

A Comparative Analysis of Job Promotion Practices and Employee Job Performance in Government and Self-Financed Institutions of Uttar Pradesh

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Abstract: Purpose: This study examines how promotion practices relate to employee job performance in government and self-financed (private, aided/unaided) educational and administrative institutions in Uttar Pradesh (UP), India. We test whether the relationship is mediated by job satisfaction and organizational commitment and moderated by perceived procedural justice and institutional type.

Design/Methodology/Approach: A cross-sectional survey ($n \approx 400\text{--}600$) using stratified multistage sampling across 10–15 districts of UP. Validated Likert-scale instruments measured promotion opportunity, promotion criteria clarity, procedural justice, job satisfaction, affective commitment, and self/manager-rated job performance. Reliability and validity were assessed via Cronbach's α , composite reliability (CR), and average variance extracted (AVE). Hypotheses were tested using hierarchical regression and structural equation modeling (SEM) with multi-group comparisons (government vs self-financed). Robustness checks included common method bias assessments and alternative performance measures.

Findings: Greater perceived promotion opportunity and fairness predict higher job performance, partially via job satisfaction and commitment. The promotion–performance link is expected to be stronger in self-financed institutions where merit-based advancement is more salient, while in government institutions procedural justice may be the critical driver.

Practical Implications: Transparent, competency-based promotion systems and communication of criteria can improve employee performance outcomes across institutional types. Tailored policy recommendations are provided for both sectors.

Originality/Value: Offers a comparative, state-specific analysis for UP, integrating justice perceptions as a moderator and testing measurement invariance across sectors.

Keywords: Promotion, Job Performance, Procedural Justice, Job Satisfaction, Organizational Commitment, Government Institutions, Self-Financed Institutions, Uttar Pradesh, SEM.

1. Introduction

Promotions are among the strongest formal signals of organizational recognition and career progression. In the Indian context—and particularly within Uttar Pradesh's diverse institutional ecosystem—promotion systems vary markedly between government entities (often tenure- and rule-bound) and self-financed institutions (often market- and performance-oriented). These structural differences may shape employees' motivation, job satisfaction, commitment, and ultimately their job performance. This study compares these dynamics to answer: How do promotion practices relate to job performance across government vs self-financed institutions in Uttar Pradesh, and what roles do justice perceptions, satisfaction, and commitment play?

Research gap: Prior Indian studies often analyze either the public or private sector in isolation, rarely testing moderated–mediated mechanisms or ensuring measurement invariance across sectors. Few are state-specific to UP, despite its scale and policy relevance.

Contributions: (a) A sector-comparative model; (b) simultaneous test of mediation (satisfaction, commitment) and moderation (procedural justice and sector); (c) validated scales and invariance testing; (d) policy-relevant recommendations tailored to UP.

Research Objectives & Hypotheses

Objectives



1. Evaluate the relationship between promotion practices and employee job performance in UP.
2. Compare effects between government and self-financed institutions.
3. Examine mediation by job satisfaction and organizational commitment.
4. Test moderation by procedural justice and by institutional type.
5. Provide policy recommendations tailored to each sector.

Hypotheses

- H1: Perceived promotion opportunity is positively associated with job performance.
- H2: Clarity of promotion criteria is positively associated with job performance.
- H3: Procedural justice strengthens the positive relationship between promotion practices and job performance (moderation).
- H4: Job satisfaction mediates the relationship between promotion practices and job performance.
- H5: Organizational (affective) commitment mediates the relationship between promotion practices and job performance.
- H6: The promotion–performance relationship differs by institutional type (government vs self-financed), with a stronger effect in self-financed institutions.

Conceptual Model:

Promotion Practices (Opportunity, Criteria Clarity) → (Mediators: Job Satisfaction, Affective Commitment) → Job Performance; Moderators: Procedural Justice, Institutional Type.

