Exploring the Impact of External Workplace Factors on Job Satisfaction and Organizational Commitment Among Higher Education Teachers in Nepal

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ABSTRACT

This study investigates the role of external workplace factors—work environment, financial benefits, and professional development opportunities—in shaping job satisfaction (JS) and organizational commitment (OC) among teachers at constituent campuses in the Kathmandu Valley, Nepal. The research seeks to understand the interconnectedness of these factors and their implications for improving teacher engagement and institutional outcomes. A mixed-methods approach was employed, incorporating quantitative data from questionnaires and qualitative insights from interviews. A sample of 105 teachers provided responses on their experiences with workplace conditions, financial incentives, and opportunities for growth. Statistical analyses, including correlation, regression, and ANOVA, assessed the relationships among key variables. The study revealed significant positive effects of external factors on both JS and OC. Work environment and professional development opportunities emerged as critical drivers of intrinsic motivation, while financial benefits acted as a key extrinsic motivator. Additionally, job satisfaction mediated the relationship between workplace factors and organizational commitment, demonstrating its central role in fostering teacher loyalty. By addressing external workplace factors and enhancing job satisfaction, institutions can improve organizational commitment among educators. This highlights the need for comprehensive strategies that align

institutional policies with teacher aspirations to ensure a motivated and effective teaching workforce. The implication of the study is that educational policymakers and administrators must prioritize supportive work environments, equitable compensation, and ongoing development opportunities to sustain a committed and high-performing teaching staff, ultimately leading to better educational outcomes.

Key Words: Higher Education, Motivation, Workplace Dynamics, Teacher Engagement, Institutional Commitment.

Background of the Study

Job satisfaction refers to the sense of happiness and fulfillment that individuals derive from their work. It involves emotional and mental responses to the nature of their tasks, the work environment, and their overall professional experiences. Locke (1976) described job satisfaction as a positive emotional state that results from evaluating one's job or work experiences. This definition highlights the importance of personal values, professional goals, and workplace conditions in creating a satisfying work experience. It also stresses the need for alignment between personal aspirations and organizational goals to ensure a fulfilling career.

Robbins and Sanghi (2006) described job satisfaction as a mix of feelings about one's job, including attitudes and perceptions about the workplace. Similarly, Rahman (2008) noted that job satisfaction reflects a general attitude about one's profession. These ideas emphasize that job satisfaction plays a vital role in workplace productivity and organizational success. Employees who are satisfied with their work tend to be more engaged, committed, and efficient, creating a positive environment for growth.

In the field of education, teachers play a vital role in shaping the intellectual and moral development of society. They act not only as educators but also as mentors and role models for their students. As Khalid et al. (2011) noted, a strong and motivated teaching workforce is essential for a robust education system. Teachers significantly contribute to societal progress by fostering critical thinking and practical skills in their students. Their well-being and job satisfaction are closely tied to the quality of education they provide.

Scholars recognize job satisfaction as a key factor in influencing workplace dynamics. Employees who are satisfied with their jobs invest more energy and dedication into their roles, leading to improved productivity and outcomes. In education, this translates into developing skilled individuals who can address societal challenges and foster growth. Armstrong (2006) observed that job

satisfaction reflects how employees feel about their work, with positive feelings indicating satisfaction and negative feelings pointing to dissatisfaction.

Zembylas and Papanastasiou (2004) stressed the importance of aligning teachers' expectations with their professional realities, as this alignment greatly affects their job satisfaction. Similarly, Skaalvik, & Skaalvik (2011). highlighted how the work environment shapes teachers' attitudes toward their jobs. High morale, expertise in their subject, and strong teaching skills are crucial for effective learning (Bolin, 2007). Beyond classroom teaching, teachers also mentor students, foster character development, and inspire lifelong learning (Majasan, 1995; Ofoegbu, 2004).

