

ORGANISATIONAL COMMITMENT AND OCCUPATIONAL STRESS AS PREDICTOR OF JOB SATISFACTION: EVIDENCE FROM UNIVERSITY TEACHERS

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Abstract: Several responsibilities are managed by university teachers, which include teaching, research work, administrative duties, and student monitoring, making their schedule quite hectic many times. These laborious long run-time demanding efforts often create pressure that can affect their well-being and the manner teachers feel towards their work. This study elaborates how organisational commitment relates to occupational stress and job satisfaction amid university teachers in Punjab. Quantitative design has been adopted to collect the data from 400 teachers through a standardised scales for organisational commitment, occupational stress, and teachers' job satisfaction. Correlation and regression techniques have been applied to analyse the data to perceive both the direction and strength of these relationships. The findings demonstrate that teachers with higher organisational commitment generally report lower level of occupational stress and express additional optimistic feelings about the job. The organisational commitment and occupational stress compared with predictors of job satisfaction confirms that stress emerged as the stronger factor, although commitment also made a meaningful contribution. Overall, the highlights of the verdict are that reducing occupational stress and strengthening organisational commitment can improve the overall professional journey of teachers in higher education settings.

Keywords: Organisational Commitment, Occupational Stress, Teachers Job Satisfaction, University Teachers, Correlation Analysis, Regression Analysis

INTRODUCTION

The university teacher's role now reflects a gradual shift from the primary academic role to a complex set of responsibilities involving teaching, research, administrative tasks, student monitoring, accreditation reporting, and institutional service. In India, particularly in higher education environment in Punjab, faculty members often navigate these demands, which are marked by increasing expectations for research productivity, competition for funding, curricular reforms, and rising student numbers. Psychological experiences of teachers and the organisational conditions surrounding them under constraints and burden problems have brought renowned attention for scrutinising challenges. In this context, organisational commitment, occupational stress, and job satisfaction have emerged as three central variables

for understanding teacher well-being and performance in higher education.

Organisational commitment indicates to the psychological bond an employee perceives towards their institution and the extent to which they identify with its goals and values. Meyer and Allen's (1997) three-component framework conceptualises commitment in terms of affective, continuance, and normative dimensions, highlighting that employees remain with organisations for emotional, calculative, or moral reasons. Over time, research has shown that committed employees generally display stronger involvement in their roles, lower withdrawal behaviours, and greater willingness to support institutional initiatives (Meyer et al., 2004). In the higher education system, organisational commitment has been associated with teachers' motivation,

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their sense of professional identity, and their willingness to engage in academic behaviours such as mentoring or committee work.

Alongside organisational commitment, occupational stress, too, has become a significant concern in university environments. Teaching in higher education often requires emotional labour, multitasking, and dealing with frequent organisational changes. Reports of researchers display that stress related to workload, role conflict, insufficient research support, and limited opportunities for growth exist among academic staff across many countries (Winefield et al., 2003). High strain and anxiety level among faculty, driven by accreditation pressure, administrative load, and evolving performance matrices, has similarly been noted by Indian studies. Association of chronic occupational stress in academic setting leads to burnout, reduced institutional quality, interpersonal tension, and declining mental health as testified by Watts and Robertson (2011). Thus, the examination of stress-causing factors particularly in the Indian university setup is the pressing issue of present time.

In the present study, job satisfaction as the third major variable, reflects how job experiences are evaluated by individuals and what circumstances they prefer to express positivity. Locke (1976) describes it as a satisfying emotional condition arising from evaluation of one's appraisal about job conditions. Many determinants such as autonomy, acknowledgement, fair workload, and avenues for academic development influence job fulfilment assessment in higher education. Studies indicate that teachers satisfied with their roles display greater engagement in institutional development, higher enthusiasm in the classroom, and longer retention (Crossman & Abou-Zaki 2003; Malik et al., 2010). Dissatisfaction manifests through reduced commitment, increased stress, and higher intention to leave the institution.