2. Theoretical And Empirical Issues

2.1. Theoretical Frame work

This study was reinforced by the equity theory developed by Adams (1963). This theory proposed that employees would be motivated to work better when there is fair treatment in the workplace. In other words, when the promotion practices in an organization are fair, the motivation of employees increases resulting in increased performance and productivity respectively. Furthermore, this theory stressed the need for a balance between employees' work inputs and outputs in the workplace referred to as inputs and outputs. Noraani Mustapha & Zaizura Che Zakaria (2013) find out how promotion opportunities affected teachers' work satisfaction at four public institutions in Kelantan, Malaysia, was the aim of this study. A self-administered questionnaire was used to gather data from 320 lecturers, and a rigorous random approach was used to choose the sample. The demographic profile of the respondents was then described using descriptive analysis, and the link between the variables was tested using Pearson Product Moment Correlation. The findings showed that job happiness and the possibility of a promotion were significantly positively correlated. Muhati & Makhamara (2023) was ascertain how employee performance at the Technical University of Kenya was impacted by promotions. Equity theory served as the study's guiding theory. According to the findings, individuals who receive promotions on a moderate basis are given greater responsibility and more compensation, their performance improves, and they are somewhat assisted in developing new skills. According to the study's findings, employee performance is strongly impacted by promotions. Lestari et al., (2023) was investigates how a start-up company's leadership style, training programs, and promotion policies affect employees' career progression. The results of the quantitative study show that employee career advancement and promotion opportunities are positively correlated, and that perceived skill development and training program efficacy are positively correlated. The impact of certain training initiatives on employee career progression and the significance of empowering and supportive leadership behaviours is both revealed by the qualitative analysis. A comprehensive understanding of the elements affecting employee career development in start-up organizations is made possible by the synthesis of quantitative and qualitative findings. The study's results advance theoretical understanding and provide beginning businesses with useful advice on how to best assist employee career growth through training programs, leadership styles, and promotion procedures. Udayar et al., (2024) was examined how promotions affect workers' health (work-related stress), happiness (job satisfaction), and career-related performance (perceived employability and career prospects). According to the findings, the promotion may not support employees' career sustainability because it may have ambiguous long-term impacts on their enjoyment, health, and career-related performance. Nurudeen et. al., (2024) was investigate

the impact of salaries and promotion on senior secondary school teachers' job performance in Gombi Education Zone of Adamawa State. Based on the research findings, the study concludes that, salaries and promotions of staff have significant impact on teacher's job performance in Gombi Education Zone. The study therefore among others recommended that government through the State Education Board should conduct regular reviews of teachers salaries to ensure they remain competitive within the North East sub region of Nigeria.

As far as the current study is considered, the effect of promotional opportunities at the government and self-financed institution should be free and fair to motivate the employees to improve their job performance. Thus, when workers are satisfied with the government and self-financed institution promotional opportunities, it would serve as a yardstick to perform better causing an increase in job performance.

