern about the following issues: opportunities for development (appointment of positions), opportunities for improving qualifications (expertise, skills, scientific research), noble titles of lecturers (Associate Professor,

Professor, excellent lecturer), opportunities to participate in research (school level, ministry level, state level) (Bui, 2019).

The fact is that development opportunities of lecturers depend on each university in which the principal is the determiner. There are many different perspectives such as university culture is the root of development as each university builds its own culture and character emphasizing practical actions, human investment and development, appreciating individual creativity, listening and selecting (Bui, 2019; Marginson *et al.*, 2023).

Additionally, an earlier study indicated a positive and significant relationship between training and development and staying in the organization (Glance, Hogg and Huberman, 1997). In a similar study also revealed that training significantly and positively influences young employee retention (Nguyen, 2020). When companies invest heavily in training and development, they often show a high ability to retain employees. Moreover, training and development programs will provide creativity to employees so that they can create benefits for organizations and individuals. When they feel their talented, the percentage of young employee retention will increase (Nguyen, 2020).

Relationship between academic staff job satisfaction and staff performance.

Satisfaction in being expressed most clearly through the positive and favorable attitudes of employees. To be more specific, how much they are satisfied with their job is an important pointer in employee satisfaction. In fact, an important factor in the achievement of an organization which is the job satisfaction of individuals. In contrast, the negative and unfavorable attitude of employees will create job dissatisfaction (Yean *et al.*, 2022). In addition, the degree of satisfaction and dependency is considered to be a basic factor in an individual's job satisfaction. Particularly, it adversely affects the physical and mental feelings among employees in the process of working in businesses, for instance, turnover, struggle, non-attendance, and deficient relations with other employees (Peltokorpi and Ramaswami, 2021).

Research in job satisfaction has surged in recent years, as it becomes more evident that findings from such research can provide organisations with significant benefits when designing management strategy (Pacheco and Webber, 2016). Job satisfaction is an important correlate of individual employee performance, employee turnover, and organizational success. Moreover, job satisfaction increases employee's morale, productivity. Also, it creates innovative ideas among the

employees. Individuals may become more loyal towards the organization (Elrehail *et al.*, 2020).

Besides, employees will be more satisfied if they get what they expected, job satisfaction relates to feelings of workers. Naturally it is the satisfied worker who shows the maximum effectiveness and efficiency in his work (Waworuntu, Kainde and Mandagi, 2022). Most people generalize that workers are concerned more about pay rather than other factors which also affects their level of satisfaction, such as canteen facilities, bonus, working conditions, etc. these conditions are less significant when compared to pay (Putra and Asnur, 2020).

Job satisfaction is a factor that would induce the employee to work in the long term position. Regardless of job satisfaction the organization or firm would confront with the cost of recruitment caused by turnover. For this reason, the organization should pay attention to employees' job satisfaction as well (Vrinda and Jacob, 2015)

Additionally, Previous studies had revealed strong linkage between job satisfaction and job performance. Further, these studies have been established that satisfied employees show higher performance than others. Consequently, employees' satisfaction leads to delivering better products for their customers which contributes to achieving customers' loyalty, and having a

loyal base of satisfied customers within such a competitive environment, increases revenues, decreases costs and builds market share (Platis, Reklitis and Zimeras, 2015; Iqbal, Guohao and Akhtar, 2017; Varma, 2017).

Purpose of the study

This study was to achieve two purposes namely:

- To determine the significance of participative decision making on academic staff job satisfaction and performance in Egyptian universities?
- To examine the influence of developmental opportunities on academic staff job satisfaction and performance in Egyptian universities?

Research hypotheses

The following Hypotheses were raised for the study.

H1: Participative decision making is related to academic staff job satisfaction in Egyptian universities.

H2: Developmental opportunities are related to academic staff satisfaction at universities in Egypt.

H3: Job satisfaction affects academic staff performance in Egyptian universities.

The conceptual framework for this study was developed based on previous researches and concepts that have mainly been discussed in the literature review as shown in **Figure 1**.

