

**MANAGEMENT AND ADMINISTRATIVE INSIGHT
FOR THE UNIVERSITIES: HIGH STRESS, LOW SATISFACTION
AND NO COMMITMENT**

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Abstract: This comparative study examines the moderating effect of occupational stress (OS) on the job satisfaction (JS) and organisational commitment (OC) of the university personnel in the United Kingdom (UK) and Pakistan with an attempt to provide managerial implications to managers, administrators and supervisors. To do this, the study initially employed probability and non-probability sampling techniques in order to reach 308 respondents determined through the margin of error (M.E) while effectively using referrals, networks, and gatekeepers to circulate the questionnaire. Then, the structural equation modeling (SEM) method has been used as a quantitative approach. The reported results show that the relationship between job satisfaction and organisational commitment differ for the university (teaching and non-teaching) staff in the UK (advanced economy) and Pakistan (emerging economy). The job satisfaction affects organisational commitment significantly in Pakistan while the non-significant impact is found in the UK. Moreover, the occupational stress significantly moderates the relationship between JS and OC in Pakistan whereas non-significant moderating effect reported is in the UK. Based on the analysis, different managerial implications are proposed to reduce occupational stress, increase job satisfaction and maintain higher organisational commitment, which in turn, improve organisational performance.

Keywords: Comparative analysis, job satisfaction, occupational stress, organisational commitment, university personnel

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Introduction

Managers, supervisors and administrators seek commitment from their workers to ensure there are smooth operations (Haque and Oino, 2019; Wolniak, 2019). Modern managers require to have appropriate knowledge about attributes critical to management process (Sroka et al. 2019). The higher commitment of employee leads to indicate his/her productivity. On the other hand, Luthans (2011) argued

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that a satisfied employee is a productive employee. Hence, this argument brings job satisfaction into the picture that satisfaction at work is important to be productive, which eventually requires a commitment. The individual commitment differs from organisational commitment. It is defined as a psychological bondage/pact between an employee and the organisation (Haque and Aston, 2016, Kot-Radojewska and Timenko, 2018). A universally agreed notion emphasis that organisations do not exist or operate in a vacuum. The public sector is highly affected by the quality of business environment (Belas et al. 2019). It is formed of the people, and when such individuals interact with one another and environment, there is a likely possibility of occupational stress emerging at a certain point. Now the question arises, could it be possible that the occupational stress moderates the relationship between job satisfaction and organisational commitment? It further opens up a debate whether or not such role and relationship in the emerging and advanced economy could differ? A plethora of research conducted on the organisational commitment, job satisfaction and occupational stress with other interlinked variables either served as the attributes or as consequences. There is rare evidence regarding the relationship among these aforementioned variables being studied in one framework, especially in a comparative manner. Thus, the current study takes the moderating role of occupational stress to investigate the relationship between JS and OC, which examines to understand whether or not there is a moderation within the job satisfaction and organisational commitment due to occupational stress. In other words, the present study takes a direction to ascertain the variables' nature while focusing on the directional extent of occupational stress with JS and OC. In the pursuit of finding the role and directional linkage, this study considered the education sector in contrasting economies to measure the magnitude of variation. Since, the education sector of the two economies have similar trends, and, Pakistan education system at the university level is adopted from the British system, it is interesting to assess such relationship by comparing emerging and advanced economy's education sector. In the management research domain, especially in the organisational commitment (OC) holds the very important place because workplace attitude and behaviour is interlinked to it (Porter et al., 1974). In addition to that, "the reason behind organisational commitment having invaluable position in organisational behaviour is that it is closely interlinked with (a) performance effectiveness and employee behaviours, (b) job satisfaction, responsibility and other attributes of job role (cognitive, attitudinal and affective construct), and (c) employees' personal attributes, namely, age, job tenure and so on" (Batemen and Strasser, 1984; p. 97). Therefore, the purpose of this research is set to investigate the moderating effect of occupational stress on the relationship between job satisfaction and organisational commitment among the university personnel of the UK and Pakistan.

