Job Satisfaction and Organizational Commitment among Constituent College Teachers in Kathmandu Metropolitan City

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Abstract

This study analyzes the correlation between job satisfaction and organizational commitment among Kathmandu T.U.-affiliated government campus faculty members. The study, which analyzed a sample size of 212 teachers, concluded that every aspect of job satisfaction positively influences organizational commitment, with colleagues having the most prominent effect. The study highlights the importance of fostering strong interpersonal relationships among colleagues to enhance job satisfaction and organizational commitment. These findings hold significant relevance for policymakers and academic institutions.

Keywords: Organization Commitment, Job Satisfaction, Administrator, Colleagues, Work condition.

1. Introduction

The occupation of teaching is regarded as one of the most crucial and honorable professions globally. Teachers are revered as 'gurus' who bestow the invaluable treasures of knowledge, experience, and wisdom upon the world. Teachers have a crucial role in fostering the talents, abilities, and creativity of their students. Teaching is the skillful practice of directing the process of investigation and nurturing development. Education encompasses the transmission of knowledge, abilities, and principles to individuals across various fields of study. The teaching profession provides diverse job prospects that contribute to a nation's affluence and advancement. Teaching is a vocation that not only imparts knowledge but also empowers children and students, allowing them to tap into their potential and gain crucial life skills. The abilities encompassed in this set are respect, ethical principles, and a deep understanding and admiration for diverse cultures. Teachers strive to establish a supportive atmosphere that promotes the progress and maturation of students (Edmonger, 2021).

Job satisfaction is the evaluation of an individual's favorable or unfavorable perception of their employment, which is determined by its inherent qualities. Job satisfaction pertains to an employee's subjective evaluation of their employment, encompassing their good or negative emotional sentiments, which are influenced by the assessment of different job attributes. (Robbins & Judge, 2016). Employees possess certain expectations, similar to those held by a firm. Nevertheless, individuals have a tendency to assess and compare their anticipations with the outcomes they receive from the organization. They generally experience contentment when their expectations are met, but feel discontent when they are not. Their evaluation criteria include salary, job responsibilities, team dynamics, managerial oversight, career advancement opportunities, and the overall working environment. Satisfied employees hold favorable views of their occupations derived from their observations and emotional encounters. Hence, it is more advantageous to conceptualize job satisfaction as a compilation of attitudes towards different aspects of the job and workplace (Von Glinow & McShane, 2017).

Organizational commitment, as defined by Luthans (2006), is the strong inclination to stay affiliated with a particular organization, actively contribute to its objectives and core beliefs, and wholeheartedly adopt its values and principles. Even during challenging times for their company, employees may choose to contribute their knowledge, skills, and abilities willingly, rather than solely to protect the assets of their employer. In essence, a pure commitment entails the need to carry out a task, regardless of whether it is enjoyable or financially advantageous (Bar-Haim, 2007).

2. Problem Statement

Ingersoll and Strong (2011) argue that although institutions recognize the importance of teacher job satisfaction, the task of fostering satisfaction among teachers remains a persistent challenge. Job dissatisfaction can result in less organizational commitment, which ultimately presents a significant threat to teacher retention rates and the overall standard of education (Klassen & Chiu, 2010). This problem is worsened by the fact that less organizational commitment might result in diminished job satisfaction. Hence, it is crucial to conduct additional study on the factors that impact teachers' job satisfaction and explore how these aspects affect organizational commitment. Educational institutions can enhance the overall well-being of instructors and bolster their effectiveness by using the strategies recommended by Tsui (1997).

The research questions are:

- How do different components of teacher satisfaction affect commitment towards their campuses?

3. Objectives of the study

The objective of this study is to examine the impact of job satisfaction components on organizational commitment.

## 4. Hypothesis of the study

- H1: Administrator has a positive impact on organizational commitment

- H2: Colleagues has a positive impact on organizational commitment

● H3: Working condition has a positive impact on organizational commitment

5. Rationale of the study

The satisfaction of teachers is vital to the success of the education system. When teachers are content, they exhibit heightened commitment, productivity, and practicality, leading to a more positive learning experience for students. Policymakers must identify the variables that impact teacher job satisfaction. Organizational commitment is also crucial, as it can drive better student outcomes. Policymakers, administrators, and stakeholders must clearly understand these factors and develop policies to boost teacher satisfaction and commitment, creating a supportive work environment that benefits both teachers and students.