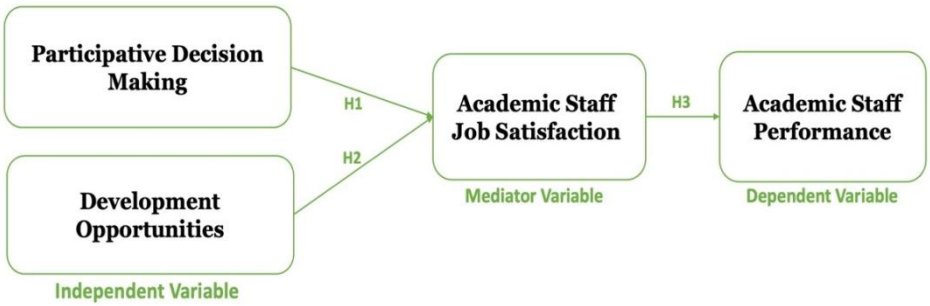

Figure 1: Conceptual framework

Methods

The formal survey was administered online through convenience sampling *via* WhatsApp from 10 February to 2 March 2024. In total, 360 an academic staff in different universities in Egypt.

As shown in **Table 1,** the 4 main indicators measured academic staff's participation in decision-making (12 items), development opportunities offered by their universities (5 items), academic job satisfaction (6 items), academic staff

performance (6 items). All 29 items used 5-point Likert scale (from 1 – strongly disagree to 5 – strongly agree).

Cronbach's Alpha reflects a good reliability of the research statements as its values range from 0.719 to 0.897 for main indicators. Also, the value of composite reliability indicates the validity of the questionnaire.

Correlation, regression analysis and structural equation modeling was employed to test research hypotheses. In addition, t-test and ANOVA test were also conducted to investigate the different impact of demographic data on the job performance of the academic staff.

The results of the factor analysis show that all items are loaded in their constructs as suggested in the proposed model, as the loadings of all items are greater than 0.5. Also, AVE values indicate that the constructs could explain more than 50% of the statements which indicate high internal validity.

Table 1: Loading, cronbach's α, rho-a and AVE of the variables

Variables and item	loading	Cronbach's α	Composite reliability (rho_a)	AVE
Participating Decision Making				
1. The university accepts my advice in the formulation of the new system.	0.521	0.897	0.720	64.84%

2. I participate in the formulation of the new system	0.721			
3. My advice has impact on the formulation of the new system	0.716			
4. I participate in planning the building and budget"	0.719			
5. I participate in determining the teaching schedule	0.730			
6. I participate in determining specific professional and teaching assignments	0.695			
7. I participate in establishing the curriculum	0.653			
8. I participate in determining the content of practical subject	0.704			
9. I participate in setting policy on a class size	0.893			
10. I participate in selecting textbooks and other instructional materials	0.647			
11. I participate in selecting content, topics, and skills to be taught	0.712			
12. I participate in selecting teaching techniques	0.748			
Development opportunities				
1. The university offers workshops and training sessions focused on teaching strategies, assessment techniques, classroom management, and technology integration.	0.641	0.743	0.666	61.66%
2. The university provides research grants and funding opportunities for lecturers to conduct research.	0.897			
3. The universities offer opportunities for lecturers to take on leadership and administrative role such as department chairs, program coordinators, or committee members.	0.670			

4. The university provides support for lecturers to publish their research findings, collaborate on publications	0.854			
5. University recognizes outstanding teaching through awards, honors, or teaching excellence programs.	0.884			
Academic job satisfaction				
1. Health and safety working conditions are observed in your workspace	0.757	0.734	0.634	68.074%
2. I receive feedback on the results of my working activity when I finish a certain task or a project	0.677			
3. I am satisfied with the hours for the beginning and end of the working day.	0.838			
4. I am satisfied with the distribution of work and rest within the working day.	0.921			
5. The university policies can support work-life balance through flexible work arrangements and manageable workloads.	0.613			
6. Engaged and motivated students can enhance job satisfaction.	0.643			
Academic staff performance				
1. I participate in holding a degree, as a thesis advisor, student advisor, tutorial/teaching, writing a textbook, module, or practical manual, developing learning media.	0.658	0.719	0.621	51.813%
2. I publish an article/paper, translating/editing a book or patenting technological product.	0.846			
3. I conduct society training/illumination, as a member of university staff.	0.655			

4. I participate in seminars, achievement award, representativeness of university in any event.	0.752			
5. The university use student evaluations to assess lecturers' teaching performance.	0.907			
6. The university assesses student learning outcomes, performance on assessments, course completion rates, and retention rates to gauge lecturers' effectiveness in facilitating student learning and achieving learning goals.	0.784			

Results

Demographics Analysis

This part will tackle the research sample socio-demographic characters of the selected sample, the following table is an overview of the characteristics of the participants in terms of frequency and percentage.