Cropanzano and Mitchell (2005) explained that feeling among employees about fair treatment by their organisation and stands by its value leads to their response of a stronger sense of commitment and a more positive way of thinking about their work. Empirically, commitment has been widely related to higher job satisfaction and lower stress level among employees. Findings from higher education contexts suggest that committed teachers are resilient to workplace pressures, display lower emotional exhaustion, and evaluate their work experiences more positively. However, low organisation commitment can amplify stress and undermine satisfaction. Several studies have examined the relationship among the three variables – organisational commitment, occupational stress, and job satisfaction, which are conceptually interconnected, and ultimately stand proved in the study also. Reviewed research, further, suggests that occupational stress and job satisfaction are influenced by

both psychological and structural job characteristics.

Moreover, after review of various related studies it was felt that existing studies from developed countries may not fully capture the socio-culture and institutional realities faced by Indian university teachers. For instance, the elements shaping the working environment of educational organisations such as administrative hierarchy, resource availability, contractual employment, and evolving accreditation norms can influence how teachers perceive their roles and how committed they feel. Literature related to Indian universities specifies that organisational support, fair policies, and academic freedom play an important role in shaping morale of faculty and reducing stress. Yet, direct predictive role of organisational commitment on occupational stress and job satisfaction remains under-explored within the regional context.

However, there exists comparatively less understanding about how organisational commitment predicts both occupational stress and job satisfaction simultaneously within the university teaching workforce in Punjab. The region's higher education system is characterised by diverse institutional types, ranging from private universities experiencing rapid expansion to long-established public institutions with a structured administrative system. Comparison among private and public institutions often encounters contradictory workload, expectations, and career pathways among faculty members. This disparity makes Punjab an important setting for examining 'how organisational commitment operates as a predictor of teacher's psychological outcome'. In addition, examining the combined influence of organisational commitment with other relevant predictors such as workload autonomy or supervisor support could add depth to the analysis. Inclusion of these predictors can identify environmental variables exerting stronger effects in addition to commitment when other job-related factors are accounted for.

Another important dimension of the present study involves comparing the predictive strength of organisational commitment and occupational stress in explaining job satisfaction. Evidence from global higher education literature shows that the occupational stress on satisfaction may be buffered by organisational commitment and often possesses a sizeable negative effect on satisfaction (Winefield et al., 2003). Whether this holds true for university teachers of Punjab, remains an empirical question.

Altogether the present study seeks to fill the gaps by working on how organisational commitment functions as a predictor of occupational stress and job satisfaction, how it operates alongside other job-related factors, and how its predictive strength can be compared with that of occupational stress. Focus on university teachers of Punjab will add context-

specific evidence that is important for understanding teacher well-being in the Indian higher education system.

The present research can elucidate in framing policies on workload balances, administrative support, and professional development for teachers. Issues such as teaching timings, administrative tasks, and research output can be effectively set to ensure role clarity and goal setting among university

regulatory controls.

teachers. Policies promoting supportive organisational climate, and encouraging transparent communication and mutual respect can be fostered. Along with flexible work hours/arrangements recognition and reward programmes can be implemented. Administrative support in the form of resource allocation and management training prioritising professional growth can be built based on internal feedback. Adaptability in policies based on institution input along with investment in best human resources can be marked for