6. Conceptual Framework
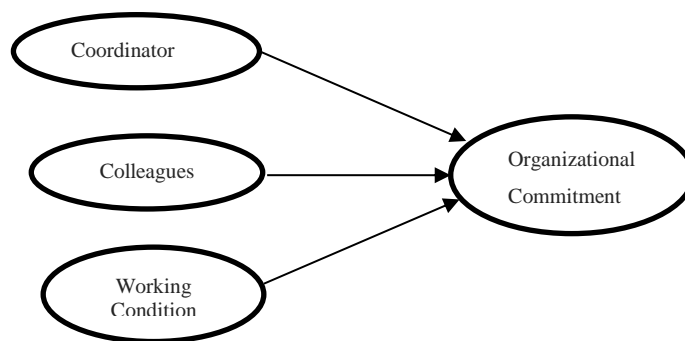
Note. From Researcher development framework

7. Literature review

Job satisfaction

Job satisfaction is directly correlated with the degree to which a teacher believes their core beliefs are being met in their job environment. According to Kemelgor (1982), it is believed that each factor that contributes to job satisfaction is a combination of multiple individuals. Although there may be some similarities among organizations, job satisfaction is a multifaceted phenomenon, and perceptions of it might vary depending on the company and circumstances (Krueger et al., 2002). Scholars developed techniques to evaluate numerous components of job satisfaction. This all-encompassing term refers to specific attitudes towards different aspects

of the job and the employee's satisfaction level with various psychological requirements (Evans, 1969). Job satisfaction refers to a teacher's impression of their work, the level of cooperation among colleagues, the benefits they receive at work, and other physiological and psychological elements. The individual's general disposition towards the task at hand is shaped by a blend of personal attitudes and social contacts that occur outside of their professional environment. Singh and Jain (2013) suggest that the attitude of teachers serves as a reliable measure of the morale of a firm. Ensuring that employees are content and pleased is essential for providing outstanding customer service and increasing sales, as they represent the company to the public. Therefore, it is crucial for all companies to develop strategies that will enhance the job environment and increase teacher satisfaction. By implementing this approach, there will be a notable improvement in efficiency and performance, leading to increased earnings and improved customer satisfaction.

Organizational Commitment

Organizational commitment is an essential component of teacher conduct that can significantly influence an organization in several ways. Voluntarism in teaching refers to the eagerness of teachers to provide their services and expertise willingly, without any request or coercion. Bar-Haim (2007) asserts that employees willingly provide their knowledge, skills, and expertise rather than adopting a defensive approach to safeguard their employer's resources. This voluntary conduct serves as a manifestation of their allegiance and psychological connection with their employer. Organizational commitment is a complex and multifaceted term that is crucial for the examination of organizational behavior. Gordon (2023) asserts that organizational commitment is valuable for discerning the underlying reasons behind employee engagement. Organizational behavior research encompasses the concept of organizational commitment, which seeks to determine, clarify, and personalize the reasons behind engagement. Organizations can enhance teacher engagement, productivity, and morale by comprehending the psychological elements influencing teacher commitment.

Job satisfaction and organizational commitment

A study conducted at Wolaita Sodo University in Ethiopia discovered a clear correlation between the level of job satisfaction among academic and supportive workforce and their degree of organizational commitment. A study conducted at Logar University has found a

significant association between job satisfaction and dedication. Nevertheless, the research results revealed that although being comfortable with their role, many voiced dissatisfaction with the conduct of the Coordinator. According to Khaplwak et al. (2020), the teachers showed a significant level of organizational engagement by treating the organization's issues as their own. Moreover, studies have demonstrated a robust association between job satisfaction and organizational commitment, indicating that they exert a reciprocal influence on each other. A study conducted among educators at tertiary educational institutions in underdeveloped nations such as Pakistan revealed a clear correlation between teacher job satisfaction and their level of dedication to the organization, and vice versa. Research suggests that there is evidence of a reciprocal and advantageous connection between job satisfaction and organizational commitment. This connection creates a loop of positive reinforcement that improves employee engagement and dedication (Rehman et al., 2013). Azeem (2010) found a substantial positive correlation between multiple components of job satisfaction, demographic characteristics, and organizational commitment. The factors coordinator, compensation, general contentment with work, age, and employment tenure showed a strong capacity to predict organizational commitment. A study conducted by Akanbi and Itiola (2013) found that organizational commitment is influenced by several aspects, including the reward system, job-related stress, job meaningfulness, training, and supervisor role. These factors might predict organizational commitment both together and individually.