Table : description of demographic characteristics among survey participants

Variable		Frequency	Percentage
Gender	Female	186	47.7%
	Male	204	52.3%
Age	Less than 30	37	9.5%
	31-39	260	66.7%
	40-49	93	23.8%

Academic Qualifications	Bachelor's Degree	54	13.8%
	Master's Degree	37	9.5%
	Doctoral Degree	299	76.7%
Academic rank	Assistant Lecturer	73	18.7%
	Lecturer	188	48.2%
	Associate professor	91	23.3%
	Professor	38	9.7%
Experience	Less than 3 years	18	4.6%
	3 to 10	113	29.0%
	11 to 20	241	61.8%
	More than 20	18	4.6%
University status	Public	203	52.1%
	Private	187	47.9%
School background	Medical	203	52.1%
	Engineering	111	28.5%
	Bussiness	76	19.5%

Descriptive Statistics

As shown in **Table 2**, The descriptive analysis is comprised of the following: minimum, maximum, mean, standard deviation (SD). The respondents tend to neutrally agree, and agree to most of the statements that measure all variables as the mean values are between 2.5 and 4, the variable with highest agreement is academic staff performance with (mean = 3.6, SD $\pm$ 0.5), and the lowest agreement is development opportunities with (mean = 3.0, SD $\pm$ 0.7).

Table 2: Descriptive statistics of the variables

Variable	Minimum	Maximum	Mean	Std. Deviation (SD)
Participating Decision Making	1.9	4.6	3.4	0.7
Development opportunities	1.6	4.2	3.0	0.7
Academic job satisfaction	2.2	4.3	3.5	0.6
Academic staff performance	2.2	4.2	3.6	0.5

Descriptive Statistics of Constructs and Statement Items

In this section, the researcher provides detailed descriptive statistics and analyses for each item of the model's constructs. The descriptive analysis is comprised of the following: Minimum, Maximum, Mean, Standard Deviation. The respondents tend to neutrally agree and agree to most of the statements that measure all variables as the mean values are between 2.5 and 4, the variable with highest agreement is academic staff performance, and the lowest agreement is development opportunities as descried in **Table 3**.

Table 3: Descriptive statistics of variables of the study

	N	Minimum	Maximum	Mean	Std. Deviation
The university accepts my advice in the formulation of the new system.	390	2.0	4.0	3.1	0.8
I participate in the formulation of the new system.	390	2.0	5.0	3.4	0.9
My advice has impact on the formulation of the new system	390	2.0	4.0	3.4	0.7

I participate in planning the building and budget"	390	1.0	4.0	2.3	1.2
I participate in determining the teaching schedule	390	2.0	5.0	3.5	1.0
I participate in determining specific professional and teaching assignments	390	2.0	5.0	3.9	0.8
I participate in establishing the curriculum	390	2.0	5.0	3.7	0.9
I participate in determining the content of practical subject	390	2.0	5.0	3.8	0.9
I participate in setting policy on a class size	390	1.0	5.0	3.0	1.3
I participate in selecting textbooks and other instructional materials	390	1.0	5.0	3.6	1.0
I participate in selecting content, topics, and skills to be taught	390	1.0	5.0	3.6	1.1
I participate in selecting teaching techniques	390	1.0	5.0	3.9	0.9
PDM	**390**	**1.9**	**4.6**	**3.4**	**0.7**
The university offers workshops and training sessions focused on teaching strategies, assessment techniques, classroom management, and technology integration.	390	3.0	5.0	3.6	0.8
The university provides research grants and funding opportunities for lecturers to conduct research.	390	1.0	4.0	2.4	1.2
The universities offer opportunities for lecturers to take on leadership and administrative role such as department chairs, program coordinators, or committee members.	390	2.0	5.0	3.4	0.8
The university provides support for lecturers to publish their research findings, collaborate on publications.	390	1.0	4.0	2.8	1.0
University recognizes outstanding teaching through awards, honors, or teaching excellence programs.	390	1.0	5.0	2.8	1.0
DO	**390**	**1.6**	**4.2**	**3.0**	**0.7**
Health and safety working conditions are observed in your workspace.	390	2.0	5.0	3.6	0.7
I receive feedback on the results of my working activity when I finish a certain task or a project	390	2.0	5.0	3.5	0.8
I am satisfied with the hours for the beginning and end of the working day.	390	1.0	5.0	3.6	0.9
I am satisfied with the distribution of work and rest within the working day.	390	1.0	5.0	3.2	1.1
The university policies can support work-life balance through flexible work arrangements and manageable workloads.	390	1.0	4.0	3.0	1.0