Literature Review

Job satisfaction

In the organisational context, one of the widely studied phenomena is job satisfaction of employees (Tiwari and Singh, 2017; Vlacsekova and Mura, 2017). The attitude of employees enjoying their jobs to different extent is reflected as job satisfaction, which is regarded as an emotional response towards different aspects of job (Tiwari and Singh, 2017). Nevertheless, it is a subject matter due to non-unitary concept. For instance, a person could be relatively happy and satisfied with some aspects of job while displeased and dissatisfied with other aspects (Tiwari and Singh, 2017). There is an abundance of research indicating a relationship between “job satisfaction” and “organisational commitment” (Haque and Yamoah, 2014; Shore and Martin, 1989). Interestingly, majority of aforementioned studies found a positive linkage between research variables. On the other hand, Tuzun (2009) found the negative correlation between JS and OC. By using the causal modelling approach, Williams and Hazer (1986) examined employee turnover and organisational commitment’s determinants and their findings revealed that perceived job attributes, leadership styles and pre-employment expectations indirectly affect commitment through job satisfaction (Šešić & Stefanović, 2017). In other words, job satisfaction mediates the impact of aforementioned variables on commitment. The strong mediating effect of job satisfaction is supported by study of the Iverson and Roy (1996). Conversely, the study of Price and Mueller (1981) found job satisfaction does not mediate all dimensions of organisational commitment. However, it is still under research that whether the job satisfaction and organisational commitment in two contrasting economies would be equally significant (or not) in terms of strength.

Organisational commitment

Irrespective of the type of sector, whether private, public, non-profit, domestic or international one, the organisational commitment is evident everywhere (Tiwari and Singh, 2017). Hence, the significance of the employee commitment at workplace is also widely accepted across the globe. Furthermore, it is apparent to be a significant predictor affecting organisational performance (Tiwari and Singh, 2017). The general notion is that “the more the employees are committed, better the performance of the entire organization” (Shore and Martin, 1989; cited from Tiwari and Singh, 2017; p. 74). As discussed earlier, it is a psychological pact between an employee and organisation since the person feels emotionally attached as a part of the organisation, and show willingness to continue with the same organisation (Haque and Oino, 2019). Interestingly, employee turnover and absenteeism are found to be reduced due to the employee commitment, which further develops it to be the critical aspect in determining the organisational success in the modern competitive business world (Tiwari and Singh, 2017). The rapid change in the technologies led to the situation of organisation requiring the individuals being skilled, knowledgeable, reliable and committed to their

respective tasks so that organisations thrive and survive in intense competition (Feldman and Moore, 1982).

The recent studies have shown that occupational stress affects the organisational commitment of employees in different sectors. For instance, Kumasey et al. (2014) revealed that the commitment and performance of banking sector employees are affected by stress while Haque and Aston (2016) found, for the IT sector employees working at managerial and non-managerial positions, organisational commitment is significantly affected by different types of occupational stressors. In another study, Cicei (2012) determined negative correlation between occupation stress and organisational commitment in the Romanian public organisation. Thus, the available literature indicates the organisational commitment is affected by occupational stress.

Occupational stress

Stress in a simple term is defined as a common response to attack driven from the disturbance of body's natural equilibrium (Haque and Aston, 2016; Haque, Aston and Kozlovski, 2018). It differs from person to person as some enjoy and perform better under pressure (little stress) while other individuals may under-perform and experience health deterioration due to stress. Schuler (1979) defines stress as "a dynamic condition in which an individual is confronted with an opportunity, constraint or demand related to what he or she desires and for which the outcome is perceived to be both uncertain and important" (cited from Tiwari and Singh, 2017; p. 75). Studies have confirmed different types of behavioural, psychological and physiological difficulties resulting from stress (Haque and Aston, 2016; Haque et al. 2016; Haque et al. 2018). However, this study primarily focuses on knowing how occupational stress moderates the well-established linkage between job satisfaction and organisational commitment. This is also motivated by the extant literature since previous studies indicate the effect of stress on behaviour, which is a job-related functional attribute. Therefore, it becomes more important to assess the moderating effect of stress on the relationship between job satisfaction and organisational commitment because the size and nature of impact in contrasting economies still remain under research. As established that organisational and personal stress creates job stress (Haque et al., 2018; Zehra et al. 2017), it could cause job dissatisfaction resulting into low or no commitment towards the organisation. In this regard, Haque and Oino (2019) proposed the ABC (awareness, balance, and control) strategy to deal with the occupational stress and managerial challenges at workplace.