Research in Nepal supports these perspectives. For instance, Paudel and Subedi (2020) highlighted the role of external factors such as administrative support, workplace resources, and professional development opportunities in improving teachers' job satisfaction in higher education. Similarly, Khaniya (2014) pointed out that low financial incentives and limited career growth opportunities are significant barriers to teacher satisfaction, calling for systemic improvements in Nepali campuses.

Teachers' job satisfaction is critical for shaping educational outcomes. Satisfied and motivated teachers positively influence students' learning, academic achievements, and overall development (Jyoti & Sharma, 2009). To achieve this, teachers need to feel valued, supported, and engaged in their professional roles (Jaiyeoba & Jibril, 2008). As Correnti, Miller, and Rowan (2002) observed, the amount of time and attention teachers devote to their students directly impacts their academic success, emphasizing the importance of keeping educators motivated.

Statement of the Problem

Nepal's education system is structured into three levels: early childhood education, schooling, and higher education. Of these, higher education holds particular importance due to its ability to influence the quality of education at lower levels and drive societal transformation. As a means of spreading knowledge and building capacity, higher education plays a critical role in shaping Nepal's intellectual, social, and economic future.

However, higher education in Nepal faces several challenges. Political interference, favoritism, and inadequate opportunities for professional growth have negatively impacted the job satisfaction and commitment of educators on constituent campuses. These issues hinder the government's efforts to provide

high-quality education and achieve broader development goals. Teachers on constituent campuses play a vital role as they impart essential knowledge and skills to the nation's future leaders and professionals.

Dissatisfaction among higher education teachers in Nepal is a pressing concern. A lack of recognition, limited professional development opportunities, and insufficient financial rewards have led to low morale among educators. These challenges not only affect teachers' job satisfaction (dependent variable) but also influence their level of organizational commitment (dependent variable)—two critical factors in ensuring the quality and sustainability of higher education institutions. The external workplace factors such as work environment, financial benefits, and professional development opportunities (independent variables) are closely tied to these outcomes. When these external factors are unfavorable, they reduce intrinsic and extrinsic motivation, resulting in lower job satisfaction and ultimately weakening organizational commitment (Naylor, 1999; Bhandari, 2024).

Addressing these issues requires a deeper understanding of how external workplace conditions affect the attitudes and behaviors of teachers in higher education. Without concrete evidence and insights, efforts to reform institutional policies may remain ineffective or misaligned with the actual needs of educators (Chapagain, 2023).

Research Questions

- How do external workplace factors (work environment, financial benefits, and professional development opportunities) influence job satisfaction among higher education teachers in Nepal?
- What is the relationship between job satisfaction and organizational commitment among teachers at constituent campuses?
- Does job satisfaction mediate the relationship between external workplace factors and organizational commitment?

Objectives of the Study

This study seeks to examine the impact of external factors on job satisfaction and organizational commitment among teachers in constituent campuses in Kathmandu Valley. It aims to understand how external workplace factors influence job satisfaction, analyze the role of financial benefits in enhancing organizational commitment, and evaluate the effect of professional development opportunities on teachers' dedication and satisfaction.

Hypotheses

H1: External work environment factors have a significant positive impact on job satisfaction among teachers in constituent campuses.

H2: Adequate financial rewards significantly enhance organizational commitment among teachers in constituent campuses.

H3: Opportunities for professional development positively influence both job satisfaction and organizational commitment among teachers in constituent campuses.

Theoretical Framework

The theoretical framework of this study incorporates several modern theories:

Self-determination theory (Deci & Ryan, 1985) emphasizes intrinsic motivation, which is driven by autonomy, competence, and meaningful connections. Supportive work environments and growth opportunities foster this intrinsic motivation, leading to higher satisfaction and commitment.

Job Demands-Resources Model (Bakker & Demerouti, 2007) explains the balance between job demands and resources. When teachers have access to resources like fair pay and workplace support, it alleviates stress and enhances their overall satisfaction and organizational commitment.

Social Exchange Theory (Blau, 1964) highlights the reciprocal relationship between employees and their organizations. When teachers receive recognition, financial benefits, and professional opportunities, they are more likely to respond with loyalty and dedication.