Engaged and motivated students can enhance job satisfaction.	390	2.0	5.0	4.0	0.8
AJP	**390**	**2.2**	**4.3**	**3.5**	**0.6**
I participate in holding a degree, as a thesis advisor, student advisor, tutorial/teaching, writing a textbook, module, or practical manual, developing learning media.	390	2.0	4.0	3.6	0.7
I publish an article/paper, translating/editing a book or patenting technological product.	390	2.0	5.0	3.6	1.0
I conduct society training/illumination, as a member of university staff.	390	2.0	5.0	3.2	0.9
I participate in seminars, achievement award, representativeness of university in any event.	390	2.0	5.0	3.4	0.8
The university use student evaluations to assess lecturers' teaching performance.	390	2.0	5.0	3.9	0.6
The university assesses student learning outcomes, performance on assessments, course completion rates, and retention rates to gauge lecturers' effectiveness in facilitating student learning and achieving learning goals.	390	2.0	5.0	3.7	0.7
AJS	**390**	**2.2**	**4.2**	**3.6**	**0.5**

Normality Test

As shown in **Table 4**, Kolmogorov-Smirnov and Shapiro-Wilk revealed that all study variables, were not normally distributed because the significance value of those variables were below 0.05. However, since the valid collected sample is 390 responses hence, according to Sekaran (2003), a research study sample size which is above 30 to 50 participants can run parametric tests especially in multivariate research.

Table 4: Normality tests

Tests of Normality						
	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Participating Decision Making	.162	390	.000	.955	390	.000
Development opportunities	.148	390	.000	.938	390	.000
Academic job satisfaction	.149	390	.000	.921	390	.000
Academic staff performance	.161	390	.000	.864	390	.000

Correlation Test

Figure 2 showed the values of pearson's correlation Coefficient for the constructs, and from these values we can conclude that all variables are positively correlated as the significance value is less than 0.05.

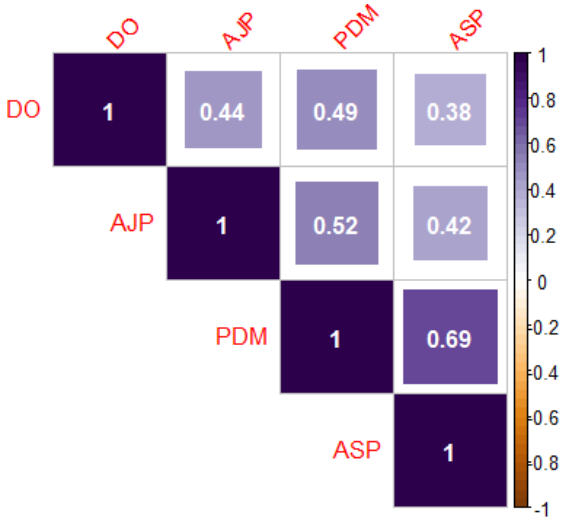

Figure 2: Gradient heat map representing the Pearson's correlation coefficients for the studied variables.

Abbreviation: **DO**: Developmental Opportunities, **AJP**: Academic Job Performance, **ASP**: Academic Staff Satisfaction, **PDM**: Participative Decision Making.

Comparison across demographic variables

In this section, a comparison between demographic variables, T-test will be used for this purpose. The following table presents the results of this comparison and from it we can conclude that:

- Each of DO, and ASP are significantly higher for males than for females, this with confident 95% as P-value less than 0.05, while PDM and AJP are not significantly different.
- Each of PDM, and ASP are significantly higher for age higher than 40 than for age lower than 40, this with confident 95% as P-value less than 0.05, while DO and AJP are not significantly different.
- Each of AJP, and ASP are significantly higher for postgraduates than bachelor's degree, while DO is significantly lower for postgraduates than bachelor's degree, this with confident 95% as P-value less than 0.05, while PDM is not significantly different.
- Each of PDM, DO, and ASP are significantly higher for experience higher than 11 years than for experience lower than 11, this with confident 95% as P-value less than 0.05, while AJP is not significantly different.