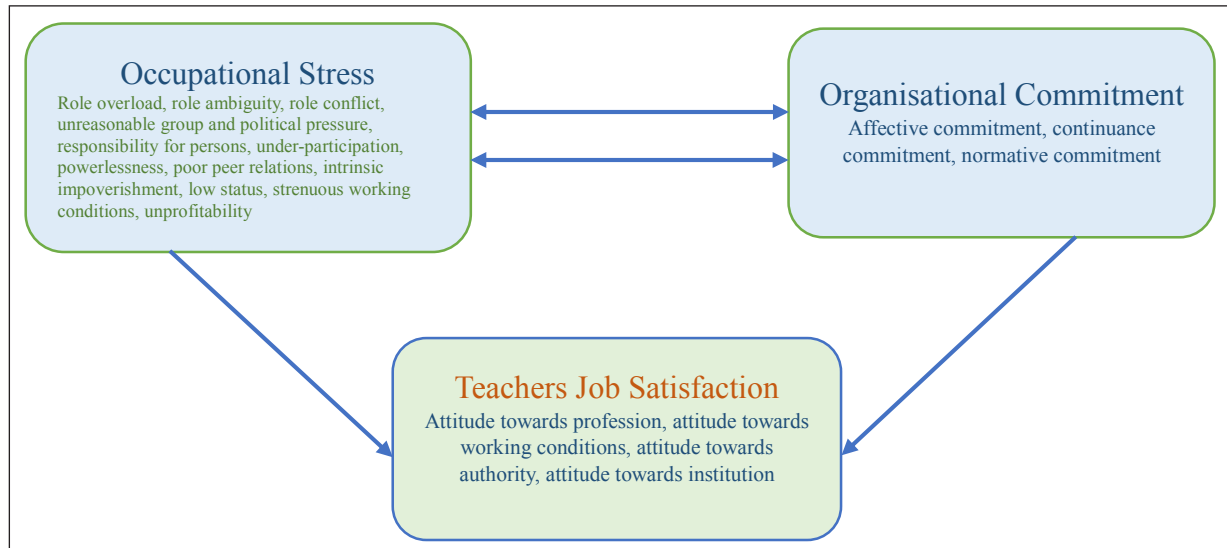


Fig. 1: Conceptual Framework

Fig. 1 depicts a relationship between occupational stress, organisational commitment, and job satisfaction. Organisational commitment influences both occupational stress and job satisfaction, and vice-versa. The framework shows that organisational commitment and occupational stress serve as key predictors of job satisfaction. It also allows comparison of their relative predictive strength in explaining job satisfaction.

REVIEW OF LITERATURE

Jackson and Rothmann (2006) investigated occupational stress, organisational commitment, and health outcomes among teachers working in South Africa. Major revelations are that stress not only reduces commitment but also contributes to negative physical and psychological health. The work demonstrates that educators if overwhelmed by responsibilities become less attached to their institutions.

Malik et al. (2010) explored the relation of organisational commitment to occupational stress and job satisfaction

among university teachers, and strength of the role played by commitment or stress in shaping job satisfaction. A simple quantitative method of standard scales records feelings about work and commitment of teachers from public universities. Correlation and regression analysis along with t-test check the strength of these links and thus understand how teachers rated different parts of their jobs. The results reveal that satisfactory work pay and supervision had a meaningful positive effect on organisational commitment and that satisfaction among teachers leads to moderate commitment towards institution supporting the idea that both commitment and stress matter in shaping job satisfaction and that improving work conditions can help teachers feel more positive about their jobs.

Bholane and Suryawanshi (2015) carried out a study to find how organisational commitment shapes occupational stress and job satisfaction among university teachers. A simple quantitative design was employed, and teachers were given standard scales to note their commitment to check their stress and satisfaction level. The data were examined utilising correlation and regression. The empirical evidence showed higher commitment was linked with more

positive job feelings, while stress pulled satisfaction down showing stronger negative effect. Yet, commitment added a meaningful positive role. Overall, findings suggest that improving commitment and reducing stress can help raise teachers' job satisfaction.

Zhuwao and Setati (2015) examined how organisational commitment relates to occupational stress and their role in shaping job satisfaction among university teachers. Another aim was to check which factor – organisational commitment or occupational stress – has a stronger impact on teachers' job satisfaction. The data were examined using descriptive statistics, correlation, and regression tests. The results of the study depict that higher occupational stress was linked with the lower organisational commitment and created negative feelings towards work. The result also showed that heavy workload, lack of control, and job demands were major stressors, while commitment usually falls when stress increased. Overall, findings suggest that both reducing stress and improving commitment are significant in improving teachers' job satisfaction.

Skaalvik and Skaalvik (2017) explored how different job demands and emotional pressures influence teachers' stress and commitment in Norwegian schools. Survey-based data from nearly a thousand teachers found that workload pressure, time-related stress, and feelings of emotional exhaustion were strongly associated with reduced job satisfaction and lower organisational commitment. Teachers experiencing high stress levels tended to withdraw psychologically from their institutions, explaining the role of occupational stress as a key predictor of the attitude and behaviours of educators across contexts.