Equity Theory (Adams, 1963) focuses on fairness in resource distribution. When teachers perceive their compensation and opportunities as fair, it positively influences their satisfaction and engagement.

Conceptual Model

The conceptual model demonstrates the relationship between external factors and their impact on teachers' job satisfaction and organizational commitment. External factors include work environment, financial benefits, and professional development opportunities, which are key drivers of satisfaction and commitment.

Variables Brief:

1. **Work Environment Factors:** These include the physical and social conditions under which teachers perform their duties. Supportive administration and positive workplace culture are critical (Chapagai, 2023).

2. **Financial Benefits:** Adequate and fair remuneration, bonuses, and benefits that ensure financial security and motivation (Khaniya , 2014)

3. **Professional Development Opportunities:** Access to training, workshops, and career advancement prospects that enhance teachers' skills and job satisfaction (Chapagai ,2023).

4. **Job Satisfaction:** Represents the degree of contentment teachers feel regarding their roles and responsibilities, including work conditions, remuneration, and professional growth opportunities (Bhatta & Adhikari, 2023).

5. **Organizational Commitment:** Reflects the dedication and loyalty of teachers to their institutions, driven by satisfaction with their work environment, recognition, and opportunities for growth (Rai & Thapa, 2023).

Flowchart Representation:
[External Factors]
Work Environment Factors
Financial Benefits
Professional Development Opportunities

[Job Satisfaction] ⟶ [Organizational Commitment]

Research methods

The study adopted a quantitative descriptive design, which is particularly suitable for collecting detailed data about job satisfaction and organizational commitment through structured questionnaires. This design emphasizes identifying patterns and relationships within the data, providing a comprehensive understanding of the phenomena being studied. By facilitating the collection of standardized data from a large number of respondents, the quantitative descriptive design enables robust statistical analysis (Hidayah & Tobing, 2018). Moreover, relying solely on questionnaire-based data collection ensures consistency and efficiency in data acquisition.

The population for this study consists of faculty members working in a specific College, including individuals across all campuses, genders, age groups, educational qualifications, and years of service. Faculty members represent the most appropriate group for exploring job satisfaction and organizational commitment, as they are directly affected by these factors in their professional

roles. Additionally, including diverse demographic variables ensures that the findings are representative of the entire faculty population (Luz, de Paula, & de Oliveira, 2018).

The sample was selected using a non-probability purposive sampling method, wherein participants voluntarily responded to the survey. The questionnaires were administered online through a Facebook portal over a 15-day period, inviting faculty members to participate. A total of 105 responses were collected within the deadline for data collection. This sampling approach ensures that only individuals relevant to the study are included, maintaining alignment with the research objectives. Utilizing Facebook as a data collection platform is a practical and efficient choice, offering cost-effectiveness and broad accessibility to the target population. The voluntary nature of participation adheres to ethical research practices by ensuring respondents' consent and willingness to contribute (Lehdonvirta, Oksanen, Räsänen, & Blank, 2020).

The selected population of faculty members is highly appropriate for an online survey for several reasons. Faculty members are generally expected to have the necessary digital literacy and access to engage with online platforms like Facebook. This method allows for targeted dissemination of the survey, ensuring that it reaches the intended population while providing convenience for respondents. Additionally, the online format effectively addresses the logistical challenges of a geographically dispersed population, encouraging participation and reducing barriers. This approach ensures that the study remains methodologically sound, ethically responsible, and accessible to its intended respondents (Lehdonvirta et al., 2020).

Validity and Reliability Assurance

Ensuring validity and reliability was critical to this study. Content validity was established by aligning the questionnaire and interview items with the study's objectives, supported by expert reviews (Best & Khan, 2004). Face validity was ensured through a pilot test, which verified that the questions were clear and comprehensible to participants. Construct validity was achieved by aligning the items with established theories such as Herzberg's Motivation-Hygiene Theory and the Job Demands-Resources Model (Bakker & Demerouti, 2007).

