

JOB SATISFACTION AND COMMITMENT AMONG FACULTIES IN COLLEGES OF KATHMANDU VALLEY (WITH REFERENCE TO FACULTIES OF POKHARA UNIVERSITY)

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ABSTRACT

Teachers are most resource person who plays vital role in the society to change existing social cultural barriers. The study examines job satisfaction and commitment among faculty in P.U.-affiliated colleges in Kathmandu Valley using a quantitative approach. A sample of 383 faculty members was surveyed via structured questionnaires, analyzed with SPSS 27. Findings show that recognition, achievement, income, and organizational policies positively influence job satisfaction, which directly impacts commitment. Regression analysis confirms this relationship, indicating moderate satisfaction and commitment levels. The study underscores the importance of improving job satisfaction to enhance faculty commitment, offering insights for policymakers and administrators.

Key Words: Job Satisfaction, Job Commitment, Recognition, Achievement, Income, Organization Policy and Administration.

Introduction

In the Rana's ruling time, there was no education for general public so general went to study in India. Later, opened education for general public in Nepal and start from RajDarbar High school and Trichand Campus. Thereafter, Tribhuvan Universty opened in 1959 . Gradually, there are so many uinversities opened in Nepal. Among them Pokhara University opened in 1997.

Teacher plays a vital role in transferring knowledge among students. The number of teachers are involved in shaping the future of students in Unviversity. Where each year thousands of students get enrolled for quality education. The data from Pokhara University shows 37645 students all over Nepal. Similarly, the data reflects 66 colleges affiliated with Pokhara University all over Nepal. Along with it, there are 64 running programs. The majority of colleges affiliated with Pokhara University are situated in Kathmandu Valley (Pokhara University, n.d.).

Kathmandu is the capital city of Nepal each year thousands of students enter the Valley with the dream of quality education. Quality education is possible when the

faculties are committed to their jobs. Creating trained human resources capable of overcoming a nation's development obstacles is one of education's main goals. In order to accomplish this, the workforce in the industry needs to be content. High job satisfaction levels encourage employees to devote their time, energy, and effort to their work, which boosts output (Scott, 2004).

According to the Pokhara University Act, 2053 "Teacher" means the Professor, Reader, Lecturer, and Assistant Lecturer engaged in providing education or conducting research at the University and this word also includes the instructors of various levels at the University and the person specified as Teacher in the Regulation made under this Act.

The number of studies shows the role of teacher in university for imparting education to students. The university developed provision regarding functions, duties and powers of the faculties under the sub-section (1). The act also made provision regarding salaries and other allowances to the teacher via executive council of P.U. The salaries and allowance plays for fulfilling our needs and demands.

The extent to which one's basic needs such as those for food, shelter, belonging, respect, and so forth are met while working or as a result of that work is referred to as job satisfaction (Munir & Khatoon, 2015).

As education has been the best means to achieve the development of a nation, the role of the educational institution directly affects the overall mechanism. One of the primary goals of education is to create a skilled workforce that can overcome challenges to development in a given country. To achieve this, it is essential to have a satisfied and productive workforce in the sector.

One indication of development that is commonly acknowledged is education. Producing trained human resources who can overcome a country's developmental barriers is one of the fundamental goals of education. A contented workforce in the sector is necessary for achieving this. High-level job-satisfied employees devote more time, effort, and energy to their work, which leads to high production (Scott, 2004). When one's basic needs such as those for food, shelter, belonging, respect, and so forth are met at work or as a result of their work, they are said to be satisfied in their jobs (Munir & Khatoon, 2015). The most valuable resource in a school is its teachers. They are the main players in any modifications that must be made to schools, such as educational reforms. The provision of a superior educational system is contingent upon the presence of superior educators (Jyoti & Sharma, 2009). According to Bolin (2007), these three factors are central to quality teaching and learning. Teachers with high morale are more likely to be engaged in their work and create a positive learning environment for their students. Deep subject

knowledge is essential for teachers to be able to effectively teach their students. Teachers who have a strong understanding of the content they are teaching are better able to explain it to their students clearly and concisely. They are also more likely to be able to answer their students' questions and address any misconceptions they may have. Building on Bolin's (2007) emphasis on teacher skills and knowledge, Majasan (1995) paints a broader picture of the teacher's role. He defines a teacher not only as someone who imparts knowledge (especially to young learners) but also as a lifelong guide, shaping individuals for healthy development and responsible adulthood (Majasan, 1995). This expansive view highlights the teacher's role in character development, motivation, and guiding students through the learning process (Majasan, 1995).

Moreover, Majasan emphasizes the teacher's role as a translator of educational philosophies and objectives, transforming them into tangible knowledge and skills for students (Majasan, 1995). This underscores the teacher's role as a practitioner, not just a theoretician, actively shaping the learning experience for their students.