- Each of PDM, DO, are significantly higher for public universities than private, this with confident 95% as P-value less than 0.05, while AJP and ASP are not significantly different.

Table: Comparison across demographic variables

Variable		PDM	DO	AJS	ASP
Gender	Female	3.4153	2.8559	3.4686	3.4453
	Male	3.4469	3.0941	3.4493	3.6830
	P-value	**0.6390**	**0.0000**	**0.7470**	**0.0000**
Age	Less than 40	3.3852	2.9670	3.4770	3.5079
	40-49	3.5806	3.0237	3.3996	3.7670
	P-value	0.0130	0.4770	0.2700	0.0000
Academic Qualifications	Bachelor's Degree	3.3889	3.2000	3.0556	3.2778
	Post Graduate	3.4387	2.9452	3.5233	3.6166
	P-value	**0.6090**	**0.0001**	**0.0000**	**0.0000**
Experience	Less than 10 years	3.2786	2.8763	3.5064	3.2646
	More than 11	3.5093	3.0332	3.4344	3.7239
	P-value	**0.0010**	**0.0290**	**0.2550**	**0.0000**
University status	Public	3.5456	3.2443	3.5025	3.5435
	Private	3.3084	2.6941	3.4109	3.5980
	P-value	**0.0000**	**0.0000**	**0.1250**	**0.2450**

Abbreviation: **DO**: Developmental Opportunities, **AJP**: Academic Job Performance, **ASP**: Academic Staff Satisfaction, **PDM**: Participative Decision Making.

Answering Hypotheses

The following model will be estimated; these models are testing the theoretical model with the presence of mediator as shown in **Figure 3.**

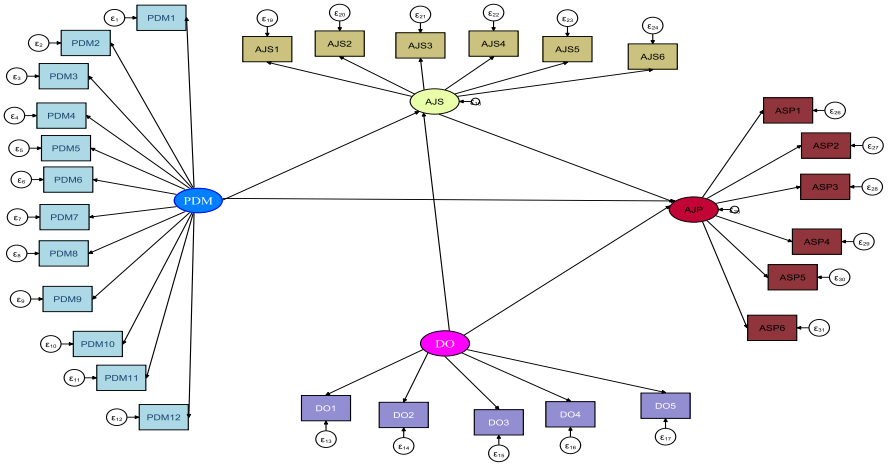

Figure 3: Path diagram for the theoretical model

Abbreviation: **DO**: Developmental Opportunities, **AJP**: Academic Job Performance, **ASP**: Academic Staff Satisfaction, **PDM**: Participative Decision Making.