Reliability was measured using Cronbach's alpha, which assessed the internal consistency of the multi-item Likert scales. The values for key variables—work environment factors (0.82), financial benefits (0.79), professional development opportunities (0.84), job satisfaction (0.87), and organizational commitment (0.85)—exceeded the acceptable threshold of 0.70, indicating strong reliability.

Test-retest reliability confirmed stability over time, with high correlation coefficients (r > 0.75) for repeated responses. These measures ensured that the instruments provided consistent and valid results for analyzing the factors influencing job satisfaction and organizational commitment among teachers.

Regression Equations:

Model 1: Predicting Job Satisfaction
$JS = \beta_0 + \beta_1(WEF) + \beta_2(FB) + \beta_3(PDO) + \epsilon$
Model 2: Predicting Organizational Commitment
$OC = \alpha_0 + \alpha_1(JS) + \alpha_2(WEF) + \alpha_3(FB) + \alpha_4(PDO) + \epsilon$
<u>Where:</u>
JS: Job Satisfaction
OC: Organizational Commitment
WEF: Work Environment Factors
FB: Financial Benefits
PDO: Professional Development Opportunities
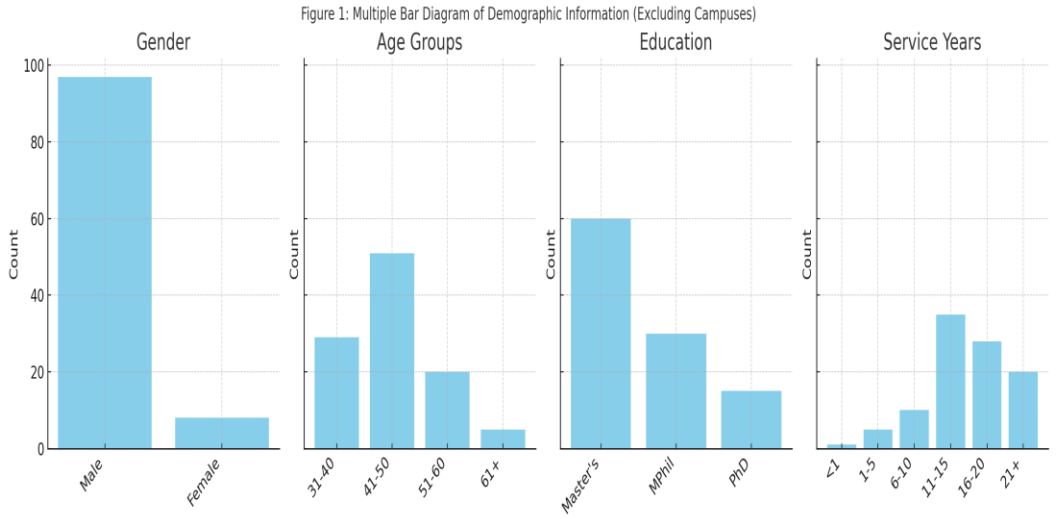β_0, α_0 : Intercept terms for the respective equations
$\beta_1, \beta_2, \beta_3, \alpha_1, \alpha_2, \alpha_3, \alpha_4$: Regression coefficients for the predictors
ϵ\epsilon$\epsilon$: Error term (unexplained variance)
Analysis and results

Figure 1

Multiple bar diagram of demographic information

Figure 1: Multiple Bar Diagram of Demographic Information (Excluding Campuses)

Multiple bar diagram of demographic information (Figure 1) provides a comprehensive visualization of the data through multiple bar charts, each representing a distinct category. The first chart illustrates gender distribution, revealing that males (97) dominate significantly over females (8).

The second chart focuses on age groups, highlighting that the majority of individuals fall into the 41-50 age range (51), followed by 31-40 (29). A smaller proportion belongs to the 51-60 (20) and 61 and above (5) categories. Educational background is represented in the third chart, where most individuals have a Master's degree (60), followed by MPhil (30), and the smallest group holding a PhD or higher qualification (15).