Wang et al. (2020) examined teachers in three Chinese universities to understand the relation between job stress and organisational commitment. Their findings revealed that job burnout and job satisfaction mediated this link, meaning that stress reduces satisfaction and eventually undermines commitment. Structural equation modelling used to analyse data demonstrates a complex pathway between attitude stress and psychological states. The study provides evidence of interactional value of commitment and stress within higher education environments.

Ngirande (2021) investigated organisational commitment and occupational stress among academic staff in South Africa. Their findings revealed that stress, especially uncertainty and role ambiguity, significantly reduced organisational commitment levels. Further, academic staff experiencing high stress are less attached to their institutions, supporting

the idea that commitment is influenced not just by personal values but also by structural and emotional conditions in the workplace.

Winefield et al. (2003) scrutinized how university staff acknowledge occupational stress in their daily work and how it relates to their job satisfaction. A descriptive analysis has been done on employees of different Australian universities along with comparison between groups. Statistical tests have been used to see how stress levels and job satisfaction differed among various types of staff. Results show that academic staff reported higher stress and lower satisfaction than other groups, especially in newer universities that provide heavy workloads. The results also showed strong links between work pressure, lack of resources, and lower job satisfaction. The study further highlights that rising demand and reduced support directly impact teachers' feelings about work in universities and create noticeable stress.

Trevino-Reyes and Lopez-Perez (2023) investigated how organisational commitment and occupational stress work together to shape university teachers' job satisfaction in Mexico. A non-experimental, correlation design has statistically analysed data collected through questionnaire from 167 teachers. The researchers have implemented SEM to analyse both direct and indirect effects among job satisfaction, organisational commitment, and burnout. As per findings, teachers who feel supported and empowered are more committed and satisfied, thus, burnout had a negative effect on both organisational commitment and job satisfaction. Further, suggestions have been recommended to manage stress and strengthening commitment to improve teachers' job satisfaction.

Shakya and Shakya (2024) conducted a study that demonstrates how organisational commitment shapes occupational stress and job satisfaction among university teachers and whether commitment or stress is the stronger factor in predicting job satisfaction. A simple quantitative design using standard scales measured teachers' level of commitment, stress, and satisfaction using correlation and regression so that both the direction and strength of these relationships could be observed clearly. Further, the teachers who felt more committed to their institutions generally reported lower stress and felt more positive about their jobs. When both variables were compared as predictors, stress turned out to have a stronger impact on job satisfaction, but commitment still played an important role. The findings suggest that improving work condition and raising commitment may help teachers feel more satisfied and less stressed in their daily roles.

Table 1: Thematic Summary of Earlier Studies

Studies	Variables	Objectives	Key Findings
Jakson & Rothmann (2006); Zhuwao & Setati (2015); Ngirande (2021)	Occupational Stress and Organisational Commitment.	How occupational stress has an effect on teachers' attachment to institutions.	High occupational stress reduces organisational commitment and reduces emotional attachment to institutions.
Winefield et al. (2003); Skaalvik & Skaalvik (2017)	Occupational Stress and Job Satisfaction.	How workload and pressure affect teachers' feelings about work.	Heavy workload and emotional pressure increase stress and reduce job satisfaction.
Malik et al. (2010); Bholane & Suryawanshi (2015); Shakya & Shakya (2024)	Organisational Commitment and Job Satisfaction.	How commitment relates to positive job attitudes.	High organisational commitment is linked with high job satisfaction.
Malik et al. (2010); Bholane & Suryawanshi (2015); Trevino-Reyes & Lopez-Perez (2023)	Combined Role of Occupational stress and Organisational Commitment.	Joint influence of occupational stress and organisational commitment on job satisfaction.	Occupational stress reduces job satisfaction while organisational commitment improves it.
Wang et al. (2020); Trevino-Reyes & Lopez-Perez (2023)	Mediating and Complex Relationships.	Burnout and job satisfaction as link between occupational stress and organisational commitment.	Occupational stress affects satisfaction, which then reduces commitment.