Sharma and Jyoti (2009) emphasize the paramount role of teacher quality, commitment, satisfaction, and motivation in student success. These factors directly impact students' ability to benefit from the education system. Beyond imparting knowledge, teachers serve as vital role models and pillars of society (Jyoti & Sharma, 2009). They nurture students' growth, instill leadership potential, and equip them to take responsibility for national progress.

According to Ofogobu (2004), teacher satisfaction holds far-reaching significance. Happy, devoted, and committed teachers are more likely to excel in their roles and contribute their best qualities to the school community. This aligns with Lussier's (1990) assertion that job satisfaction directly influences organizational effectiveness, impacting both productivity (quality and quantity of work) and stability (reduced absenteeism and turnover). Unhappy teachers can create a frustrated work environment, ultimately hindering education's effectiveness as a tool for economic growth and development (Pigozzi, 2008).

Unmotivated and unhappy teachers pose a significant threat to schools, jeopardizing enrichment, goal achievement, and ultimately, quality education. As Mwamwenda (in Badenhorst et al., 2008) highlights, dissatisfied teachers are more likely to: Miss work frequently, Behave aggressively toward colleagues and students, Leave the profession prematurely, emotionally withdraw from their duties.

Boone and Kuntz (1992) argue that a good compensation system should prioritize fairness and reflect an employee's contributions to the organization. This includes not just base salary but also benefits like medical insurance, retirement plans, bonuses, paid leave, and travel allowances.

This study investigates the crucial link between teacher job satisfaction and commitment in Kathmandu Valley's P.U.-affiliated colleges. Recognizing the detrimental impact of dissatisfied teachers on smooth school operations and goal achievement, the study aims to:

- Identify factors contributing to teacher dissatisfaction through analysis and issue examination.
- Draw conclusions based on the findings.
- Propose specific recommendations to minimize dissatisfaction and enhance teacher commitment.

Job satisfaction

Job satisfaction is the extent to which one's essential needs for physical and emotional well-being, financial security, social connection, and self-respect are met through or because of one's job. (Munir & Khatoon, 2015). Newstrom and Davis (1986) define job satisfaction as “a set of favorable or unfavorable feelings with which employees view their work. Furnham (1997) Job satisfaction has been defined as a positive or favorable attitude towards one's work environment.

Job Commitment

Dedication to an organization is marked by a strong emotional tie-in, leading individuals to align themselves with the organization's values and objectives. In the context of teaching, commitment manifests as a deep emotional connection to the profession. Moreover, teacher commitment is inextricably linked to fostering a conducive learning environment where students can flourish and reach their full potential (Tsui & Cheng, 1999).

As Boone and Kuntz (1992) emphasize, establishing a fair and equitable compensation system that aligns with an employee's contributions to the organization should be the cornerstone of any compensation strategy. This compensation package should encompass a range of benefits, including medical aid schemes, pension plans, bonuses, paid leave, and travel allowances. Without a satisfactory compensation package, schools risk facing operational difficulties and may struggle to achieve their objectives and goals. Therefore, this study tries to address the relationships between Faculties' job satisfaction and their commitment in Kathmandu Valley.

Statement of the Problem

Problem Statement

1.1 Research questions

To further explore the objectives, the following research questions have been formulated.

1. What is the level of job satisfaction and job commitment?
2. What is the relationship between job satisfaction and job commitment?

3. What is the effect of job satisfaction on job commitment?

1.2 Objective of the Study

Main objective

- i. To examine the level of job satisfaction and job commitment.

Other objectives are as follows

- ii. To investigate the relationship between faculties' job satisfaction and their dedication.
- iii. To assess the effect of job satisfaction on employee commitment.

Literature Review

VARIABLES

External factor of job satisfaction:

Originate from the environment of the individual and are connected to job content. Examples include promotion opportunities, organizational policy and administration, supervision, pay, and working relationships. (Herzberg, Maunser et al 1959).

General College Teacher: Bachelor and Master Teacher

An internal factor of job satisfaction

Aspects of the work environment that directly influence an individual's job experience, include opportunities for achievement, recognition, engaging tasks, meaningful responsibilities, and advancement opportunities (Herzberg & Maunser et al 1959).

Teachers' job satisfaction

Armstrong (2006) defined job satisfaction as the positive attitudes and feelings that employees have about their work. The study found that job satisfaction is associated with several positive outcomes for teachers, including better job performance, lower turnover rates, and increased commitment to the profession.

Recognition

Bratton and Gold (2007) define Rewards as encompassing the entire spectrum of financial, non-monetary, and intangible benefits that an organization provides to its employees as compensation for their contributions and dedication. Ahuja and Shukla (2007) contend that effective motivation hinges on a balanced and equitable distribution of rewards and recognition among individuals and across different periods of an individual's career.

Achievement

Achievement is often defined as the feeling of satisfaction (Greenberg and Baron 2003) that comes from accomplishing a goal. It can also be defined as the individual's potential to possess the ability to handle and resolve various work-related issues, demonstrating the capacity to perform tasks effectively (Ayele 2014). Achievement is important for motivation because it provides employees with a sense of purpose and direction. It also helps employees to feel valued and appreciated for their contributions (Greenberg & Baron 2003).