Finally, the service years chart shows that most individuals have 11-15 years of service (35), followed by 16-20 years (28) and 21 years or more (20). Very few individuals have less than 1 year (1) or 1-5 years (5) of service. Across all charts, the x-axis represents subcategories, and the y-axis shows the corresponding values, with labels rotated for readability where necessary. The charts collectively provide a clear and concise summary of the data trends and distributions.

Table 1
Descriptive Statistics for Study Variables

Variable	Mean (M)	Standard Deviation (SD)
Job Satisfaction	3.47	0.80
Organizational Commitment	4.00	0.70
Work Environment Factors (WEF)	3.50	0.90
Financial Benefits (FB)	3.20	0.74
Professional Development Opportunities (PDO)	3.80	0.85

Note. The table summarizes the mean (M) and standard deviation (SD) for all study variables.

The descriptive statistics for the study variables, including Job Satisfaction, Organizational Commitment, Work Environment Factors (WEF), Financial Benefits (FB), and Professional Development Opportunities (PDO), are presented in Table 1. The table highlights the mean (M) and standard deviation (SD) for each variable, providing insights into the central tendency and variability of responses.

Job Satisfaction recorded a mean of 3.47 (SD = 0.80), indicating that respondents generally expressed moderate satisfaction with their jobs, with some variability in responses. Organizational Commitment had a slightly higher mean of 4.00 (SD = 0.70), suggesting a strong sense of loyalty and dedication among participants,

accompanied by relatively low variability. Work Environment Factors (WEF) showed a mean of 3.50 (SD = 0.90), reflecting moderately favorable perceptions of the work environment, with greater variability compared to the previous variables.

Financial Benefits (FB) demonstrated a mean of 3.20 (SD = 0.74), indicating that respondents perceived their financial benefits to be moderately adequate, with some variation in opinions. Similarly, Professional Development Opportunities (PDO) had a mean of 3.80 (SD = 0.85), suggesting relatively positive perceptions of growth opportunities within the organization, though with notable variability among responses.

The statistics reveal a diverse range of perceptions across the key study dimensions, with Organizational Commitment standing out as the highest-rated variable. The standard deviations suggest that while some dimensions, such as Organizational Commitment, exhibit more consistent responses, others, like WEF and PDO, reflect greater variation in individual perceptions. These findings provide valuable insights into employee attitudes and organizational characteristics, forming a basis for further analysis and interpretation.