Together, earlier studies incorporated reveal that occupational stress, organisational commitment, and teachers job satisfaction variables are having a close relationship in the teaching profession. In national and international studies, high level of occupational stress reduces teachers job satisfaction as well as their bond with the universities. Few studies at the same time highlight the positive role of organisational commitment, revealing that teachers who feel supported and emotionally connected to their institutions are having more job satisfaction. Some studies cover both the occupational stress and organisational commitment variables. Almost all are pinpointing on the relationships rather than comparing the predictive strength. As a result, there is a limited clarity on which variable – whether lowering occupational stress and improving organisational commitment – should be given priority for higher job satisfaction among teachers.

OBJECTIVES

- To examine the effect of organisational commitment on occupational stress and job satisfaction.
- To compare the predictive strength of organisational commitment and occupational stress in explaining job satisfaction.

Hypotheses

H₀₁: Organisational commitment has no significant effect on occupational stress and job satisfaction.

H₁₁: Organisational commitment has a significant effect on occupational stress and job satisfaction.

H₀₂: There is no significant difference in predictive strength of organisational commitment and occupational stress in explaining job satisfaction.

H₁₂: There is significant difference in predictive strength of organisational commitment and occupational stress in explaining job satisfaction.

RESEARCH METHODOLOGY

This study utilised a quantitative approach to understand how organisational commitment affects occupational stress and job satisfaction among university teachers. The design also helped compare which factor – organisational commitment or occupational stress – better predicts teachers' job satisfaction. To meet this aim, both variables were examined together so that their influence could be clearly seen. This made it possible to identify the factor that carries more weight in shaping teachers' overall job satisfaction.

Sample and Participants

The sample for the study consists of 400 participants (faculty members) drawn from different public sector universities of Punjab, i.e., 'Punjab University, Chandigarh', 'Punjab Agriculture University, Ludhiana', 'Punjabi University, Patiala', and 'Guru Nanak Dev University, Amritsar' using random sampling technique. The respondents involved in the study were in the age group of 30 to 58 years. Only those participants were included in the study who gave their consent to participate. For each university the entire population of the

respondents (teachers) was divided into three strata based on their academic designations – assistant professor, associate professor, and professor. From each university 100 teachers were selected. Within each university, the selection was done on the basis of the designation of the teachers so that every respondent is properly represented. The number of teachers in each designation varies in all four universities. Assistant prof with minimum of five years of experience in teaching were covered in the study to ensure that all the respondents have stable and enough work experience and exposure to the university setup. This approach gives fair representation to each respondent from all designations while maintaining reasonable and accurate sample size among the selected public universities.

The investigation draws on primary data. The data were collected through well-structured questionnaire. There may be a possibility of self-report bias. Many steps were taken to avoid this limitation. Only standardised and validated scales were used. Because organisational commitment, occupational stress, and teachers job satisfaction are individual experiences, they are suitable to capture teachers' genuine response related to work feelings. Participation in research was completely voluntary. Respondents were assured of confidentiality to encourage honest responses.

The previous studies normally examined occupational stress and organisational commitment separately. The present study provides both variables together in one simple framework, more importantly, the comparison of predictive strength of organisational commitment and occupational stress in explaining which of the two has a stronger effect on the job satisfaction. By focusing mainly on university teachers of Punjab, the study provides evidence to the administrators and policymakers to take better decisions.

Instruments Used in the Study

The study used a set of standard instruments to gather the required information. A brief description of these tools is given below:

Organisational Commitment Scale: Meyer and Allen developed the scale (1993). The three subscales – the affective commitment, the continuance commitment, and the normative commitment – are represented by the 18 pooled items (six essential items for each subscale). For response patterns, the seven-point Likert scale has been employed. Both positive and negative answers are included in the response pattern. Convergent and discriminant validity demonstrate that the scale is valid, and its reliability is equivalent to .79. As a result, the scale for assessing organisational commitment is valid and dependable.