Salary (Income)

Salary is an important factor for teacher job satisfaction and commitment, Sharma and Bajpai (2011) define salary as a recurring payment made by an employer to an employee, as outlined in their employment contract. Ahuja and Shukla (2007) argue that incentives serve as effective tools to foster positive attitudes and drive employee motivation. Robins et al. (2003) define pay as the monetary remuneration offered for performing a particular job. Boogie (2005) argues that the absence of recognition and insufficient compensation often leads to employee retention issues.

Organizational Policy

Bennell and Akyeampong (2007) found that unclear regulations can lead to conflict, a power vacuum, overlap, and duplication of effort. The study also found that organizational policy and administration are centered on perceptions of the effectiveness or ineffectiveness of organizational management. This includes the existence of effective or ineffective communication, and the presence or absence of delegated power, policies, processes, and rules.

Teacher Commitment

Meyer and Allen (1997) defined teacher commitment as the emotional attachment that teachers have to their school. The study found that teacher commitment is expressed in three ways: desire to continue working at the school in alignment with the school's values and objectives, coupled with a proactive commitment to contributing to the school's success. The study also found that teacher commitment is an important factor in teacher job performance and retention.

Affective Commitment refers to employees' emotional investment in their organization, characterized by a sense of belonging, identification with its goals, and active participation, defines affective commitment. This intrinsic motivation to stay stems from a strong desire to be part of the organization's success. (Meyer et al., 2002) The strength of an employee's emotional attachment to an organization is contingent upon several key aspects of the work environment.

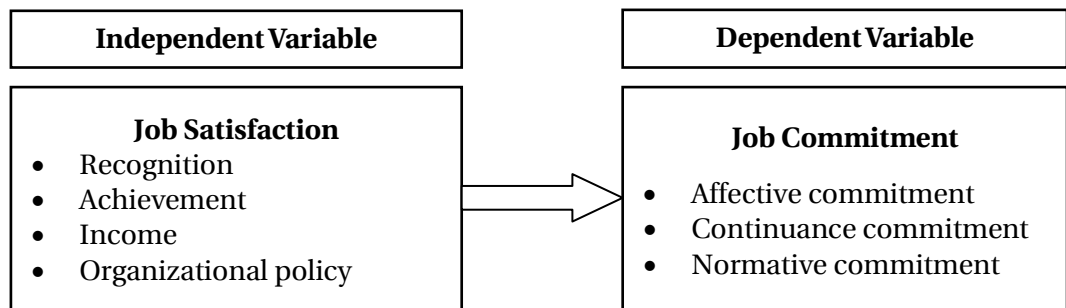
Normative Commitment refers to individuals who may feel a moral compulsion to remain within an organization due to a strong sense of duty and obligation. This internalized belief system compels them to continue their membership, even if alternative options exist (Meyer et al., 2002). **Continuance Commitment** mentions to being aware of the expenses involved with quitting the company. Workers who owe their employment to the company primarily to their continuous dedication do so out of necessity. Employees with continuance commitment stay with their organization because they perceive leaving as too costly. This type of commitment is driven by a practical calculation of benefits. Essentially, the employee sees a disadvantage or loss (financial or otherwise) if they were to leave the company (Beck & Wilson, 2000).

Theoretical Framework

The literature review includes a variety of works that the researcher studied. Thus, the researcher developed a conceptual framework based on the literature evaluation; nonetheless, the researcher largely borrowed from the work by (Desta, 2014).

Figure 1

Conceptual Framework



Source: (Desta, 2014; Chinn, 2020; Weiner, 1972)

HYPOTHESIS

H1: There is a significant relationship between job satisfaction and job commitment.

Methodology

The research design adopted in this study is Descriptive and casual comparative research which involves sending questionnaire through email, google form and printed form, the purpose of which is to elicit answers to the questions needed to address the objectives of the study (Okeke, Olise & Eze, 2012). The population of

this study faculty of pokhara university in Kathmandu Valley. The population is known because the researchers obtain a sampling frame.