8. Research Gap

This study aims to explore the connection between job satisfaction and organizational commitment among university teachers in Nepal affiliated with T.U. This topic is relatively unexplored in non-western societies, including Nepal, with limited research in the banking, IT, automobile, and manufacturing sectors. The study seeks to provide empirical evidence and contribute to the existing literature on job satisfaction and organizational commitment.

9. Research Methodology

9.1 Research Design

This study uses a "causal-comparative" research design to identify the relationship between two variables and examine how one variable can affect the other. It aims to

establish a clear cause-and-effect relationship between two variables by exploring their relationship and uses hypothesis testing to determine statistical significance. This design effectively investigates causality and provides valuable insights into the relationship between variables.

9.2 Population and sample

A purposive sampling strategy was employed to identify teachers who meet the research criteria, which include having a master's degree or higher and a minimum of one year of teaching experience. The study specifically targeted teachers from esteemed constituent colleges affiliated with Tribhuvan University, the oldest university in Nepal. Only campuses within the Kathmandu Metropolitan region that were affiliated with the management department were chosen for the study. The selection of these colleges was based on their renowned reputation for delivering exceptional education and employing highly skilled teachers.

The use of rigorous selection criteria ensured that the data gathered for research purposes were both reliable and comprehensive. The study included a population of 381 teaching faculty members, consisting of permanent, contract, and part-time teachers, who were present at the constituent campuses which belong to faculty of management and are inside Kathmandu Municipality. The campuses selected are Padma Kanya Campus, Public Youth Campus, Nepal Commerce Campus, Saraswoti Multiple Campus, and Shanker Dev Campus.

Cochran Formula for Sample Size Calculation

$$n = \frac{n_0}{1 + \frac{(n_0 - 1)}{N}}$$

Where,

- n_0 = Cochran's sample size recommendation
- N = population size
- n = new adjusted sample size.

192 was suggested sample size using Cochran Formula for Sample Size Calculation. A total of 248 questionnaires were distributed among teachers for a research study. However, only 229 questionnaires were returned. After filtering out incomplete responses, outliers, and non-engaged participants, only 212 teachers were selected for the research. The final sample size was deemed sufficient, and the response rate was noteworthy at almost 92.37%.

9.3 Nature and sources of data

This study examined the relationship between job satisfaction and organizational commitment using primary data sources. The primary data was collected through a close-ended questionnaire administered to teachers.

9.4 Instrument of data collection

The questionnaire used for job satisfaction and organizational commitment, featured a Likert scale, and had five response options. The study's approach and questionnaires thoroughly explored the relationship between job satisfaction and organizational commitment. Data analysis was carried out using SPSS and AMOS version 21.

9.5 Reliability Analysis

Cronbach's Alpha scores measured internal consistency for each construct. Administrator and Colleagues scales scored 0.89 and 0.93 respectively, while the Working Condition and Organizational Commitment scales scored 0.86 and 0.94. All scales demonstrated strong internal consistency. High Cronbach's Alpha scores suggest that items in each scale effectively measure the same underlying construct.

10.   Data Analysis

10.1 Multivariate Outliers

To assess data significance statistically Mahalanobis Distance was calculated. At 95% confidence level and 3 degrees of freedom, the chi-square value is 7.815. Any data

equal to or below 7.815 is significant and can be used for further analysis, whereas any data above it is insignificant and are removed.

10.2 Validity Test

Table 2

Validity Test

	CR	AVE	Administrator	colleague	Working conditions	OC
Administrator	0.896	0.743	0.862	-	-	-
Working conditions	0.843	0.643	0.039	0.802	-	-
colleague	0.923	0.749	0.737	0.119	0.865	-
OC	0.928	0.683	0.444	0.247	0.480	0.827

Note: From Researcher Calculation

HTMT is less than 0.85, indicating discriminant validity. It ensures the uniqueness of constructs in a study by measuring their independence from each other. It is useful when dealing with multiple constructs and was calculated using Gaskin and Lim's (2016) plugins.