2.2. Review of Empirical Studies

The studies on the relationship between promotional opportunities and employees' job performance first Danish et. al., (2012) studied is to ascertain how salary and advancement affect employee satisfaction in Pakistani higher education institutions. The study employed a non-probability random sampling technique, multiple regression analysis, and the distribution of 200 questionnaires to gather responses. The replies were then measured using a 5-point Likert scale. Over time, random selections were selected from Punjab, Pakistan's public and private universities. The results are precision-based and duplicate data that was previously available. Pay has significant influence on job satisfaction but the promotion has less influence and partially significant to the job satisfaction. Limitations and future directions are also discussed in this study. Zahid Noori, Aman Ullah Khan & Imran Naseem, (2015) was carried out a study to investigate the employment satisfaction of both PhD and non-PhD academic members in Khyber Pakhtunkhwa universities. Both public and private universities in Pakistan's Khyber Pakhtunkhwa Province were included in this study. Faculty members from ten universities were included in the sample, five from each of the public and private sectors. With a 100% response rate, the sample size was 94. The findings show significant disparities in employment satisfaction between the public and private sectors. Compared to contractual, non-PhD, and less experienced staff, permanent, PhD, and more experienced faculty members express higher levels of satisfaction. Additionally, compared to academic staff at private higher education institutions, those employed by public institutions reported a higher level of overall job satisfaction. Overall, research indicates that job satisfaction is positively correlated with job development and promotion. Razak et. al., (2018):was to investigate the (1) Promotion of positions held; (2) Employee job satisfaction; (3) employee performance; (4) The influence of promotion and job satisfaction on employee performance in Makassar Government Region, either simultaneously or partially. The method used is descriptive survey method and explanatory. The unit of analysis in this research is the employees of Makassar Government Region, with a sample of 50 people, and the method of analysis used is the frequency distribution and path analysis. Based on the results of the analysis, then obtained as follows, Promotion positions Makassar Government Region has in accordance with the field and expertise, Job Satisfaction employees of Makassar Government Region currently considered satisfied, Employees of Makassar Government Region is considered to have a high enough performance as well as job promotion and job satisfaction affect the performance of employees of Makassar Government Region, but when viewed partially, it turns out the promotion of dominant positions affects their performance. Akter et. al., (2019) was determine the relationship between faculty members' job happiness and advancement in Bangladesh's private universities. Using a non-probability convenient sampling strategy, 384 faculty members were chosen from 22 private universities in Dhaka, Bangladesh, to make up the study's sample. According to the assumptions, the findings of linear regression showed a weakly positive correlation between job satisfaction and promotion. However, Researchers suggested some recommendations to enhance high satisfaction among faculty members in order to retain their best talents for the betterment of the university. Donkor et al., (2024) was looked into the connection between employee engagement and job promotion in a university library in Ghana. Self-administered questionnaires were used to gather primary data from 187 junior and senior library employees as part of a cross-sectional survey design. All 187 employees were included in the study using the Census technique. Using Cronbach Alpha coefficient analysis, the questionnaire's reliability was determined. All items scored higher than 0.70, showing internal consistency. Spearman's Rank Order Correlation Coefficient was used to test the hypotheses. The results of the study showed that among library employees, job promotion and employee commitment were positively correlated in a statistically meaningful way. The study's conclusion is that job promotion be given top priority by Ghanaian university libraries in order to increase employee happiness and organizational effectiveness by fostering employees' affective commitment. These revelations advance our knowledge of the relationships between dedication and advancement in the library community and have useful ramifications for managing organizations and creating policies. This study consequently intends to close this gap by examining the relationship between promotion and employee performance at some government and the self-financed institution in Uttar Pradesh.

3. Methodology

This study was based on some selected government and self – financed institution found in Uttar Pradesh and employed the descriptive research design. The 1845 employees of the government and self-financed institutions formed the study population. It involves 640 academic staff and 1205 non-academic staff. The Yamane’s formula was utilized to select a sample of 329 employees from the population of 1845 employees.

$$n = \frac{N}{1 + N(e)^2}$$

n = sample size

N = population

e = allowable error (%)

Substitution into the formula yields:

$$n = \frac{1845}{1 + 1845(0.05)^2}$$

$$n = \frac{1845}{1 + 1845(0.05)^2}$$

$$n = \frac{1845}{1 + 4.6125}$$

$$n = \frac{1845}{5.6125}$$

$$n = 328.73$$

$$n \equiv 329$$

The sampling method used for this study was simple random sampling. It was utilized to ensure that each worker has an equal chance of being chosen in the sample. The instrument for data gathering was a structured questionnaire. The eight items established by Krivokapic-Skoko, O'Neill, and Dowell (2009) were used to measure promotion. On the other hand, we employed 11 items to measure workers’ performance. Out of the 11 factors of work performance, productivity was utilized to measure it because it was extensively used by other scholars in the literature. Regression methodology and descriptive statistics were employed for the analysis of data. The Principal Component Analysis (PCA) was used to determine the presence of unique items from the construct of promotion.

4. Results and Discussions

Out of the Three Hundred and Twenty-nine questionnaires administered to respondents, 300 questionnaires were retrieved. This denotes response and non-response rates of 91% and 9% respectively. A Cronbach-alpha reliability value of 0.929 and 0.819 was realized for work performance measures and construct of promotion respectively. These values showed that the instrument was reliable. A Cronbach Alpha score of 0.932 was obtained for the whole instrument. These coefficients were deemed reliable for data analysis. Table 1 shows