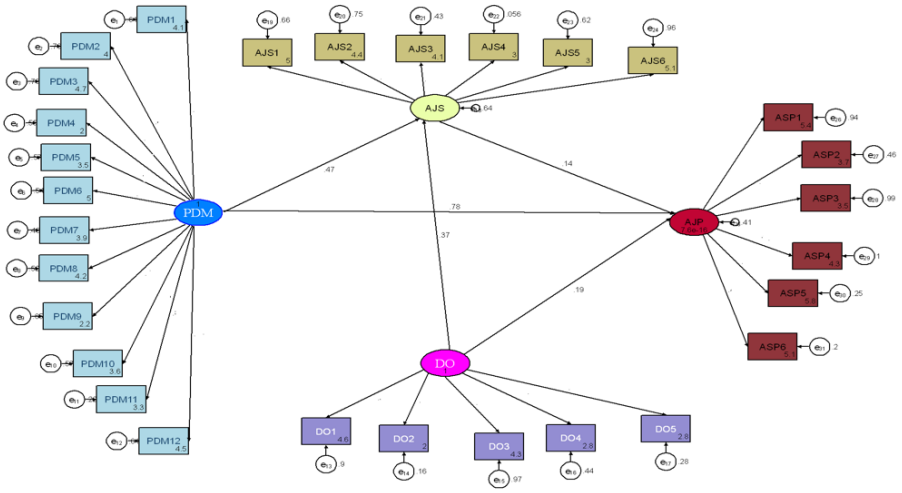

Figure 4: Estimated path diagram for the theoretical model

Abbreviation: **DO**: Developmental Opportunities, **AJP**: Academic Job Performance, **ASP**: Academic Staff Satisfaction, **PDM**: Participative Decision Making.

Direct effect

The following table shows the estimates of the above model which can be interpreted as follows:

- PDM has a significant direct positive impact on AJS, and this impact equals 0.474 with confident 95%.
- DO has a significant direct positive impact on AJS, and this impact equals 0.367 with confident 95%.

- AJS has a significant direct positive impact on AJP, and this impact equals 0.143 with confident 95%.
- PDM has a significant direct positive impact on AJP, and this impact equals 0.783 with confident 95%.
- DO has a significant direct positive impact on AJP, and this impact equals 0.143 with confident 95%.

Table 5: Regression weights

Standardized	Coefficient	std. err.	z	P>z	[95% conf.	interval]
AJS						
PDM	0.4736642	0.04606	10.28	0.000	0.383388	0.563941
DO	0.3671699	0.050027	7.34	0.000	0.269119	0.465221
AJP						
AJS	0.142857	0.060427	2.36	0.018	-0.26129	-0.02442
PDM	0.7828346	0.050609	15.47	0.000	0.683642	0.882027
DO	0.193892	0.048549	3.99	0.000	-0.28905	-0.09874
_cons	7.58E-16	0.068762	0.00	1.000	-0.13477	0.134771

Abbreviation: DO: Developmental Opportunities, AJP: Academic Job Performance, ASP: Academic Staff Satisfaction, PDM: Participative Decision Making.

Indirect effect

The following table illustrates all the indirect paths and from it we can conclude that:

1. AJS mediates the relationship between PDM and AJP while this with confident 95%, and the indirect effect = 0.023.
2. AJS mediates the relationship between DO and AJP while this with confident 95%, and the indirect effect = 0.023.

Table 6: Indirect effects

	AJP			
PDM	0.022954	0.00475246	4.83	0.067
DO	0.035287	0.0073822	4.78	0.075

Abbreviation: DO: Developmental Opportunities, PDM: Participative Decision Making.

The overall model fit was assessed using several measures. The following table shows that the Chi-square value of 540.80 with 128 degrees of freedom is statistically significant at 0.05 level which indicates that the model is not good fit, however Chi-Square test is very sensitive to the sample size. The results further exhibit that all fit indices obtained are satisfactory and within the suggested boundaries. Accordingly, the results confirm an acceptable fit of the proposed model.

Table 7: Goodness of fit indices

Indices	Abbreviation	Recommended Criteria	Results	conclusion
Chi-Square	χ^2	P-value > 0.05	44.321	Not Good Fit
Degree of Freedom			12	
Level of Significance			0.000	
Normed Chi-Square	$\frac{\chi^2}{DF}$	$1<\frac{\chi^2}{DF}<5$	3.69	Good Fit
RMESA	Root Mean Square Error of Approximation	< 0.05 Good Fit < 0.08 Acceptable Fit	0.046	Good Fit
NFI	Normed Fit Index	> 0.90	0.920	Good Fit
RFI	Relative Fit index	> 0.90	0.987	Good Fit
IFI	Incremental Fit Index	> 0.90	0.980	Good Fit
TLI	Tucker-Lewis Index	> 0.90	0.951	Good Fit
CFI	Comparative Fit Index	> 0.90	0.993	Good Fit