10.3 Model Fit Measures

Table 3:

Model Fit Measures

Measure	Estimate	Threshold	Interpretation
CMIN	253.118		
DF	96		
CMIN/DF	2.64	Between 1 and 3	Excellent
CFI	0.94	>0.95	Acceptable
SRMR	0.052	<0.08	Excellent
RMSEA	0.079	>0.06	Acceptable

Note: From Researcher Calculation

The model's goodness of fit was analyzed, and found well-suited to continue the research. The CMIN/DF score of 2.64 indicates a strong fit. The SRMR score of 0.052 is exceptional, surpassing the acceptable threshold of 0.08. The CFI score of 0.94 is considered acceptable. These calculations were conducted using plugins provided by Gaskin and Lim (2016).

10.4 Exploratory Factor Analysis (EFA)

Table 4:

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	Approx. Chi-Square	df	Sig.
0.879	2483.1	120	0.00

Note: From Researcher Calculation

The KMO value is 0.879, considered relatively high, indicating that the data is suitable for factor analysis. It is generally accepted that a KMO value above 0.6 is acceptable, and values closer to 1 indicate better sampling adequacy.

Table 5:

Component Matrix

	1	2	3	4
S3	-	-	-	.769
S4	-	-	-	.724
S5	-	-	-	.849
W2	-	-	.858	-
W3	-	-	.872	-
W4	-	-	.832	-

Cow2	-	.828	-	-
Cow4	-	.821	-	-
Cow5	-	.868	-	-
Cow6	-	.814	-	-
Affective4	.793	-	-	-
Affective6	.821	-	-	-
Normative2	.842	-	-	-
Normative4	.828	-	-	-
Normative5	.804	-	-	-
Normative6	.731	-	-	-

Note: From Researcher Calculation

This study uses four categories of variables - Administrator (S1, S2, S3), working conditions (W2, W3, W4), colleague (COW2, COW4, COW5, COW6), and organizational commitment (remaining variables).

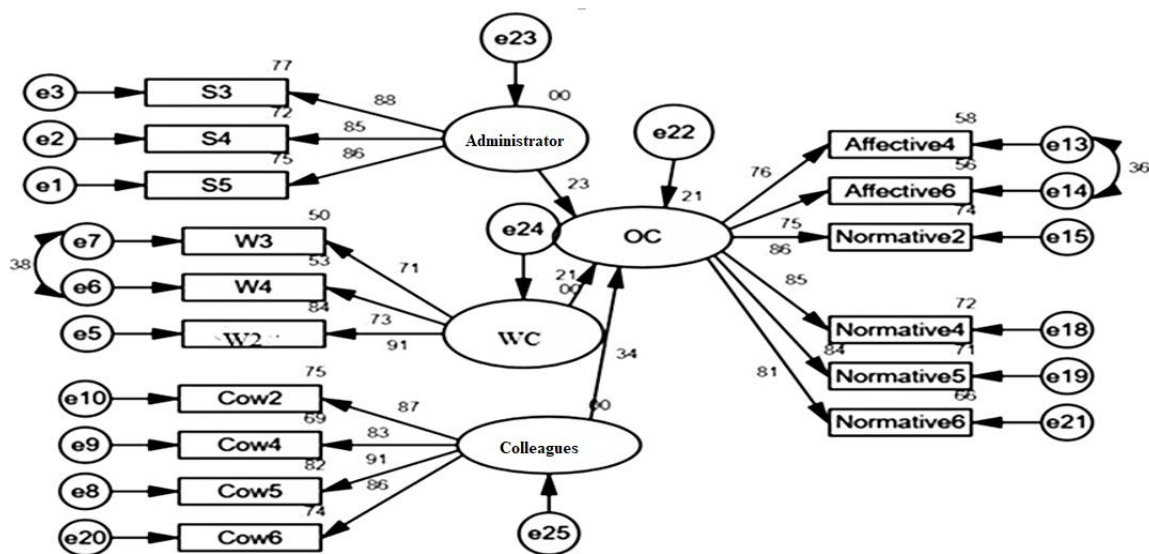### 10.5 Impact of Sub-Dimensions of Job Satisfaction on organizational commitment

Figure 1: Impact of Sub-Dimensions of Job Satisfaction on organizational commitment

Colleagues (0.337) have the most substantial impact on organizational commitment. Administrator and working conditions have less influence 0.227 and 0.212, respectively. While a good Administrator and a supportive work environment are essential, they may not be the most significant factors determining employee commitment to the organization.

