

# Teachers' Job Satisfaction and Its Influence on Affective Commitment: A Case Study of People's Campus

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## *Abstract*

*The purpose of this study is to investigate the relationship between teacher job satisfaction and affective commitment of People's Campus. According to the survey method, the data was obtained by a structured questionnaire on a sample of seventy two teachers using a judgmental sampling procedure. Descriptive statistics analysis was employed. All of the independent variables correlated positively and significantly with the dependent variable (affective commitment). If management can target these job satisfaction criteria, it will be easier to generate a commitment among employees to willingly engage in the organization's development.*

*Key Words: Job satisfaction, affective commitment, compensation, supervision, coworkers.*

## 1. Introduction

The only living resource available to an organization is the human resource. Without them, other resources such as machines, money, and materials will be ineffective. Employees are distinctive because they are the only living resource available to an organization. Keeping their human resources satisfied is a challenging task for managers. The human resource considers, reacts, acts, and perceives situations differently.

A person with high job satisfaction has positive feelings about their job, whereas a person with low job satisfaction has negative emotions (Judge & Robbins, 2016). In general, they are satisfied when they receive what they expect, but dissatisfied when they do not. According to their observations and emotional experiences, satisfied employees have positive opinions about their jobs based on pay, work, workgroup, supervision, promotion, and working conditions. Accordingly, job satisfaction should be viewed as a collection of

attitudes toward different aspects of the job and workplace (Von Glinow & McShane, 2017). The willingness to work toward the organization's objectives and hold particular ideas, as well as acceptance of the organization's values and principles, all constitute organizational commitment (Luthans, 2006). Three categories affective commitment, continuation commitment, and normative commitment can be used to classify the levels of organizational commitment. Having joined an organization, a person can develop affective commitment, which increases their willingness to stick around, foster social connections, and respect for relationships with other organizations; continuance commitment, which is a strong urge to leave the organization in order to survive, while also taking into account the costs of leaving the organization and respect for participation in the organization; and normative commitment, which is a feeling of loyalty to the organization (Zurnali, 2010).

People's Campus (PEC), a pioneering and prominent community-based non-profit academic institution, was founded in 1981 A.D. by a group of visionary educators, professionals, and major players in education. The campus's main block and attached building feature more than 30 fully outfitted classrooms, cutting-edge computer labs, an e-library, a well-resourced library, an auditorium, and extensive outdoor grounds. People's Campus wants to be the best place for students to learn about management, and they want to make sure it's not too expensive. They believe that everyone should be able to obtain an excellent education without spending a lot of money. As a result, they strive hard to keep their prices low for students. People's Campus has grown into a well-known and renowned educational institution over the years. They are happy to deliver a high-quality education to their students and support them in advancing in their careers (People's campus, 2021).

Teachers are viewed as critical players in the process of nation-building. They educate students who are eventually allocated to various positions in the company and lead it. So, whether or not teachers are content with their work determines how well they do. If they are satisfied, they will give their all to their work and generate responsible, well-educated youths. Otherwise, they put in less effort, which has an effect on the country's educational system.

The paper is divided into seven sections, including the Introduction. The next section contains the objective of the study, followed by a statement of the problem as well as review of the literature. This is followed by a section that discusses the research method. The sixth section gives the analysis and outcomes, while the seventh section concludes the research.

## 2. Objective of the study

The objective of this study is to examine the relationship between job satisfaction and organizational commitment.

## 3. Statement of problem

The role of teachers is vital to the education system and their job satisfaction and organizational commitment have a significant impact on academic results, student outcomes as well as university effectiveness. Regardless of their significance, it is necessary to study the dynamics of job satisfaction and organization commitment between teaching staff in order to gain a greater understanding of the challenges they face and identify possible areas for change. The teaching profession is facing a number of issues, including fatigue, high turnover rates, and reduced passion, which may be related to job dissatisfaction as a result. It is critical to examine and comprehend the extent to which job satisfaction influences teacher commitment, as well as the underlying causes and mechanisms that promote or inhibit commitment in the context of current education systems. This study intends to address these essential challenges and provide useful insights into increasing teacher commitment, which can lead to improved educational outcomes and teacher retention.