Job satisfaction and organisational commitment

Martins and Coetzee (2007) study, lower organisational commitment is found through low or no job satisfaction among employees and they also concluded that lack of job satisfaction leads to a higher employee turnover in the organisation. Thus, it could be noted that job dissatisfaction reduce the intention of employees to stay with the same organisation and weakens the psychological bondage between worker and workplace. The findings of Shaukat et al. (2012) study showed that in

the service industry, JC has a positive linkage with OC. In other words, higher job satisfaction increases organisational commitment. Considering the education sector, Waqas et al. (2012) found that university teaching staff have higher commitment due to improved quality and support that increases their job satisfaction. However, there is no conclusive evidence if the non-teaching (administrative) staff also have same level of commitment and satisfaction. Literature at hand showed varying stressors affecting differently, thus, there is a likely possibility of job satisfaction and organisational commitment also differ for teaching and non-teaching (administrative) staff. Job satisfaction is often measured through job reactions (Rothman and Coetzer, 2002). Their study proposed support at workplace to be a mediator for improving the impact of job satisfaction on the organisational effectiveness. Saari and Judge (2004) stated, “the most productive employees are those who are happy with their work and organisations”. It is clear from this statement that satisfied employees are effective in achieving the organisational goals and objectives. The study of Haque et al. (2015) incorporated the ‘walk-to-talk’ approach as an effective strategy to improve the employee performance, commitment and job satisfaction in the emerging economies. Another way to improve the job satisfaction and organisational commitment while reducing occupational stress in the education sector could be through applied drama (Jackson and Vine, 2013). The personal and social issues of the people could be reasons behind stress at workplace. The applied drama is a way to simulate how to prepare for unexpected situations and one of such situations could be the stress at workplace. Jackson and Vine (2013) determined that within the education sector, applied drama is a way to examine issues and find a solution to them by playing action roles for dealing with unknown events. It reflects that stress at workplace is manageable through various ways. Although there is a negative association between OS and JS (Khatibi, Asadi, and Hamidi, 2009), some studies (e.g. Garland, Mccarty, and Zhao, 2009) indicated that there is a positive linkage between OC and JS. In this connection, Khatibi et al. (2009) found no conformity regarding the consistent nature of job satisfaction with all the dimensions of organisational commitment in the service sector. One could argue that in the presence of occupational stress, there is a likely possibility that the nature of relationship could vary. The moderating role of OS still need to be investigated as a moderator for JS and OC. In light of these, the present study incorporated the occupational stress as moderator to measure the relationship between job satisfaction and organisational commitment and, thus, the insufficient attention paid to the nature of relationships among “job satisfaction”, “organisational commitment” and “occupational stress” is addressed within one framework for a comparative analysis. Based on the discourses and findings in previous studies, following hypothesis are developed in this study:

H1: Job satisfaction does not affect differently the organisational commitment of the university personnel in contrasting economies.

H2: Occupational stress does not affect differently the organisational commitment of the university personnel in contrasting economies.

H3: Occupational stress does not affect differently the job satisfaction of the university personnel in contrasting economies.

H4: Occupational stress does not moderate differently the relationship between job satisfaction and organisational commitment in contrasting economies.