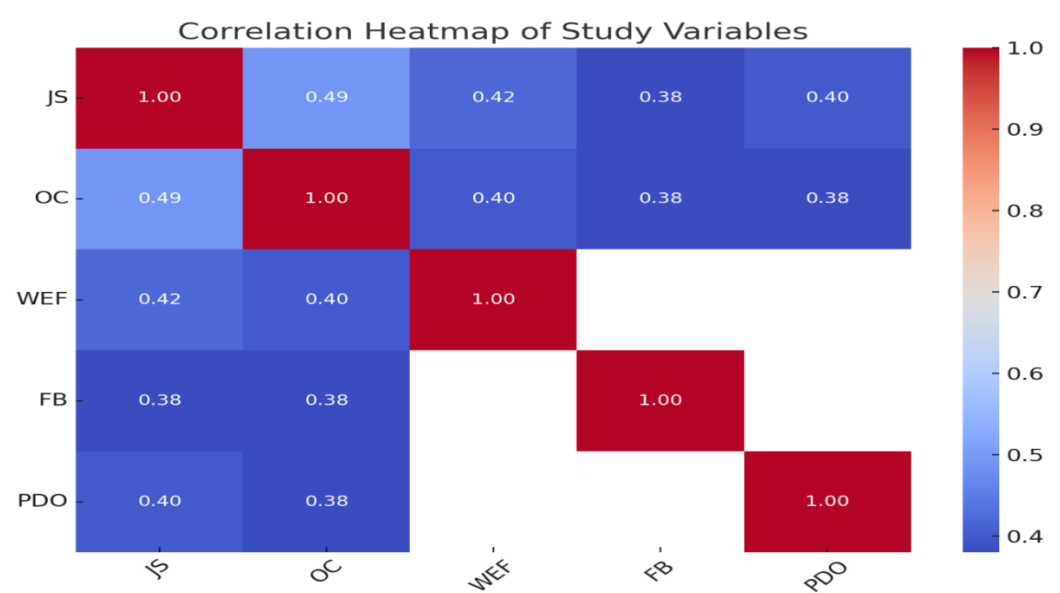**Figure 2**
Correlation Heatmap

Figure 2 presents the correlation matrix among the key study variables, including Job Satisfaction (JS), Organizational Commitment (OC), Work Environment

Factors (WEF), Financial Benefits (FB), and Professional Development Opportunities (PDO). The heatmap provides a detailed visualization of these relationships, with diagonal values of 1.00 representing perfect correlations within each variable. The off-diagonal values highlight pairwise correlations, demonstrating significant positive relationships across the variables.

Job Satisfaction (JS) positively correlates with Organizational Commitment (OC) (r = 0.49, $p < .01$), Work Environment Factors (WEF) (r = 0.42, $p < .01$), Financial Benefits (FB) (r = 0.38, $p < .01$), and Professional Development Opportunities (PDO) (r = 0.40, $p < .01$). Similarly, Organizational Commitment (OC) exhibits positive correlations with WEF (r = 0.40), FB (r = 0.38), and PDO (r = 0.38). External factors, represented by WEF, FB, and PDO, also correlate positively with both Job Satisfaction and Organizational Commitment, further emphasizing the interconnectedness of these dimensions.

These findings underscore the joint contribution of these variables to workplace outcomes. The strong positive correlations reflect the interdependence of intrinsic and extrinsic workplace factors, such as satisfaction, commitment, and external support. This interconnectedness highlights the importance of considering these relationships holistically when examining organizational dynamics and employee experiences. The results align with prior research, which suggests that a positive work environment, financial benefits, and opportunities for professional development collectively foster satisfaction and commitment in the workplace.

Table 2

Regression Metrics

Model	R	R²	Adjusted R²
Model 1 (Job Satisfaction ~ External Factors)	0.4	0.16	0.15
Model 2 (Organizational Commitment ~ Job Satisfaction + External Factors)	0.49	0.24	0.23

Table 2 presents the regression metrics for Model 1 (Job Satisfaction ~ WEF + FB + PDO) and Model 2 (Organizational Commitment ~ Job Satisfaction + WEF + FB + PDO). Model 1 explains 16% of the variance in Job Satisfaction ($R^2 = 0.16$), while Model 2 explains 24% of the variance in Organizational Commitment ($R^2 = 0.24$). The adjusted R^2 values indicate the robustness of the models after accounting for predictors.

Table 3

ANOVA Results

Source	SS (Model 1)	df (Model 1)	F (Model 1)	SS (Model 2)	df (Model 2)	F (Model 2)
Model	10.5	1	19.63	15.6	2	18.34
Residual	54.5	103	-	49.4	102	-
Total	65.0	104	-	65.0	104	-

The table presents the results of two models (Model 1 and Model 2) analyzed using Analysis of Variance (ANOVA), showcasing the sums of squares (SS), degrees of freedom (df), and F-statistics (F). These metrics provide insight into the variance explained by the models and their overall fit.

For **Model 1**, the sum of squares attributed to the model (SS = 10.5) and the residual (SS = 54.5) reflect the portion of variance explained by the independent variable and the unexplained variance, respectively. With 1 degree of freedom for the model and 103 for the residuals, the F-statistic is 19.63, suggesting that the model explains a significant proportion of the variance in the dependent variable relative to the unexplained variance.

For **Model 2**, the model sum of squares increases to 15.6, indicating that the inclusion of an additional predictor or variable in the model accounts for more variance. The residual sum of squares decreases to 49.4, reflecting a reduction in unexplained variance. With 2 degrees of freedom for the model and 102 for the residuals, the F-statistic is slightly lower at 18.34, but still indicative of a statistically significant model fit.