## 4. Literature Review

Affective commitment, a pivotal dimension of organizational commitment, entails a profound emotional connection to the organization (Meyer & Allen, 1991). According to Meyer and Allen's three-component model, job satisfaction plays a significant role in predicting affective commitment. The research among teachers affirms that higher job satisfaction correlates with the development of stronger affective commitment to their

school (Meyer et al., 2002). Singh and Jain (2013) suggest that how employees feel about their jobs, like whether they are happy with their work, often reflects how well the company is doing overall. This is especially important for people who work in customer service and sales because their happiness at work can affect how the public sees the company. Therefore, companies should prioritize strategies to enhance staff performance and productivity, ultimately leading to increased revenues, customer satisfaction, and retention. Vandenberg and Lance (1992) investigated the causal link between work satisfaction and organizational commitment. Their findings support the notion that commitment fosters satisfaction. Notably, the primary drivers of job satisfaction in school instructors encompass the nature of the work, relationships with coworkers, student interactions, and a sense of accomplishment (Manandhar et al., 2021). Manandhar (2021) In a study focusing on married women professionals in the banking sector findings indicate contentment with their roles, attributing it to factors such as a conducive work environment, emotional attachment to the job, job satisfaction, long-term commitment, and a favorable attitude toward their responsibilities. However, in the context of educational institutions, job satisfaction emerges as a pressing concern, particularly among teachers in Nepal. Dissatisfaction has prompted a surge in grievance initiatives, with discernible repercussions on student performance and other sectors. Teachers' characteristics, encompassing dedication, knowledge, and academic abilities, significantly impact their performance and the overall development of schools (Gikunda, 2016). Furthermore, extensive empirical evidence highlights the positive correlations between organizational commitment and variables measuring job satisfaction, while conversely, job insecurity demonstrates an adverse correlation with job satisfaction and organizational commitment (Vujičić et al., 2015). Organizational commitment not only positively influences job satisfaction and job performance but also mediates the effects of work-family conflicts on job satisfaction (Cao et al., 2020). Saiti and Papadopoulos (2015) reveal that teachers tend to derive greater satisfaction from aspects such as administration, interactions with colleagues, and the intrinsic nature of their work. However, they express less satisfaction with income, perks, and potential incentives, with these levels of satisfaction also exhibiting correlations with age. In the contemporary landscape of fierce business competition, organizations must cultivate an organizational

learning climate that fosters regular information-sharing among employees, thereby optimizing performance. Effective managerial dedication is equally pivotal for achieving peak performance (Budihardjo, 2014). Research suggests that both the organizational learning environment and managers' affective commitment exert a favorable influence on company performance. Notably, statistical analysis underscores the robust connection between job satisfaction and affective commitment (Budihardjo, 2014).

As an independent variable, figure 1 envisages that job satisfaction is measured by three variables namely, compensation, supervision, and coworker which has been supported by the study of Koustelios, and Bagiatis. (1997). Whereas affective commitment has been selected as the dependent variable.

## 5. Methods

### 5.1 Research design

This study is based on descriptive research design. This study has used a survey method which is based on a questionnaire survey of teachers. Therefore, the research is quantitative, and structured questionnaires are used for the data collection.

### 5.2 Population and Sample

Sampling is the process of choosing a portion of a population for research in order to determine its characteristics. A judgmental sampling strategy is applied in this investigation. The faculty members were given a total of 103 questionnaires, but only 72 of them generated complete, valid replies.

### 5.3 Data Collection Instruments

Data were gathered through a survey of selected teaching faculty at People's campus using closed-ended structured questionnaires. A self-administered questionnaire based on Koustelios, Bagiatis, and Schmidt (1997), Belias, Koustelios, and Schmidt (2015), and Yang and Choi (2009) was utilized for the survey.

### 5.4 Methods of Analysis

The level of significance of the influence of independent variables on the dependent variable was assessed statistically using the data from the questionnaires in linear regression and descriptive statistics like mean, standard deviation were also used.