This study employed purposive sampling technique. The purpose was to ensure that respondents from the various demographic characteristics are involved in the sample. purposive sampling involves the selection of potential respondents according to pre- specified quotas for either demographic features or specific behaviors though disproportionately (Okeke, Olise & Eze, 2012). Since the population of the study is known, the researchers adopted a formula that estimates the representative of the samples on certain critical parameters at an acceptable level of probability. The formula for sample size determination adopted for this study is: $n = \frac{Z^2 p q}{e^2}$ at 95% confidence level and arrived at 437. This study employed structured questionnaire as an instrument for data collection. The questionnaire comprises two sections, namely sections A and B. Section A was centered on the personal information of the respondents while section B was based on the constructs of the study i.e. the determinants of Smartphone and consumer purchase behavior respectively. A seven-point scale, ranging from strongly disagree to strongly agree was used in designing the questions. Items on product features were adapted from Market Analysis and Consumer Research Organization (MACRO, 2004), items on brand name were adapted from the work of Rio, Vazquez and Iglesias (2001), items on price were adapted from the work of Cheong and Park (2005), items on social influence from the work of Pederson (n.d) and Bowman, Reuver and Visser (n.d). Items on aesthetic value were adapted from the work Leelakuthamit and Hongcharu (2012) while items on purchase behavior were adapted from the work of Park & Cheng (2007), Venkatesh et al. (2003) and Cheong and Park (2005). The internal consistency of the research instrument was tested using Cronbach's alpha coefficient. Multiple regressions were used to test the significance of the hypotheses earlier stated.

Uma and Bougie (2016) define the plan for researching to address the research questions is known as the research design. The research design is interlinked with the research questions and objectives. Greener (2008) describes the research design serves as the overall framework for the study, directing the investigator as they address the research questions. The entire study plan is based on positivism quantitative approach, which is grounded in the philosophical framework. It is believed that the descriptive-causal comparative research design is used in this research.

3.3.1 Nature and Sources of Data

The data were directly collected from respondents through survey questionnaires which were not available in the market or any media. So, it is important because the researcher can collect originality and actual views in the present scenario. The

sources of data in this study were primary sources. Primary data was obtained through a questionnaire form. The primary data was collected from the faculty of different colleges which is affiliated with Pokhara University in Kathmandu Valley.

Kathmandu Valley

The researcher took the data from the colleges located in Kathmandu, Lalitpur, and Bhaktapur District.

3.3.2 Sampling Design

In Kathmandu Valley, the total number of colleges affiliated with P.U. is 31. The researcher sent the mail to all colleges through a Google form questionnaire and also visited the college. Through the Google form questionnaire, 150 respondents gave their feedback online so for the remaining sample, the researcher also distributed the questionnaire form in hard copy and collected through a judgmental sampling.

3.3.3 Population and Sample

The population for this study consisted of colleges affiliated with Pokhara University located in the Kathmandu Valley. The total population comprised 1,749 faculty members, with 1,439 males and 310 females. In total, there were 31 colleges, as reported by the Department of Information at Pokhara University. The sample for the study was drawn from this existing population within the affiliated colleges. A total of 28 colleges were selected for the sample using the judgmental sampling method. So maximum number of colleges was covered by researcher as sample data because 28 colleges were used as the sample out of 31 colleges therefore results are generalized. Researcher found other researchers also used purposive or convenience sampling methods in quantitative research design in their research work (Saraswati, 2020), (Akhtar, 2010).

3.3.4 Sample Data Collection Technique

Sources of Data: The sources of data in this study were primary data. Primary data was obtained from teachers who are teaching in P.U. affiliated colleges which is located in Kathmandu Valley.

A simple formula for determining the sample size from a population given a 95% confidence level and a 5% deviation factor, where n is the sample size, N is the population size, and e is the sampling deviation. As a result, the researcher desires to select a sample from the study's target population ($N = 1749$) with a size of 315 using the formula below.

A confidence interval for a population proportion p and $q = 1 - p$, with a specific margin of error E is given by: $n = p \cdot q \cdot (z_{\alpha/2}/E)^2$ (Kothari, 2004).

Cochran's Formula was adopted by Kothari (2004) to justify the sampling size. The procedure to draw sample size is as follows.

Always round up to the next whole number.

Since no proportion is given, use the planning value of $p^* = 0.5$.

$$\begin{aligned} n &= 0.5 \cdot 0.5 (1.96 / 0.05)^2 \\ &= 385 \end{aligned}$$

Modification for the Cochran Formula for Sample Size Calculation in Smaller Populations. If the population studying is small, then the formula can be modified by this equation:

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

Source: Kothari (2004)

n_0 : This represents the initial sample size you might have calculated using a formula assuming a large population (often referred to as Cochran's sample size).
 N : This stands for the total number of individuals in the entire group you're interested in studying (the population size). **n :** This is the **adjusted sample size** you'll get after considering the finite population correction.

$$385 / (1 + (385 / 1749)) = 315$$

So sample size n is 315. But researcher collected and used the sample size of 383 respondents finally for analytical purpose.

Primary Data

"Primary data" refers to information that the researcher directly collects and that was previously unavailable. The researcher used mailing and survey methods to collect the data from respondents.

3.3.7 Data Analysis Tools

SPSS 27 version has been used for data analysis where various levels of analysis have been carried out to conclude. It is divided into two segments one is descriptive in nature and the second focuses experimental survey. Reliability tests, correlation, mean. Standard deviation and regression were conducted for the analysis of available data. The data were presented in tabulation form under various headings.