Occupational Stress Index: The Occupational Stress Index (OSI) made by Srivastava and Singh in 1984, is a tool used to understand stress at work. The scale has 46 statements, and each statement is answered on a five-point scale. Out of these 46 statements, 28 are 'true keyed', and the last 18 are 'false keyed' and scale is reversed for false-keyed statements to calculate score. To check reliability and validity of the OSI scale, the split-half method of Cronbach's alpha has been used. For the whole scale, the values were .935 and .90. Four reliability OSI scores were compared with job attitude and job behaviour. Comparison described that people who had job involvement, work motivation, ego strength, and job satisfaction tended to show lower stress and correlation, for these were .56, .44, .40, and .51 respectively. Further, the reliability indicators for the 12 subscales were calculated using the 'split-half' method. The validity of the scale was determined to be .59.

Teachers Job Satisfaction Questionnaire: The teachers job satisfaction questionnaire prepared by Kumar and Mutha (1996) is a short and easy tool used to understand how teachers feel about their work. It has 29 clear statements, and teachers simply answer 'yes' or 'no', which makes the scale simple to use. During its development, the scale showed very strong internal consistency. The split-half of reliability was .95 with an index of .97, showing that the items work together. The test-re-test value was .73, and the reliability index was .85, which means teachers tend to give similar answers even after some time has passed. These values are considered highly reliable at the .01 level, showing both stability and consistency. Validity was also checked carefully. Only items that clearly showed differences between high and low groups were kept in the scale. Experts fully agreed that the statements matched the idea of teachers' job satisfaction, which ensured strong content and face validity. Because of its simplicity and practical nature, the questionnaire is widely used for studying teachers in the Indian educational setting.

Prior to applying regression analysis, the basic assumptions were checked. As shown in Table 8, the values of collinearity statistics, the values for tolerance and variance inflation factor (VIF), are same, .88 and 1.14 for both independent variables, i.e., occupational stress and organisational commitment respectively. These values were close to '1' and below the critical threshold. The values clearly demonstrate that collinearity in model '3' is not present. Normality of the data was checked and identified to be satisfactory.

Regression Equations

- Occupational Stress = $\beta_0 + \beta_1$ (Organisational Commitment) + ϵ

β_0 → Starting level of occupational stress when other factors are not considered

β_1 (Organisational Commitment) → How much occupational stress changes when organisational commitment changes

ε (Error Term) → Other small factors that affect occupational stress but are not included in the model

- Teachers Job Satisfaction = $\beta_0 + \beta_1$ (Organisational Commitment) + β_2 (Occupational Stress) + ε

β_0 → Starting level of job satisfaction when other factors are not considered

β_1 (Organisational Commitment) → How much job satisfaction changes when organisational commitment changes

β_2 (Occupational Stress) → How much job satisfaction changes when occupational stress changes

ε (Error Term) → Other small factors that affect job satisfaction but are not included in the model

To achieve the objectives of the present study, two regression equations as described above have been applied. In the first equation, occupational stress is assumed to be the dependent variable and organisational commitment as independent variable to examine the effect on teachers' occupational stress. For the second equation, teachers' job satisfaction is taken as the dependent variable and organisational commitment and occupational stress together are taken as independent variables. This equation assesses the individual contribution of each predictor and compares the predictive strength of organisational commitment and occupational stress in explaining job satisfaction.

RESULTS AND DISCUSSIONS

The internal validity of the present study is strengthened because standardised scales and reliable statistical tools were used. The regression assumptions were checked and no collinearity was detected among independent variables. For external validity, data were collected and findings were based on the teachers of public universities of Punjab, reflecting this specific setup.

In this study, correlation and simple regression were used to see how organisational commitment on its own relates to teachers' occupational stress and job satisfaction. This step helped in understanding the basic direction and strength of each relationship separately. After that, multiple regression was applied to study how organisational commitment and occupational stress work together in predicting job satisfaction, and to find out which predictor has a stronger impact. The comparison of standardised beta value made it clear which variable carries more weight in the model. Both simple and multiple regression techniques were implemented, as they allowed the study to capture the individual effect of one predictor at a time as well as the combined effect of both predictors. It is important to note that when only one predictor is used, the value of product movement correlation coefficient and the multiple R coefficient become the same. Because of this, correlation and simple regression have been considered adequate to explain the relationship between the variables in the first stage of the analysis, while multiple regression with partial and part values helps in meeting the second objective.