Research Methodology

In this cross-sectional comparative study, the self-administered questionnaire on 6-point Likert scale (1=strong disagree, 2=moderately disagree, 3=disagree, 4=agree, 5=moderately agree and 6=strongly agree) (Lušňáková et al., 2019; Pizar and Bilkova, 2019) is circulated through 'gatekeepers' in the public universities of the UK and Pakistan. These gatekeepers (i.e. employees inside the organisations who circulate questionnaire but doesn't participate in the study responses. These employees hold the mission of entering to the field for the researchers as they keep gate pass in the circulation of instrument) were selected through networks and referrals. The data were gathered in four months (September 2018-December 2018). The rationale for using a 6-point scale instead of 5-point is to reduce the no opinion attitude. According to Karasek et al. (1998), "the issue with 5-point scale is that when participants are offered 'neutral option' they use it while failing to express their personal opinion" (p. 328). Hence, in this study, the main notion remains to ensure that the participants clearly express their views and opinions. The questionnaire was developed through both, adoption of previous scale as well as formulation through literature review. The items of organisational commitment and occupational stress was adopted from Haque and Aston (2016) while job satisfaction items were developed through literature. On behalf of the researcher, the link of on-line Googledoc questionnaire was circulated through gatekeepers in different universities. After the formal consent from the administration of the target universities, these gatekeepers were briefed about the purpose and ethical considerations. By combining probability (proportionate stratified and area cluster) and non-probability (purposive) sampling technique the targeted sample size was approached. The reason for using different sampling strategies was to ensure that there is no over-reliance on one type of technique as it reduces the possibility of reaching wide range of audience. Proportionate stratified sampling was used for forming a proportion within the sub-groups after attaining the consent from the listed public universities in the UK and Pakistan. In order to increase the wider reach to audience, the area cluster sampling technique was used to make sure there is a fair representation from all parts of the countries. Furthermore, by using purposive sampling it was ensured that there is an equal representation in terms of faculty, gender and economies of interest, thus, 154 each in terms of gender, faculty and economies of interest are included in this study.

Using Leblanc formula of marginal error ($M.E = \frac{z\sqrt{p^{\wedge}(1-p^{\wedge})}}{n}$), the minimum sample size was determined. According to Leblanc (2004), in applied sciences the margin error is ± 3 while in social sciences ± 4 is acceptable to determine adequate sample size. Below is the determination of sample size:

$z = 1.96$ with 95% confidence

$M.E = \pm 4\%$ (0.04)

$n =$ Sample Size

\hat{p} = prior judgement of the correct value of p (Probability to have more than 15% of population in each region)

$$M.E = \frac{z\sqrt{\hat{p}(1-\hat{p})}}{n} \Rightarrow n = \frac{z\sqrt{\hat{p}(1-\hat{p})}}{M.E}$$

$$n = \frac{\hat{p}(1-p)z^2}{M \cdot E^2}$$

$$n = \frac{0.15(1-0.15)(1.96)^2}{(0.04)^2}$$

$$n = \frac{(0.15 \times 0.85) \times (1.96 \times 1.96)}{0.04 \times 0.04}$$

$$n = \frac{0.1275 \times 3.8414}{0.0016}$$

$$n = \frac{0.489804}{0.0016}$$

$$n = 306.12$$

Based on this calculation, the minimum sample size required is 306 respondents to draw logical conclusion. A total 308 respondents (154 from each country) participated in this study. For statistical analysis, structural equation modeling (SEM) is used. The questionnaire description also contained the details about the voluntary participation, research purpose, time duration for completion, surety of data confidentiality and anonymity, and option to leave participation anytime if one feel to opt out.

Results and data analysis

Descriptive variables

Table 1: Descriptive variables

		Frequency	Percentage (%)
Gender	Male	77	50.0
	Female	77	50.0
Faculty	Teaching	77	50.0
	Non-teaching (administrative)	77	50.0
	18-25	5	3.2

Pakistan	Age	26-35	24	15.8
		36-45	21	13.6
		46-55	74	48.0
		56 or Above	30	19.4
	Education	High School	6	3.8
		Bachelors	54	35.0
		Masters	41	26.7
		PhD/Doctorate	50	32.6
		Other	3	1.9
	Experience	Less than a year	4	2.5
		1-2 years	11	7.4
		3-5 years	23	14.9
6-8 years		48	31.1	
9-11 years		31	20.1	
12 or Above		37	24.0	
United Kingdom	Gender	Male	77	50.0
		Female	77	50.0
	Faculty	Teaching	77	50.0
		Non-teaching (administrative)	77	50.0
	Age	18-25	9	5.8
		26-35	20	12.9
		36-45	31	20.1
		46-55	65	42.4
		56 or Above	29	18.8
	Education	High School	8	5.1
		Bachelors	49	31.8
		Masters	45	29.3
PhD/Doctorate		47	30.6	
Other		5	3.2	
Experience	Less than a year	6	3.8	
	1-2 years	15	9.8	
	3-5 years	30	19.4	
	6-8 years	45	29.3	
	9-11 years	26	16.9	
	12 or Above	32	20.8	
Overall	Gender	Male	77	50.0
		Female	77	50.0
	Faculty	Teaching	77	50.0
		Non-teaching (administrative)	77	50.0
	Age	18-25	14	4.5
		26-35	44	14.2
		36-45	52	16.8
		46-55	139	45.1
		56 or Above	59	19.1
	Education	High School	14	4.5
		Bachelors	103	33.4
		Masters	86	27.9
PhD/Doctorate		97	31.4	
Other		8	2.8	
Experience	Less than a year	10	3.2	
	1-2 years	26	8.4	
	3-5 years	53	17.2	
	6-8 years	93	30.1	
	9-11 years	57	18.5	
	12 or Above	61	22.6	