3.4 Validity and Reliability

In research, achieving validity ensures the instruments used accurately capture the information needed to answer the research question. To guarantee this, instruments initially developed in English should undergo a review by an advisor. This review assesses the appropriateness of each item in gathering relevant data for the study. Following feedback from their advisor, the researcher refined the questionnaire by revising or replacing certain items.

Recognizing this, the researcher employed various standardized scales specifically designed to gauge teacher job satisfaction and commitment which are taken from DESTA AYELE, JIMMA UNIVERSITY. The researcher used the reliability for the data reliability test i.e. Cronbach alpha test.

3.5 Ethical Consideration

This research prioritized ethical conduct by adhering to several key principles. First, informed consent was obtained from all participants, ensuring their voluntary participation and right to refuse participation. Second, the research complied with the university's ethical code and all applicable laws. Throughout the data collection, analysis, and reporting stages, objectivity was maintained to ensure the research's integrity. Additionally, participant confidentiality was strictly observed, and intellectual property rights were respected.

3.6. Instrument of Data Collection

3.6.1 Questionnaires

A questionnaire with closed items is a good choice for collecting quantitative data from teachers. This is because closed-ended questions are easy to answer and can be quickly processed by the researcher. They also allow the researcher to collect data from a large number of respondents in a short period of time.

The first part of the questionnaire gathers demographic information about the respondents, which can help to ensure that the results of the study are representative of the population of teachers. The second part of the questionnaire focuses on the specific research questions of the study and uses the Likert scale to measure the respondents' attitudes and opinions. The use of a scale with values from 1 to 5 is also appropriate.

3.6.2 Procedure of Data Collection

It sounds like the researcher has taken all the necessary steps to ensure that the data collection process is ethical and reliable. Obtaining authorized official cooperation letters from the Central Department of Public Administration is a good way to ensure that the researcher has permission to conduct the study. This also

helps to build trust with the participants, as they know that the researcher is working with the approval of their institutions. Introducing the objectives and purpose of the study to the participants is also important, as it allows them to give informed consent to participate in the study. This means that they understand what the study is about and how their data will be used.

The researcher has done this by administering the questionnaires to a large enough sample size (315 teachers) to ensure that the results are representative of the population of teachers. During the data collection procedures, researchers distributed hard-copy questionnaire forms and also provided an online Google Form. So Researcher collected data from 383 respondents. Researcher created the Google Form and created link was given to the coordinator of particular college and he/she put the link in college group chat. This helps to ensure that the results of the study are valid and reliable.

RESULTS

4.1. Descriptive Profile of the Respondents

The fundamental characteristics of the study's data were described using descriptive statistics. It facilitates comprehension of the facts. It gives basic information about the sample. The frequency of responses to the specific questions is included in the descriptive statistics. The questionnaire has a total of five questions that focus on the descriptive profile of the respondents. Faculties are categorized into Gender, Age, Education, Experience, and Colleges to explain the descriptive profile of respondents.

Variable		Frequency	Percentage
Sex	Male	293	76.5
	Female	90	23.5
	Total	383	100
Age	Below 30	110	28.7
	31 to 40	168	43.9
	41 to 50	85	22.2
	51 to 60	17	4.4
	Above 60	3	.8
Academic qualification	Masters	304	79.4
	Mphil	56	14.6
	PhD	23	6
Service year	Below 10 years	214	55.9
	11 to 20 years	129	33.7
	21 to 30 years	34	8.9
	Above 30 years	6	1.6

Source: Field survey, 2023

Table 1 presents the demographic distribution of 383 respondents. The majority (76.5%) were male, while 23.5% were female.

Regarding age, most respondents (43.9%) were in the 31–40 age group, followed by 28.7% below 30 years, 22.2% in the 41–50 range, 4.4% in the 51–60 group, and only 0.8% above 60 years.

In terms of education, 79.4% held a master's degree, 14.6% had an M.Phil., and 6% had a Ph.D.

Experience-wise, 55.9% had less than 10 years of experience, 33.7% had 11–20 years, 8.9% had 21–30 years, and 1.6% had over 30 years.

Overall, the majority of respondents were male, aged 31–40 years, held a master's degree, and had less than 10 years of experience.

Table 2

College Wise Respondents

S.N.	College name:	Frequency	Percent
1	Ace Institute of Management	11	2.9
2	Apex College	32	8.4
3	Appolo College	17	4.4
4	Atharve Business College	20	5.2
5	Camad College	9	2.3
6	Central College	26	6.8
7	Citizen college	7	1.8
8	Cosmos college of management and technology	3	0.8
9	Everest Engineering College	15	3.9
10	Excel Business College	19	5.0
11	Imperial College	18	4.7
12	Liberty College	18	4.7
13	Malpi International College	3	0.8
14	Medhavi College	28	7.3
15	National open college	15	3.9
16	NCIT	9	2.3
17	Nepal engineering college	2	0.5
18	Nobel college	2	0.5
19	Platinum management college	1	0.3
20	Quest Int'l College	18	4.7
21	Rajdhani Model College	13	3.4
22	RITZ College	12	3.1
23	SAIM College	14	3.7
24	SchEMS	26	6.8
25	Uniglobe College	20	5.2
26	Universal Engineering and Science College	9	2.3
27	V.S Niketan	16	4.2
28	Total	383	100.0