11. Discussion

The study aimed to employ Structural Equation Modeling (SEM) to examine the influence of several aspects related to job satisfaction on organizational commitment. Structural Equation Modeling (SEM) is an advanced statistical method that allows researchers to investigate and analyze the connections between observed variables and hidden latent components. It efficiently integrates techniques from factor analysis, which detects underlying factors from observed variables, and multiple regression analysis, which evaluates how one set of variables predicts another. The factors of colleagues, coordinator, and working conditions were chosen as determinants of job satisfaction because of the inherent difficulty in directly quantifying job satisfaction. The study's findings indicate that colleagues exert the most significant impact on teachers' commitment. The present study's findings can be analogized to the influential Hawthorne experiment, which demonstrated that employees prefer group norms and values over organizational variables. The research conducted by Lin and Lin (2011) demonstrates that the relationships among colleagues benefit organizational commitment within the service industry. This link is partially mediated by job satisfaction. According to Griffin (2016), workers' attitudes and behaviors were impacted by a combination of individual and social factors. While colleagues exert the most significant influence, a favorable association exists between coordinator, working conditions, and organizational commitment. Schroffel (1999) found that employees with a coordinator that aligns with their preferred supervisor type experience higher levels of job satisfaction. These findings underscore the need for tailoring supervision to accommodate individual preferences. Furthermore, a study conducted by Miao et al. (2020) posits that coordinators who exhibit humility positively impacts the degree of job satisfaction reported by teachers. Conversely, there exists a positive association between coordinators who engage in abusive behavior and lower levels of job

satisfaction, thereby exerting a deleterious influence on the overall organizational performance. The investigation showed that improving working conditions can significantly enhance teachers' overall well-being, leading to a more content and productive workforce. An ideal working environment consists of a number of components, including the provision of desirable and secure working conditions, the presence of colleagues who are supportive and esteemed, and the availability of possibilities for professional development.

12. Conclusion

There is a direct correlation between teachers who demonstrate a higher level of commitment and focus towards their educational institution and those who find their job and responsibilities satisfying and pleasant. It is essential to establish a connection between job happiness and organizational commitment in order to improve teacher engagement and performance. It is crucial to expeditiously establish this connection. Research findings indicate that job satisfaction is influenced by several factors, including working conditions, administrators, and colleagues. The Hawthorne study's findings indicate that colleagues exert a significant impact on organization commitment. The study indicates that group ethics and values significantly impact teachers' behavior towards their organization. The Hawthorne research lays great importance on group dynamics, communication, and interpersonal interactions for assessing increased productivity. Positive interpersonal ties and efficient communication among colleagues can greatly enhance learning and engagement among students. Cooperation and collaboration across groups can enhance the quality of teaching and learning, hence increasing job satisfaction among teachers.

The working conditions, coordinator, and colleagues have a significant impact on organizational commitment. However, it is important to note that according to the social exchange theory, each teacher has their own unique preferences and situations that affect their level of satisfaction. This situation is a challenge for the coordinator in determining the specific factors that can impact each teacher uniformly. However, our research findings suggest that each of these aspects positively impacts organizational commitment, which is crucial for the success of an organization and the retention of

its teachers. Organizational commitment is the term used to describe the emotional tie and allegiance that teachers have towards their campus. This level of dedication is of utmost significance for both the preservation of staff and the efficiency of the organization. To ensure that teachers are motivated, engaged, and dedicated to achieving the campus's goals, the campus must design the teaching job in a way that fosters satisfaction and organizational commitment among teachers. According to the Job Characteristics Model, a job can be efficiently designed by incorporating five dimensions: skill variety, task identity, task significance, autonomy, and feedback. For the teaching job to have an optimal working condition, it is essential to incorporate these characteristics. There is a direct correlation between teachers who demonstrate exceptional commitment and attentiveness towards their educational institution and those who find their job and responsibilities fulfilling and enjoyable. It is essential to establish a correlation between job satisfaction and organizational commitment in order to improve teacher engagement and performance. It is crucial to establish this connection rapidly. The working conditions, encompassing the physical surroundings and available resources, are vital aspects that have a substantial influence on teachers' ability to carry out their responsibilities efficiently. The teachers' efficacy is influenced by the working conditions. The level of job satisfaction experienced by each individual is significantly influenced by the aforementioned factors. However, our research findings suggest that each of these aspects positively influences organizational commitment, which is crucial for the success of a campus and the retention of its teachers.

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