Since the purposive sampling was used to have fair representation of the sample, the data were equally split in terms of gender (50%), faculty (50%), and economies (50%). Overall, majority of the participants were in between 46-55 age group (45%), holding Bachelors degree (32%) and having 6-8 years experience (30%) (Table 1).

Measurement Model Validation

Ringle et al. (2015) explained that Smart-PLS 3.2.7 has the function for assessing the model validation by evaluating measurement model through reliability, discriminant validity and convergent validity. In this regard, constructs' measurement model is examined by observing the obtained values. Cronbach's alpha (α), composite reliability (CR) and average variance extracted (AVE) are three components for indicating the reliability of construct.

Table 2: Finding of the measurement model (first order, reflective)

Constructs	Pakistan			United Kingdom		
	A	CR	AVE	α	CR	AVE
Job Satisfaction	0.712	0.745	0.539	0.701	0.712	0.574
Organisational Commitment	0.823	0.881	0.612	0.767	0.773	0.603
Occupational Stress	0.743	0.761	0.599	0.715	0.732	0.581

According to Hair et al. (2017), Cronbach's alpha and composite reliability equals to or greater than 0.7 is acceptable whereas AVE equals to or above 0.50 reflects construct is reliable. It is evident that Cronbach's alpha for all three variables in Pakistan and the UK is greater than 0.7, reflecting acceptable internal consistency (Table 2). Composite reliability is also higher than the threshold values in both countries (Table 2). Lastly, the AVE is also acceptable as the value is over 0.50 in both countries; Pakistan and the UK (Table 2). By assessing the loadings, the reliability of individual items is examined, and it is evident that the loadings of all items in both countries, Pakistan and the UK are acceptable. Thus, the assessment of measurement model is reliable. After assessing internal consistency of the measurement model, next step is examining the external consistency.

The external consistency of model is determined through discriminant validity using the Fornell-Larcker Criterion. The AVE of the latent variable higher than the squared correlation between the latent variables reflect the measurement model has acceptable external validity. It is evident that the discriminant validity of the model is acceptable as the AVE of latent variable is greater than the squared correlation between latent variables (Table 3). It is also evident from the same table that JS, OC and OS in both countries scored above 0.7, thus, confirming that the discriminant validity is acceptable.

Table 3: Discriminant Validity (Fornell-Larcker criterion)

Constructs	Job Satisfaction	Organisational Commitment	Occupational Stress
Pakistan			
Job Satisfaction	0.861		
Organisational Commitment	0.352	0.814	
Occupational Stress	0.162	0.331	0.785
United Kingdom			
Job Satisfaction	0.891		
Organisational Commitment	0.567	0.868	
Occupational Stress	0.241	0.294	0.754

Structural Model Assessment

Table 4: Structural Model Assessment (Results without moderator)

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STD)	T Statistics (O/STD)	P Values
Pakistan					
JS -> OC	0.178	0.191	0.07	2.561	0.011
OS -> OC	0.358	0.363	0.057	6.317	0.000
OS -> JS	-0.136	-0.141	0.067	2.034	0.042
United Kingdom					
JS -> OC	-0.021	-0.022	0.094	0.223	0.824
OS -> OC	0.286	0.292	0.066	4.308	0.000
OS -> JS	0.093	0.104	0.061	1.517	0.130