The comparison between the two models demonstrates that Model 2 accounts for more variance in the dependent variable than Model 1, as evidenced by the increase in model SS and decrease in residual SS. This suggests that the additional predictor in Model 2 contributes meaningfully to explaining the outcome. The F-statistics in both models are high, indicating that both models are statistically significant. These findings imply that the independent variables included in the models have a substantial impact on the dependent variable, and further refinement of the models may yield even greater explanatory power.

Regression Equation for Model 1

$$JS = \beta_0 + \beta_1 \cdot WEF + \beta_2 \cdot FB + \beta_3 \cdot PDO + \epsilon$$

This equation demonstrates that job satisfaction (JS) is influenced by work environment factors (WEF), financial benefits (FB), and professional development opportunities (PDO). The intercept (β_0) represents the baseline level of JS when all predictors are zero. Each coefficient ($\beta_1, \beta_2, \beta_3$) indicates the unique contribution of its corresponding predictor to JS. For example:

A significant positive $\beta 1$ implies that better work environments increase JS. Significant β_2 and β_3 suggest that improvements in financial benefits and professional development also enhance JS.

Regression Equation for Model 2

$$OC = \alpha_0 + \alpha 1 \cdot JS + \alpha_2 \cdot WEF + \alpha_3 \cdot FB + \alpha_4 \cdot PDO + \epsilon$$

This equation explores the relationship between organizational commitment (OC) and predictors such as job satisfaction (JS), WEF, FB, and PDO. The coefficient α_1 captures the effect of JS on OC, while $\alpha_2, \alpha_3, \alpha_4$ measure the impact of WEF, FB, and PDO, respectively. For instance:

A significant positive α_1 suggests that higher JS strongly enhances OC.Significant $\alpha_2, \alpha_3, \alpha_4$ indicate that better work environments, financial benefits, and professional development opportunities also directly influence OC.

This model highlights the interconnected nature of workplace factors, where JS not only directly impacts OC but also mediates the effects of other predictors.

Comparisons Between Models

The comparison between the two models highlights their distinct purposes and interrelated nature. Model 1 focuses on understanding how specific workplace factors—Work Environment Factors (WEF), Financial Benefits (FB), and Professional Development Opportunities (PDO)—influence Job Satisfaction (JS). It provides a straightforward approach to identifying key drivers of employee satisfaction. In contrast, Model 2 expands upon Model 1 by incorporating JS as both a predictor and an outcome. It examines how JS mediates the relationship between WEF, FB, PDO, and Organizational Commitment (OC), offering a broader perspective on workplace dynamics.

While Model 1 is simpler and more targeted, addressing the direct predictors of JS, Model 2 introduces complexity by exploring the cascading effects of satisfaction on commitment. Model 1 emphasizes the direct contribution of workplace factors to JS, while Model 2 demonstrates that JS not only serves as an

outcome influenced by these factors but also acts as a mediator that shapes OC. This mediating role of JS highlights its critical importance in bridging workplace factors and organizational outcomes.

However, the added complexity of Model 2 raises some challenges. The overlapping influence of WEF, FB, and PDO on both JS and OC may introduce multicollinearity, potentially affecting the clarity of individual predictors' contributions to OC. Moreover, while Model 2 offers a more comprehensive framework, its interpretability may be reduced compared to Model 1 due to its broader scope and multiple predictors. Additionally, the extent of JS's mediation in the relationships between workplace factors and OC is not explicitly quantified, which limits the precision of the findings.

From a practical standpoint, Model 1 provides actionable insights into improving JS by targeting specific workplace factors. Model 2 complements this by showing how such improvements in satisfaction can indirectly enhance OC, underscoring the interconnectedness of these outcomes. However, implementing strategies based on Model 2 may require prioritizing interventions that impact both JS and OC, which can complicate decision-making processes.