Table 2: Summary of Correlation for Organisational Commitment with Occupational Stress and Teachers Job Satisfaction

Predictor	Outcome	r	p-Level
Organisational Commitment	Occupational Stress	-.354	.001
Organisational Commitment	Teachers Job Satisfaction	.289	.001

Table 2 shows how organisational commitment relates to teachers' occupational stress and job satisfaction. The correlation results suggest a meaningful pattern: organisational commitments showed a moderative negative

relationship with occupational stress ($r = -.354$, $p < .001$), and a positive relationship with job satisfaction ($r = .289$, $p < .001$) as seen in the correlation results. To understand these links more clearly, two simple regressions were performed.

Table 3: Summary Regression Analysis
Dependent Variable: Occupational Stress

Model 1	Predictor Variable	R	R ²	Adjusted R ²	SE of Estimate	F	df	p-Level
	Organisational Commitment	.354	.125	.123	17.22	57.08	1/398	.001

Table 4: Regression Coefficients**Dependent Variable: Occupational Stress**

Model 1	Predictor	Unstandardised Regression Coefficients		Standardised Coefficients	t	p-Level
		b	SE of b	β		
	Constant	161.53	5.19		31.14	.001
	Organisational Commitment	-.432	.057	-.354	-7.56	.001

Table 3 depicts the results of the regression model where occupational stress was taken as the dependent variable. The model shows that organisational commitment significantly predicted occupational stress, explaining 12.5% of the variance ($R^2 = .125$). Table 4 revealed the regression coefficients for the model '1' predict – occupational stress arising due to organisational commitment. The findings showed that organisational commitment has a significant

negative effect on occupational stress, with the standardised $\beta = -.354$. The coefficient ($b = -.432$, $p = .001$) indicates that higher organisational commitment is associated with lower levels of occupational stress. The direction and strength of the coefficient indicate that commitment plays a noteworthy role in shaping how teachers perceive and handle their workload and responsibilities.

Table 5: Summary Regression Analysis**Dependent Variable: Teachers Job satisfaction**

Model 2	Predictor Variable	R	R^2	Adjusted R^2	SE of Estimate	F	df	p-Level
	Organisational Commitment	.289	.084	.081	5.32	36.28	1/398	.001

Table 6: Regression Coefficients**Dependent Variable: Teachers Job Satisfaction**

Model 2	Predictor	Unstandardised Regression Coefficients		Standardised Coefficients	t	p-Level
		b	SE of b	β		
	Constant	13.68	1.60		8.53	.001
	Organisational Commitment	.106	.018	.289	6.02	.001

Table 5 predicts the regression model where teachers' job satisfaction was considered as the dependent variable. The findings show that organisational commitment meaningfully predicts job satisfaction, and the second model explains about 8.4% of the variation in satisfaction level ($R^2 = .084$). This indicates that commitment has a role in shaping how positively teachers feel about their work. Table 6 revealed the detailed coefficients for the second model. The findings show that organisational commitment has a positive effect on job satisfaction, with the standardised $\beta = .289$. The coefficient value ($b = .106$, $p = .001$) suggests that when teachers feel more committed to their institution, their job satisfaction tends to increase. The direction and size of this effect indicate that organisational commitment contributes in a meaningful way to how teachers evaluate their day-

to-day experience at work. Together, these two regression models provide clear support for the first hypothesis. They indicate that organisational commitment contributes to lower occupational stress and higher job satisfaction, as there exists a link between organisational commitment and occupational stress while occupational stress appears to have a somewhat stronger link with job satisfaction.

Based on the result, the relationship examined as per objective was found to be statistically meaningful. Because the p-value was well below the accepted level, the null hypothesis (H_{01}) could not be supported. In simple terms, the findings clearly favour the alternative hypothesis (H_{11}), showing that the effect tested in this part of the study is valid.