Note: *** $p < 0.1$, ** $p < 0.05$, ns= nonsignificant ($p > .05$) (Two Tail)

The next step after the measurement model's assessment is to assess the structural model for drawing the conclusion. Through path coefficient the structural model is evaluated in order to determine beta (β) and t-values (t -value), and to reject or not

research hypotheses, the cut-off t -value=1.96 at 0.05 level of significance. The independent variable is job satisfaction (JS), predictor is occupational stress (OS) and dependent variable is organisational commitment (OS). In table 4, the results are presented without moderator. It is evident that job satisfaction has significant effect on the organisational commitment of university personnel in Pakistan (JS t -value=2.561 > 1.96, p -value=0.011 < 0.05; Table 4). On the other hand, job satisfaction has insignificant effect on the organisational commitment of university personnel in the UK (JS t -value=0.223 < 1.96, p -value=0.824 > 0.05; Table 4). Thus, these results showed that the job satisfaction does affect differently the organisational commitment of the university personnel in contrasting economies. There is statistical evidence against hypothesis 1, and, therefore, it is rejected. Furthermore, the results showed that occupational stress significantly affects the organisational commitment of the university personnel in Pakistan (OS t -value=6.317 > 1.96, p -value=0.000 < 0.05; Table 4) and the UK (OS t -value=4.308 > 1.96, p -value=0.000 < 0.05; Table 4). In other words, the occupational stress affects the organisational commitment of the university personnel indifferently in contrasting economies. Hence, the study fails to reject hypothesis 2. The statistical results showed that occupational stress has significant impact on the job satisfaction of the university personnel in Pakistan (OS t -value=2.034 > 1.96, p -value=0.042 < 0.05; Table 4) while insignificant impact in the UK (OS t -value=1.517 < 1.96, p -value=0.130 > 0.05; Table 4). In other words, the occupational stress affects significantly the job satisfaction of the university staff in Pakistan but does not affect the job satisfaction of the university staff in the UK. Therefore, hypothesis 3 is rejected.

Table 5: Structural Model Assessment (Moderation effect)

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ((O/STDEV))	P Value s
Pakistan					
OS* JS -> OC	0.142	0.154	0.059	2.407	0.000
United Kingdom					
OS* JS -> OC	0.082	0.902	0.051	1.620	0.145

Note: *** $p < 0.01$, ** $p < 0.05$, ns= nonsignificant ($p > 0.05$) (Two Tail)

After examining the relationship between the research variables without using occupational stress as moderator, now we proceed with using occupational stress (as moderator) to examine the relationship between job satisfaction (independent variable) and organisational commitment (dependent variable) in contrasting economies. The results showed that occupational stress has a significant moderate

effect on the job satisfaction and organisational commitment of the university personnel in Pakistan (OS t -value=2.407 > 1.96, p -value=0.000 < 0.05; Table 5). On the other hand, it has non-significant moderate effect on the job satisfaction and organisational commitment of the university personnel in the UK (OS t -value=1.620 < 1.96, p -value=0.145 > 0.05; Table 5). In other words, occupational stress has a significant moderating role between job satisfaction and organisational commitment in Pakistan but non-significant moderating effect in the UK. Therefore, hypothesis 4 is rejected.

Table 6: Variance (R^2) and Effect Size (f^2) of variables of interest

	R^2	f^2	Effect Size (f^2)
Pakistan			
Job Satisfaction (JS)	0.79	0.039	Small
Organisational Commitment (OC)		0.154	Moderate
Occupational Stress (OS)		0.267	Moderate
United Kingdom			
Job Satisfaction (JS)	0.305	0.02	Small
Organisational Commitment (OC)		0.04	Small
Occupational Stress (OS)		0.191	Moderate