Source: Field survey, 2023

Table 5: Shows that the total number of respondents is 383. The highest number of respondents attend Apex College (32 faculties, 8.4%), and the second-highest is

SchEMS with 26 students (6.8%) similarly other colleges have varying numbers of respondents, with percentages ranging from 0.3% to 8.4%. The top three colleges with the highest percentages of faculties are Apex College, SchEMS, and Excel Business College. Some colleges have a lower number of respondents, such as Platinum Management College, Nepal Engineering College, and Nobel College, each with 0.3% or 0.5%.

4.2.6 Reliability Test

Table 3

Reliability Statistics

Variables	No. of Items	Cronbach's Alpha
Recognition	5	.865
Achievement	6	.735
Income	6	.704
Org. Policy & adm.	6	.895
Affective Commitment	7	.843
Continuance Commitment	5	.714
Normative Commitment	6	.766

Source: Field survey, 2023

Reliability is the measure of the internal consistency of the constructs in the study. A construct is reliable if the Alpha (α) is greater than .70 (Hair et al., 2013). Construct Reliability was assessed using Cronbach's Alpha. The results showed that the Recognition scale with five items ($\alpha=.865$), Achievement scale with six items ($\alpha=.735$), Income scale with six items ($\alpha=.704$), Organization Policy & adm. scale with six items ($\alpha=.895$), Affective Achievement scale with seven items ($\alpha=.843$), Continuance Commitment scale with five items ($\alpha=.714$), and Normative Commitment scale with six items ($\alpha=.766$) were found reliable.

4.2.7 Mean and Std. Deviation of Variables

Table 4

Mean and Std. Deviation of Variables

Variables	Descriptive Statistics	
	Mean	Std. Deviation
Recognition	3.7645	0.75584
Achievement	3.7842	0.63617
Income	3.1514	0.70276
Organization Policy	3.5287	0.81537
Job Commitment	3.7532	0.52600

Source: Field survey, 2023

The descriptive statistics indicate varying levels of satisfaction and response consistency. Recognition (M = 3.76, SD = 0.76) and achievement (M = 3.78, SD =

0.64) show moderate satisfaction, with achievement having more consistent responses. Satisfaction with income is lower ($M = 3.15$, $SD = 0.70$), while organizational policy satisfaction ($M = 3.53$, $SD = 0.82$) shows the most variability. Job commitment ($M = 3.75$, $SD = 0.53$) is moderate with the least variation.

4.3 Correlation between Independent and Dependent Variable

Table 5

Correlations Between the Variables

	1	2	3	4	5
1. Recognition	1				
2. Achievement	.646**	1			
3. Income	.442**	.456**	1		
4. Organization Policy	.567**	.561**	.540**	1	
5. Job Commitment	.522**	.575**	.311**	.403**	1

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Field survey, 2023

The correlation table highlights significant relationships among key organizational variables. Recognition and Achievement show a perfect positive correlation, indicating a proportional increase in both. Recognition also has strong positive correlations with Income (0.442), Organizational Policy (0.567), and Job Commitment (0.522). Achievement correlates positively with Income (0.456), Organizational Policy (0.561), and Job Commitment (0.575), suggesting that increased recognition and achievement lead to higher income, adherence to policies, and stronger commitment. Additionally, a moderate positive correlation (0.311) between Income and Job Commitment indicates a potential link between earnings and job dedication. These findings provide valuable insights into organizational dynamics.

4.4 Regression Analysis

A statistical technique called regression analysis is used to look at the relationship between one or more independent variables and one or more dependent variables. Regression analysis is essentially a tool for modeling the relationship between variables and producing predictions based on that relationship (Cohen et al., 2013).

4.4.1 Regression Analysis between Job Satisfaction and Job Commitment

This part shows the regression analysis between the dependent and independent variables. The table shows the results of the regression analysis.

Table 6*Model Summary of Regression*

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.556	.309	.307	.43782	2.118
a. Predictors: (Constant), Job Satisfaction					
b. Dependent Variable: Job Commitment					

Source: Field survey, 2023

The correlation coefficient ($R = 0.556$) indicates a moderate positive relationship between Job Satisfaction and Job Commitment. The R-squared value (0.309) suggests that 30.9% of the variability in Job Commitment is explained by Job Satisfaction, highlighting a significant impact. The model fits the data well, with a low standard error and an adjusted R-square considering the number of predictors. Additionally, the Durbin-Watson value (2.118) confirms that the autocorrelation assumption is met, ensuring the model's reliability.