While Model 1 offers a focused and interpretable framework for addressing job satisfaction, Model 2 provides a more understanding of the interaction between satisfaction and commitment. Together, these models offer a comprehensive perspective on workplace dynamics, emphasizing the importance of addressing both direct and mediated relationships to enhance organizational outcomes.

Discussion and Findings

This study highlights the interconnectedness of workplace factors in shaping job satisfaction (JS) and organizational commitment (OC) among higher education teachers in Nepal. The findings reveal that work environment factors (WEF), financial benefits (FB), and professional development opportunities (PDO) significantly contribute to JS, consistent with previous research. Skaalvik, & Skaalvik (2011). emphasized that supportive work environments foster positive attitudes toward work, increasing satisfaction and commitment. Similarly, Dinham & Scott (2000) noted that conducive workplace conditions, including effective communication and administrative support, are critical in enhancing teacher satisfaction.

Financial benefits emerged as a vital extrinsic motivator influencing both JS and OC. Khaniya (2014) demonstrated that fair remuneration and performance-based incentives directly improve employee morale and loyalty. Additionally, PDO play

a crucial role in building intrinsic motivation by aligning individual aspirations with institutional goals. Shrestha and Thapa (2021) underscored the significance of access to training and workshops in empowering educators and fostering career satisfaction.

The study also emphasizes the mediating role of JS in enhancing OC, showcasing its critical importance in bridging workplace factors and organizational outcomes. This finding aligns with the Job Demands-Resources Model (Bakker & Demerouti, 2007), which suggests that well-resourced workplaces reduce stress and increase engagement. However, overlapping influences among predictors raise concerns about multicollinearity, indicating the need for further refinement in model interpretation. Overall, these results reinforce the importance of addressing both intrinsic and extrinsic motivators to sustain a dedicated teaching workforce.

Conclusions

Implementing these evidence-based actions can significantly enhance job satisfaction and organizational commitment among higher education teachers. By fostering supportive workplaces, improving financial benefits, and investing in professional growth, institutions can create a motivated and engaged teaching workforce, ultimately contributing to the overall quality of education and institutional success. The analysis underscores the pivotal role of external factors and job satisfaction in shaping organizational commitment, aligning with prior literature on workplace dynamics and teacher engagement.

Action Implications

Enhancing job satisfaction and organizational commitment among higher education teachers requires focused strategies. Universities should foster supportive environments that value contributions, provide recognition, and encourage collaboration. Adequate financial benefits, including fair salaries and timely remuneration, are essential to retain and motivate teachers.

Professional development opportunities, such as training programs and career advancement pathways, can enhance teacher skills and satisfaction. Regular assessments of teacher satisfaction through surveys and evaluations are crucial to address challenges proactively. A balanced approach integrating workplace support, financial incentives, and growth opportunities can create a **Limitations**

This study has several limitations that should be acknowledged. First, the research is confined to constituent campuses in the Kathmandu Valley, which may not

fully represent the broader context of higher education across Nepal. Differences in regional, institutional, and cultural factors could influence the generalizability of the findings. Second, the study relies on self-reported data collected through questionnaires and interviews, which may be subject to biases such as social desirability or recall errors. Third, while the study examines key external factors such as work environment, financial benefits, and professional development opportunities, other potential influencers of job satisfaction and organizational commitment, such as personal characteristics or institutional policies, were not considered. Finally, the cross-sectional design of the study limits its ability to establish causal relationships between the variables.

Ethical Considerations

Ethical principles were carefully upheld throughout the study to ensure integrity and respect for participants. Informed consent was obtained from all participants, who were provided with detailed information about the study's purpose, procedures, and their right to withdraw at any time without penalty. Confidentiality and anonymity of participants were maintained by using unique codes for responses and securely storing the data. The study adhered to the principles of voluntary participation, ensuring that respondents were not coerced or pressured into taking part. Ethical approval was obtained from the relevant institutional review board, and all research procedures complied with national and institutional ethical guidelines. These measures ensured the study was conducted responsibly, respecting the rights and welfare of participants.

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