Statistical results also revealed that the R^2 value is 0.79 in Pakistan while 0.305 in the UK, reflecting that 79% variance in the organisational commitment (endogenous latent variable) is due to occupational stress whereas in the UK, occupational stress causes 30.5% variation in the organisational commitment (Table 6). In other words, the predictive accuracy of the measurement model is strong in Pakistan but relatively weaker in the UK. Moreover, the size effect of the research variables is also reflected in table 6. According to Cohen et al. (2011), “the size effect (f^2) lying between the 0.02 to 0.14 is considered to have a small effect, 0.15 to 0.34 reflects moderate effect while value of 0.35 or above indicates strong effect”. In Pakistan, the job satisfaction has a small effect size while organisational commitment and occupational stress have a moderate size effects. On the other hand, in the UK, job satisfaction and organisational commitment have a small size effects while occupational stress has a moderate size effect. These results reflect that the size effect and variation is smaller for job satisfaction in the UK and Pakistan, moderate for occupational stress in both economies whereas organisational commitment is moderate in Pakistan while smaller in the UK. The size effect and variation in organisational commitment could be a reason for differing strength and significance between variables of interest.

Findings and Discussions towards Academic Implications

The present findings partially support the work of Shaukat et al. (2012) that in developing country there is positive correlation between job satisfaction and organisational commitment while contradict the work of Martins and Coetzee

(2007) since this study found non-significant correlation between variables of interest in advanced economies. From the comparative lens, this is a unique finding that the relationship between job satisfaction and organisational commitment vary in emerging and advanced economy. Surprisingly, in the emerging economy, it is significant while non-significant in advanced economy. Such reported findings are regarded as 'black swan' that reflects ugly truth than familiar facts. However, one could argue that Danish et al.'s (2015) postulate that job satisfaction and organisational commitment are driven from the organisational climate, which could be a reason behind varying relationship between same variables of interest in contrasting economies. Since indifferent results are found in contrasting economies about OC affed by OS. It indicates that in both economies the occupational stress has significant impact on the organisational commitment of the university personnel. Therefore, this study supports the previous work of Cicei (2012), Chraif and Anîtei (2011), Haque and Aston (2016), Haque et al. (2016), Haque et al. (2018), Haque and Oino (2019), and Jackson and Rothmann (2006). From the comparative studies perspective, the study further confirmed that occupational stress affects organisational commitment. The earlier work of Chaudhry (2012) revealed stress and job satisfaction has a linkage at the universities in Pakistan, which is further confirmed through this study. Nevertheless, the comparative analysis found a unique feature that the relationship between OS and JS is significant in emerging while non-significant in advanced economy. It reflects that the same variables in similar industry in two contrasting economies tend to vary in terms of statistical significance. Since, in Pakistan, the correlation between job satisfaction and organisational commitment is significant, thus, the study partially supports the work of Shaukat et al. (2012) which found that increase in job satisfaction leads to increase organisational commitment and vice versa in the developing economies. Furthermore, the study found that, in the UK, non-significant relation, which is contradictory to the work of Martins and Coetzee (2007), who found a linkage between JS and OC in developed economy. In other words, in emerging economy, job satisfaction has significant impact on the organisational commitment while non-significant impact in the developed economy. The reason behind variation could be attributed to the uncertain situation in the UK, as due to BREXIT, there is a likely possibility that job satisfaction and organisational commitment in the education sector is affected. There are reports that suggest, large number of academic personnel in the UK are returning back to EU, perhaps, this could be a contributing factor. Moreover, there is also a large possibility that participants have shown lower commitment in situational context. Thus, this study supports the argument of Haque and Yamoah (2014) that the organisational commitment of the employees often rely on the on-going situation. In other words, employees demonstrate situational commitment often under the uncertain scenarios. In addition to that, the literature has shown that stress varies (i.e. Haque and Aston, 2016; Kumasey et al., 2014; Haque and Oino, 2019) and, therefore, it could be argued to the degree of conformity that the level of JS and

OC differed because of the occupational stress in contrasting economies. Lastly, the work of Waqas et al. (2012) showed that job satisfaction has a direct positive relationship with organisational commitment of teaching staff of the university personnel, however, there was no conclusive evidence regarding non-teaching (administrative) staff. Thus, the findings of the present study further confirmed it in the emerging economies context by finding that non-teaching (administrative) staffs' job satisfaction leads to increase organisational commitment. Previously, there was no conclusive evidence from comparative lens to consider the moderating role of occupational stress in relation to job satisfaction and organisational commitment. In this respect, the findings offer a significant contribution to the extant literature. Moreover, the present study found that occupational stress causing moderation between job satisfaction and organisational commitment in Pakistan while non-significant moderation in the UK. Therefore, it is confirmed that the moderating effect of occupational stress differ in contrasting economies.