Table 7*ANOVA Table*

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	32.657	1	32.657	170.367	.000 ^b
	Residual	73.033	381	.192		
	Total	105.690	382			
a. Dependent Variable: Job_Commitment						
b. Predictors: (Constant), Job_Satisfaction						

Source: Field survey, 2023

The results of ANOVA indicate that ($F=170$, $P=0.000$), since $P<0.005$ the alternative hypothesis was accepted. Thus job satisfaction has a significant influence on teachers' job commitment. Therefore, the above value indicates that teachers' job satisfaction affects their commitment.

The F-test for the regression coefficient showed that the independent variable (job satisfaction) significantly contributes to the variation in the dependent variable (job commitment). This finding suggests that teachers' job satisfaction impacts their level of commitment.

Table 11*Summary of beta unstandardized, standardized, t- value, p-value*

		Coefficients			t	Sig.	Collinearity Statistics	
Model		Unstandardized Coefficients		Standardized Coefficients			Tolerance	VIF
		B	Std. Error	Beta				
1	(Constant)	1.985	.137		14.450	.000		
	Job_Satisfaction	.497	.038	.556	13.052	.000	1.000	1.000

a. Dependent Variable: Job_Commitment

Source: Field survey, 2023

The Unstandardized Coefficients column shows the effect of increasing an independent variable by one unit. Specifically, if teachers' job satisfaction increases by one unit, job commitment is expected to increase by 0.497 units. The standard errors are used to calculate the t-values. By dividing the unstandardized coefficient of job satisfaction (0.497) by its standard error (0.038), we get a t-value of approximately 13.052, as shown in the table. Additionally, a one standard deviation increase in teachers' job satisfaction leads to a 0.556 standard deviation increase in their job commitment. This relationship is statistically significant ($p < 0.005$).

Discussion of Findings

The study analyzes faculty demographics, job satisfaction, and job commitment.

- **Demographics:** 76.5% of respondents are male, suggesting higher male involvement in teaching. The majority (43.9%) are aged 31–40, with fewer faculty members continuing after 50. Most faculty hold a Master's degree (79.4%), and 55.9% have less than 10 years of experience, indicating possible transitions to other fields. Apex College has the highest representation (8.4%).
- **Reliability & Mean Analysis:** All variables have Cronbach's alpha values above 0.7, confirming reliability. Achievement has the highest mean (3.78), indicating its strong impact on job satisfaction and commitment.
- **Correlation & Regression:** All variables show a positive relationship, though none exceed 0.7, indicating moderate correlations. Recognition and Achievement have strong correlations with Income, Organizational Policy, and Job Commitment. The regression model's $R^2 = 0.309$ suggests job satisfaction explains 30.9% of job commitment, making the model significant.
- **ANOVA Findings:** A p-value below 0.05 confirms job satisfaction significantly impacts job commitment. The researcher notes that higher job satisfaction leads to increased job commitment, which may also influence student outcomes.

From Table : p- the value of job satisfaction is below 0.05 so independent variables i.e. job satisfaction impact job commitment. These results are consistent with Chapagai (2023), Shakya, (2020), Kumar Ghimire, (2022), Ibrahim & Aljneibi, (2022), and Norawati, (2022). Liyaqat Bashir (2017), Joseph Thadathil (2015), Dutta et al. (2014), Jain and Verma (2014), Dongre (2014), Ayele (n.d.), (2014) , Hosseinkhanzadeh et al. (2013), Kayastha & Kayastha (2012), Katoch (2012) , Haftkhavani et al. (2012), Akhtar et al. (2010), Yucel and Bektas (2012), Zainab Adia (2010), Karşı (2009), Agung (2017) the author finds that teachers' job satisfaction has a positive and significant effect on their organizational commitment and job performance. These results are partly consistent with Hayati and Caniogo (2012), and Demirta (2010). Similarly, these results are inconsistent with Neupane, (2022), and Bota (2013).

Conclusions and Implications

The fundamental purpose of this dissertation is to assess the job satisfaction of faculties and examine the relationship between faculties' job satisfaction and faculty's job commitment. The entire research work is based on the positivist research paradigm. A descriptive and causal-comparative research design is employed in this study. The judgmental sampling method is utilized, and the sample size for this study consists of 315 faculties from P.U. affiliated colleges in the Kathmandu Valley. Statistical tools such as Cronbach's alpha test, Content Validity Index, Mean, correlation, Regression model, and Durbin Watson are employed.

The data were collected through a questionnaire and its responses, revealing that the basic demographic status showed 76.5 percent male and 23.5 percent female respondents. Similarly, it was found that the age group between 31-40 represented the highest percentage. Regarding the educational background of the faculties, the majority held a master's level degree, accounting for 79.4 percent, while Ph.D. holders constituted the lowest percentage. The study also disclosed that the majority of faculties in academia had an experience of less than 10 years.

The study conducted a reliability test to measure the internal consistency of the variables and their relation in the context of the study. There are a total of seven variables, among which four are independent, and the remaining three are dependent variables. The Cronbach alpha shows that organizational policy and administration scored the highest among the other variables, i.e., 0.895, whereas income has the lowest, i.e., 0.704. This indicates that the former has the highest degree of consistency. The results are satisfactory because Cronbach's alpha is greater than 0.7, falling under the category of good.