Discussion

In this study, the results of the analysis showed that there is a significant positive relationship between participative decision making and academic staff performance. Thus, it can be stated that participative decision making of academic staff at universities in Egypt was able to influence the job performance. This is also supported by research according to pervious study investigated the extent to which teachers are involved in school decision making process in comparison to their desired extent of participation, they

found that teachers desire greater involvement in decision making (Musengamana *et al.*, 2024). Additionally, other study recommended that by involving lecturers in decision making, the quality of decisions and their morale in their performance of duty will be higher (Darawsha, 2022). According to the above theoretical background, it is expected that providing lecturers a space for participating in decision making has positive impact on lecturers' performance in teaching, research, publications, public services and managerial involvement activities. In addition, teacher participation is related to the implementation of programmatic decisions and creates opportunities for instructional improvement. Previous study revealed that participation would improve teachers' opportunities in acquiring new knowledge and insights. These opportunities can enhance respectively instructional improvement and student outcomes.

Additionally, it shows the results of the analysis after being processed using partial least square that developmental opportunities has a significant direct positive impact on academic staff performance. Thus, it can be stated that developmental opportunities that offered to academic staff at universities in Egypt could influence the job satisfaction and performance. This is also supported by research according to recent studies have also found that increase organizational productivity and efficiency are the positive results that training and development bring (Osewe and Gindicha, 2021).

Similarly, another study confirmed that enormous benefits are produced through the investment of training and development (Osewe and Gindicha, 2021). Burden and Proctor have affirmed that the strategic competitive advantages of businesses achieve many benefits through training and development (Burden and Proctor, 2020). According to Gyemang and Emeagwali, businesses should invest more in creating a dynamic environment, meeting the needs of employees, and developing the abilities of the organization, which allow them to respond positively to new challenges (Gyemang and Emeagwali, 2020). Additionally, an earlier study indicated a positive and significant relationship between training and development and staying in the organization (Glance, Hogg and Huberman, 1997). In a similar study also revealed that training significantly and positively influences young employee retention (Nguyen, 2020). When companies invest heavily in training and development, they often show a high ability to retain employees. Moreover, training and development programs will provide creativity to employees so that they can create benefits for organizations and individuals. When they feel their talented, the percentage of young employee retention will increase (Nguyen, 2020).

Furthermore, it shows the results of the analysis that academic staff job satisfaction has a direct link with job performance. So, it can be stated that job satisfaction has a mediating role with job performance. This is also supported by recent studies have been established that satisfied employees

show higher performance than others. Consequently, employees' satisfaction leads to delivering better products for their customers which contributes to achieving customers' loyalty, and having a loyal base of satisfied customers within such a competitive environment, increases revenues, decreases costs and builds market share (Platis, Reklitis and Zimeras, 2015; Iqbal, Guohao and Akhtar, 2017; Varma, 2017). Another study discovered the influence of job satisfaction on intention to change jobs among secondary school teachers. It affirmed that low job satisfaction in teachers tend to have low level of commitment and productivity. Moreover, teachers responded that they are prepared to leave teaching if a job alternative which offers a higher salary became available (Toropova, Myrberg and Johansson, 2021).

Conclusion and Recommendation

This study empirically examines the impact of academic staff participation on job satisfaction and performance in different universities in Egypt. There are several conclusions based on the research findings described in the previous section.

First, this research finds that academic rank positively affects lecturer performance. Surely, in Egypt, engaging more in research, teaching, publications, public service and other managerial activities becomes an academic requirement and prerequisite for the academic staff to get a higher academic rank.

Secondary, this research finds that participative decision making has a significant impact on academic staff in universities in Egypt. This finding strongly recommends educational leaders to encourage a higher level of their lecturer involvement (engagement) both emotionally and physically in making decisions related to school operations and management, students' school experiences, tlecturers' work life and control over classroom instruction. By doing so, this policy is expected to increase lecturer and university performance.

Thirdly, this research finds that there is a positive direct correlation between the developmental opportunities that offered for the academic staff and their satisfaction and performance in different universities in Egypt. So universities need to create opportunities for academic staff to develop, and improve qualifications. Many universities encourage lecturers to improve their qualifications by providing time and funds for lecturers to study a Master program or Ph.D program, and organizing workshop introducing new research methods for academic staff in improve overall educational process.

Finally, to capture a deeper explanation of factors affecting lecturer performance in higher educational institution in Egypt, it is suggested for future research to take into account other personal and organizational factors such as motivation,

recruitment system, performance appraisal system and reward system into their research model.

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