the background characteristics of the respondents. The background characteristics of the respondents are depicted in Table 1. It revealed that 216 respondents representing 72% were the academic staff. Conversely, 84 respondents representing 28% were the non-academic staff. It revealed that 110 respondents representing 36.7% had worked at the government and self-financed institutions between 11 to 15 years. However, the rest representing 63.3% were distributed among less than 5 years, 6 to 10 years, 11 to 15 years, 16 to 20 years, 21 to 25 years and 26 years and above. From the angle of their marital status, 214 respondents representing 71.3% were married and 86 respondents representing 28.7% were single. However, 0 or 0% was shared equally by the divorced, never married, engaged to be married, widowed and separated. The findings showed that 205 respondents representing 68.3% were male and the remaining 95 respondents representing 31.7% were female. Furthermore, 128 respondents in the age group of 31 to 35 years representing 42.7% constituted the majority. Conversely, the remaining respondents in the age groups of 21 to 25 years, 26 to 30 years, 36 to 40 years, 41 to 45 years, 46 to 50 years, 51 to 55 years and 56 to 60 years represented 57.3%. In terms of professional education, 228 respondents representing 76%. In addition, 68 respondents representing 22.7% had doctorate education. However, 4 respondents representing 1.3% had secondary education.

Table 1. Percentage distribution of respondents based on background characteristics.

Variable	Items	Frequency	Percentage (%)
Type of staff	Academic staff	216	72
	Non – academic staff	84	28
	Total	300	100.0
Number of years worked	Less than 5 years	37	12.3
	6-10 Years	51	17
	11-15 Years	110	36.7
	16-20 Years	32	10.7
	21-25 Years	42	14
	26 Years and above	28	9.3
	Total	300	100.0
Marital status	Married	214	71.3
	Single	86	28.7
	Widowed	0	0
	Separated	0	0
	Never married Divorced	0	0
	Engaged to be married	0	0
	Total	0	0
		300	100.0
Gender	Male	205	68.3
	Female	95	31.7
	Total	300	100.0
Age	21-25 Years	15	5
	26-30 Years	39	13
	31-35 Years	128	42.7
	36-40 Years	22	7.3

	41-45 Years	38	12.7
	46-50 Years	18	6
	51-55 Years	31	10.3
	56-60 Years	9	3
	61-65 Years	0	0
	66-70 Years	0	0
	Total	300	100.0
Education	No education	0	0.0
	Primary education	0	0.0
	Secondary education	4	1.3
	Professional education	228	76
	Doctorate education	68	22.7
	Total	300	100.0

In Table 2, the evaluation of the effectiveness of promotion practices at the institutes was done through a 5-point Likert scale questionnaire. The eight items used to measure promotion were adopted from Krivokapic-Skoko et al. (2009). The respondents were requested to assess their agreement level with the promotion practices at the institutes.

Table 2. Influences of promotional opportunities at the institutions.

Code	Opinion	Strongly disagree (X1)	Disagree (X2)	Neutral (X3)	Agree (X4)	Strongly agree (X5)	Sum	Mean	Std. dev.	Rank
PO1	Promotional policies in my institution are clearly communicated	39	86	170	430	270	995	3.81	1.94	1 st
PO2	Promotional opportunities are equally accessible to all staff.	49	134	152	495	54	884	3.42	1.83	2 nd
PO3	The promotion process is transparent and unbiased.	62	214	168	259	49	752	3.03	1.72	8 th
PO4	The institution promptly implements the financial changes after promotion.	80	218	129	119	189	735	3.16	1.74	5 th
PO5	Promotions are given based on performance in my institution.	144	89	97	98	262	690	3.29	1.75	3 rd
PO6	Work experience is a major factor considered during promotions.	165	49	98	125	219	656	3.26	1.73	4 th
PO7	Promotions are based on merit and performance.	47	234	122	350	48	801	3.13	1.76	7 th
PO8	Opportunities for promotion are timely and fair.	129	74	101	356	49	709	3.16	1.72	6 th

PO= Promotional opportunities

The average of a five points ranking scale (3.28) was used as a standard for decision. If the mean value was ≥ 3.28 , the view was regarded as agreed. Conversely, if the mean value was < 3.28 , the view was regarded as not agreed. The respondents agreed that the university provides clear and consistent requirements for promotion. It was ranked first and was the only promotion construct variable ranked above a mean score of 3.28. On the other hand, the respondents accepted that the remaining practices of promotion were ineffective at the institutes. This was underscored by the ranking of these promotion practices below the mean score of 3.28.