Table 7: Summary, Multiple Regression Analysis
Dependent Variable: Teachers Job Satisfaction

Model 3	Predictor Variables	R	R ²	Adjusted R ²	SE of Estimate	F	df	p-Level
	Organisational Commitment, Occupational Stress	.583	.339	.336	4.53	101.97	2/397	.001

Table 8: Regression Coefficients
Dependent Variable: Teachers Job Satisfaction

Model 3	Predictor	Unstandardised Regression Coefficients		Standardised Coefficients	t	Correlation		Collinearity Statistics		p-Level
		b	SE of b	β		Partial	Part	Tolerance	VIF	
		Constant	40.06	2.53			15.85			
Occupational Stress	-.163	.013	-.541	-12.40	-.528	-.506	.88	1.14	.001	
Organisational Commitment	.036	.016	.097	2.24	.111	.091	.88	1.14	.026	

Table 7 shows that when organisational commitment and occupational stress were entered together in multiple regression model with job satisfaction as the output, the data showed a clear difference in how strongly each variable contributed in predicting satisfaction. The third model was statistically significant, with $F = 101.97$, $p = .001$, and it explained 33.9% of the variance in teachers' job satisfaction ($R^2 = .339$), which shows that these two predictors together have a meaningful overall impact.

Table 8 revealed on the basis of individual coefficients that occupational stress emerged as the far stronger predictor. Its standardised value for $\beta = -.541$, with very large t-value ($t = -12.40$, $p = .001$), means that teachers reporting higher stress consistently scored lower on job satisfaction. In contrast, organisational commitment showed a much smaller positive effect, with $\beta = .097$, $t = 2.24$, and $p = .026$, indicating that although organisational commitment does contribute to satisfaction, its influence is noticeably weaker compared with stress. The part correlation confirms this difference. Occupational stress showed a part correlation of $-.506$, meaning it uniquely explains around 25.6% of the variance in job satisfaction (since $sr^2 = .506^2$). Organisational commitment showed a part correlation of $.091$, which means its unique contribution is just about 0.8%. These values make it very clear that occupation stress has a much stronger and more direct role in shaping how satisfied teachers feel, while commitment, although still significant, has a much smaller independent effect. Taken together, the results show that occupational stress is the dominant predictor in the model,

and commitment plays a supporting but less powerful role in explaining job satisfaction among university teachers.

The hypothesis (H_{12}) for this objective stated that there would be a significant difference in the predictive strength of organisational commitment and occupational stress in explaining teachers' job satisfaction. The regression results strongly support this. Occupational stress showed a much stronger and highly significant effect ($\beta = -.541$, $p = .001$), while organisational commitment had only a small but significant effect ($\beta = .097$, $p = .026$). Because occupational stress clearly exerts greater influence than organisational commitment, the null hypothesis (H_{02}) stands rejected and the alternative hypothesis (H_{12}) is accepted. This suggests that reducing occupational stress may be one of the most effective ways for universities to improve the overall job satisfaction of their teachers, while strengthening commitment can further support this improvement.

CONCLUSION

The results about the first objective show that organisational commitment has meaningful influence on both occupational stress and job satisfaction supporting hypothesis (H_{11}) and rejecting null hypothesis (H_{01}). Teachers connected with their institutions have an inclination for acclaiming mindset with lower levels of stress and a positive, optimistic attitude towards work. Similar observations have been noted in other higher education studies, where stronger commitment often helps teachers manage daily pressures better (Nagirande,

2021). Almost, all previous researches highlight that faculty members with a firm attachment to their institution generally cope more effectively with work demands and account for better emotional outcomes as stated by Winefield et al. (2003) and Beehr and Glazer (2005).

The results from the second objective further strengthen this understanding. Occupational stress emerged as the stronger factor compared with organisational commitment as predictors of job satisfaction in determining how satisfied teachers felt. Results further confirmed hypothesis (H₁₂) and rejected the null hypothesis (H₀₂) leading to the conclusion that organisational commitment and job satisfaction both play a significant positive role in shaping the teacher's overall performance. The present study thus synchronises with previous results leading to the conclusion that while stress has a strong and immediate effect on job satisfaction, organisational commitment acts as a supportive resource that stabilises teachers' morale. The study advocates encouragement to supportive environment where teachers feel acknowledged and connected with their institutions. This creation of a better sense of affiliation reduces stress and builds higher job satisfaction. The efforts to manage and reduce occupational stress are equally important to strengthen organisational commitment and are key steps towards improving the well-being and performance of university teachers.

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