Correlation analysis was conducted to illustrate the relationship between variables, and the data reflects that the correlation between job achievement and recognition

is 0.646, indicating a strong positive correlation compared to others. Similarly, the data reveals a satisfactory relationship among the variables. The R-square value of the dependent and independent variables is 0.309, suggesting a satisfactory coefficient of determination. However, it's important to note that there are other factors influencing the variables, which need to be taken into consideration.

The results from the testing of the hypotheses are

H1: There is a significant relationship between job satisfaction and job commitment. The ANOVA table shows a p-value of 0.0000, which is less than 0.05. Therefore, there is evidence to support the impact of job satisfaction on job commitment.

Here, the mean of the Recognition factor is 3.7645, the mean of Achievement is 3.7842, the mean of Income is 3.1514, and the mean of Organization Policy is 3.5287. Based on these mean values, this study indicates moderate job satisfaction among faculties because all mean values are greater than 3 but below 4.

The data reveals a strong connection between recognition and both achievement and positive perceptions of organizational policies. Individuals who receive more recognition tend to be higher achievers and view their workplace's policies favorably. Interestingly, the correlation between recognition and achievement (0.646) is stronger than the relationship between recognition and income (0.442). This suggests that recognition may be a more significant factor in driving success than financial rewards alone.

Furthermore, the achievement itself is also associated with positive outcomes. High achievers tend to have higher incomes, view organizational policies positively, and demonstrate strong job commitment. Notably, the correlation between achievement and job commitment (0.575) is even stronger than the relationship between income and job commitment (0.311). This highlights the importance of accomplishment in fostering dedication to one's work.

Overall, the data reinforces the importance of fostering a culture of recognition within organizations. Recognition not only improves employee morale and commitment but also appears to be a key driver of individual achievement and positive perceptions of company policies. While income plays a role, the data suggests that focusing on recognition and achievement may be a more impactful strategy for creating a successful and engaged workforce.

5.3 Conclusion

The objective of this study was to assess the job satisfaction of faculties in P.U. affiliated colleges in Kathmandu Valley and to examine the relationship between faculties' job satisfaction and job commitment. The demographic analysis indicates

that male teachers are more involved in the teaching field in colleges compared to female teachers. Similarly, the age group of 31 to 40 years is more engaged compared to other age groups. At the college level, faculties who have completed only a Master's Degree are actively involved in the teaching field, suggesting that faculties over 40 years may have shifted or retired from their field.

Among the total sample size, 55% of teachers have less than 10 years of experience, indicating that teachers with more than 10 years of experience have shifted from the teaching field, possibly due to low recognition and achievement. The R-squared value of 0.309 suggests that approximately 30.9% of the variability in the dependent variable (Job Commitment) is explained by the independent variables (Job Satisfaction factors: Recognition, Achievement, Income, and Organization Policy) in the model.

The ANOVA table shows a significant value of less than 0.05, providing evidence to support the idea that job commitment is impacted by job satisfaction. This strengthens the understanding that addressing factors related to job satisfaction can influence and improve job commitment among faculties in P.U. affiliated colleges.

Here researcher found that job satisfaction impact on job commitment because beta value is positive similarly p value is less than 0.05 which clearly signals that there is positive relationship between job satisfaction and job commitment.

5.4 Implications

Faculties' job satisfaction is an important part of any college and University because if faculties are satisfied then job commitment continues in the college. When faculties towards job commitment is high then their performance is also high and impacts on students' performance. Students' performance is an important part of the college due to this college status and goodwill maintained in the society. Here independent variables i.e. job satisfaction impact on job commitment. Thus the findings generated by the researcher are useful as a tool to make rational decisions to uplift the employee commitment.

5.5 Scope for Future Research

This study only focuses on faculty job satisfaction and job commitment of P.U. affiliated colleges in Kathmandu Valley. The researcher took only four independent variables, namely Recognition, Achievement, Income, and Organization Policy, to measure the job satisfaction of faculties and assess their on-job commitment. This was done so that others could also replicate the study with different variables. The researcher focused solely on colleges affiliated with P.U. in the Kathmandu Valley.

Therefore, the researcher suggests that others conduct similar studies across all colleges affiliated with P.U., and they can also explore different locations.

The researcher reviewed articles and dissertations both within Nepal and abroad. However, only one dissertation was found on this topic at the school level until now. Consequently, the researcher praises that other researchers explore this topic at other universities such as Tribhuvan University, Purbanchal University, Midwestern University, Rajarshree Janak University, and foreign universities.

Similarly, the literature didn't show exact guidelines regarding salary and it was found that salary varies after the colleges affiliated with P.U. Thus it can be a future scope for the researcher to identify the reason behind the unequal payment and impact on job commitment.

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