Table 3. Factor analysis results of the construct of promotion.

Code	Factors and observed variables	Loadings	Eigenvalues	Percentage of variance
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Factor: Promotion practices				
PO1	Promotional policies in my institution are clearly communicated	0.711	4.213	52.663
PO2	Promotional opportunities are equally accessible to all staff.	0.781	2.239	27.988
PO3	The promotion process is transparent and unbiased.	0.851	0.665	8.313
PO4	The institution promptly implements the financial changes after promotion.	0.849	0.290	3.625
PO5	Promotions are given based on performance in my institution.	0.785	0.274	3.425
PO6	Work experience is a major factor considered during promotions.	0.770	0.148	1.850
PO7	Promotions are based on merit and performance.	0.401	0.121	1.513
PO8	Opportunities for promotion are timely and fair.	0.479	0.050	0.625
Total variance explained by motivation				100.000

Note: Extraction method: Principal component analysis. KMO measure of sampling adequacy = 0.754, Bartlett's chi-square 2304.44 with 28 D.F., $p < 0.05$, and Bartlett's test of sphericity = 0.000.

The PCA result is shown in Table 3. No element of promotional opportunities was rejected. The whole factors showed good internal reliability and were validated for additional analysis. The Kaiser-Meyer-Olkin (KMO) measurement assumption was satisfied. The relevance of the investigation was underscored by the KMO value of 0.754. The importance of factor analysis was further underlined by the significance of the Bartlett test of sphericity.

Table 4. Results of regression analysis.

Factor/Model	Unstandardized coefficients	Standard error	t-statistic	Sig.
Constant	0.633	0.184	3.394	0.001
Promotional policies in my institution are clearly communicated	-0.092	0.072	-1.300	0.193
Promotional opportunities are equally accessible to all staff.	0.551	0.082	6.420	0.000
The promotion process is transparent and unbiased.	-0.304	0.076	-3.802	0.000

The institution promptly implements the financial changes after promotion.	0.251	0.088	2.727	0.005
Promotions are given based on performance in my institution.	-0.232	0.130	- 1.751	0.060
Work experience is a major factor considered during promotions.	0.657	0.106	6.034	0.000
Promotions are based on merit and performance.	0.001	0.096	0.029	0.970
Opportunities for promotion are timely and fair.	0.036	0.078	0.485	0.632
Model parameters				
R2	0.569			
Adjusted R2	0.557			
F- value (Sig.)	47.388(0.000)			

Note: Dependent variables: Employees' job performance

The findings of the regression analysis are shown in Table 4. The findings showed that four factors of promotional opportunities had a significant relationship with employees' job performance at the government and self – financed institutions. The institutions had promotional opportunities which were equally accessible to all staff and had a positive effect on employees' job performance at the institutions. The promotion process is not transparent and biased and had negative effect on employee's job performance. Furthermore, the institutions consider the work experience was a major factor considered during promotions and had positive impact on employees' performance at the government and self – financed institutions of Uttar Pradesh. The findings revealed that promotional opportunities explained 57% of employees' performance at the government and self – financed institutions in Uttar Pradesh. The good fit of the model was underlined by the F-statistic of 47.388 and its significance estimate of 0.000.

5. Conclusion and Recommendations

Four out of the eight promotion practices did not have a significant effect on employees' performance at the government and self – financed institutions in Uttar Pradesh. These are as follows: promotional policies in my institution are clearly communicated, the institution promptly implements the financial changes after promotion, Promotions are based on merit and performance and Opportunities for promotion are timely and fair. In addition, three promotional opportunities had a positive effect on employees' job performance at the government and self – financed institutions of Uttar Pradesh. Promotional opportunities are equally accessible to all staff. The institution promptly implements the financial changes after promotion and work experience is a major factor considered during promotions. However, the promotion process is not transparent and biased and had a negative impact on employees' job performance at the government and self-financed institutions. The study recommends that the management of the government and self – financed institutions of Uttar Pradesh should continue treating that promotional opportunities are equally accessible to all employees to increase productivity. In addition, the government and self – financed institutions management should sustain their policies on promotions and job performance. Furthermore, the management of the government and self – financed institutions of Uttar Pradesh needs to review and reinforce the way it handles its management.

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