## 6. Data analysis, result and discussion

### 6.1 Descriptive Statistics

Table 1  
Mean and standard deviation

	Mean	Std. Deviation	N
Affective	20.56	4.66	72
Supervision	21.72	5.35	72
Compensation	16.44	4.11	72
Coworkers	20.78	4.02	72

*Note. From Researchers' Calculation*

The total number of observations acquired was 72, with the mean and standard deviation of affective commitment being 20.56 and 4.66, respectively. Similarly, the supervision value is 21.72 and 5.35. Compensation is at 16.44 and 4.11, whereas coworkers are at 20.78 and 4.02.

### 6.2 Association between job satisfaction and affective commitment

Table 2  
Correlations between job satisfaction and affective commitment

	Affective	Supervision	Compensation	Co workers
Affective	1			
Supervision	0.713 (.000)	1		
Compensation	0.65 (.000)	0.761 (.000)	1	
Coworkers	0.505 (.000)	0.453 (.000)	0.534 (.000)	1

*Note. From Researchers' Calculation*

Correlation is a statistical term that expresses how closely two variables are related (meaning they change at the same rate). It's a typical tool for describing simple relationships without stating a cause and effect link. The table 2 shows that affective commitment has positive and significant correlations with all the independent variables. We can say that supervision which is 0.713 is highly correlated compared to other variable compensation 0.65 and coworkers 0.505.

#### Multicollinearity test

Table 3  
Collinearity statistics

Model	Collinearity Statistics	
	Tolerance	VIF
Supervision	0.418	2.394
Compensation	0.376	2.661
Coworkers	0.71	1.409

*Note. From Researchers' Calculation*

A variance inflation factor (VIF) in regression analysis is a measure of the level of multicollinearity. In a multivariate regression model, multicollinearity exists when there is a correlation between many independent variables. This can have a negative impact on the regression results. As shown in table 3, the tolerance value exceeds 0.1, and VIF values are less than 10 which indicates absence of multicollinearity.

Table 4  
Model summary

	Sum of Squares	df	Mean Square	F	Sig.
Regression	867.258	3	289.086	28.972	.0000
Residual	678.52	68	9.978		
Total	1545.778	71			

*Note. From Researchers' Calculation*

The ANOVA test determines the impact of independent variables on the dependent variable. Table 4 indicates the fitted model or R square is significant. The ANOVA test is performed to see if there are any statistically significant differences between the means of three or more groups. The low p-value (0.0000) in the "Sig." column in this case suggests that there is strong evidence to reject the null hypothesis (H<sub>0</sub>) that there are no significant differences between the group means. The F-statistic (28.972) also indicates that the group means differ significantly. As a result, we can determine that the groups in the data have statistically significant differences.

## **7. Conclusion**

An employee's emotional connection to the company they work for is known as affective commitment. Employees that perceive a high level of affective commitment will be more devoted, driven, and eager to put in more effort to meet corporate objectives. The present study aims to examine the relation between job satisfaction and affective commitment. All the independent variables have shown a positive and significant relationship with the dependent variable. Comparatively, it appears that supervision is more closely related to affective commitment, which is consistent with the findings of Orgambeze and Almeida (2020), who found that supervisor support, enthusiasm, and absorption were significantly and positively related to emotional organizational commitment. Through vigor and absorption, the supervisor's support has an effect on affective organizational commitment both directly and indirectly. Similarly, Jung, Kang, and Choi (2020) also found that the outcomes of the empirical investigation showed a favorable correlation between committed organizational change and leadership that is empowering. Compensation and affective commitment also have high positive and significant relation which is supported by the findings of Ogunnaike, Oyewunmi, and Famuwagun (2016), which concluded that compensation has a substantial impact on organizational commitment. It also recommended that organizations ensure the construction of adequate compensation packages which will result in greater employee commitment and better performance outcomes. Milgo, Namusonge, Kanali, and Makokha (2014) study supported the importance of compensation and rewards as a factor in determining employee commitment. Coworkers also play an important role in affective commitment of an



employee which is backed by the finding of Limpanitgul, Boonchoo, and Photiyarach (2014). The Researcher found significant relationships between colleague support and the affective and normative components of organizational commitment were discovered in the Thai sample.

The current study is limited to the teaching staff of Peoples Campus, works with only three factors of job satisfaction, and focuses solely on its relationship with affective commitment. As a result, future research can incorporate more variables linked to job satisfaction, as well as continuous commitment and normative commitment.

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