Conclusion

This study concluded that organisational commitment is significantly affected by job satisfaction of the university personnel in Pakistan reported whereas there is no significant impact of JS on OC of the university personnel of the UK. It is, therefore, found that job satisfaction affects organisational commitment of the university staff (teaching and non-teaching) differently in distinctive types of economies. Surprisingly, in comparison to the advanced economy, the significant relation between variables of interest evident in the emerging economy, though, the support facilities and quality of life is better in the advanced economy. One of the reasons behind such findings from the UK could be the uncertainty created by the BREXIT situation. Another contributing factor could be the organisational climate of the included universities that has probed these surprising findings since the literature has shown the trace of organisational climate determining differently the relationship between job satisfaction and organisational commitment. The study also revealed that the occupational stress and organisational commitment are indifferently reported by the teaching and non-teaching (administrative) staff of the UK and Pakistan. The statistically significant impact of occupational stress on the organisational commitment reported by the university personnel of Pakistan and the UK. Thus, from the global perspective, it is confirmed that stress affects the organisational commitment of employees. Furthermore, the relationship between occupational stress and job satisfaction is reported differently by the university personnel of two distinctive economies. Again, the significant impact of occupational stress on the job satisfaction is reported by university personnel of Pakistan while non-significant impact of occupational stress on job satisfaction reported by the UK university staff. Lastly, the study findings demonstrated that occupational stress moderates the relationship between job satisfaction and organisational commitment differently, as the moderating effect is statistically and

significantly reported by teaching and non-teaching (administrative) staff of the universities in Pakistan while non-significant moderating effect reported by the UK universities personnel. Additionally, the study presented a moderate size effect of job satisfaction while a small size effect of occupational stress and organisational commitment in Pakistan while occupational stress has moderate size effect in the UK and a small size effect of job satisfaction and organisational commitment. This could be an attributing factor that both, job satisfaction and organisational commitment have a moderate size effect in Pakistan while a small size effect in the UK, and as such, has caused variation in contrasting economies.

Managerial Implications

This study provides practical managerial implications by stating that in the education sector, the applied drama should be introduced by the administrators, managers, and supervisors to prepare their faculties to deal with the stressful situations. The action role could be effective in preparing them to deal with the situations causing stress and finding their way out by practically responding to the events. This type of simulation could be invaluable in preparing staff for the challenges caused by different types of stressors. The technique could also develop the self-confidence among employees because they would take a charge by their own for resolving the challenges in different unknown scenarios. Another managerial implication is the formulation and implementation of the ABC (Awareness-Balance-Control) strategy, earlier proposed by Haque and Oino (2019). However, that strategy considered workshop and seminars for creating awareness while here the considerations are that the awareness about the occupational stress shall be developed through mentoring and coaching sessions. This could also be done through short sessions with the professional occupational therapists. The first step in the process is to communicate the idea through increasing the visibility of the support system (i.e. coach, mentor, and occupational therapist) within the organisation. It should be followed by bringing a balance through re-designing the role demands and job responsibilities. It is important to ensure that job features are exciting rather than exhausting. The flexibility in approach would bring balance in the execution of routine tasks. Lastly, the control system should include two features, 1) controlling through formal administrative process, and 2) through periodical self-evaluation. This would effectively work in improving the organisational commitment, job-related satisfaction and reduction of stress at workplace. The formal administrative monitoring would provide the feedback on the on-going process while periodic self-evaluation would further help the individuals in knowing their positionality and tracking their ability to deal with complex issues at workplace. The present study also proposes that the talk-to-walk approach should be used by the managers, administrators and supervisors to ensure that university personnel have a direct access to communicate with the authorities. The improved channel of dialogues and communication would also work as a ventilation therapy for the employees to deal with job-related stress. The

consideration of all managerial implications would enable the authorities to ensure that the job satisfaction and organisational commitment improve while occupational stress is reduced in the organisational setting.

Limitations and Future Research Directions

There are several limitations of the present study that could be addressed and improved in the future research studies. Although the sample size is sufficient in the context of a comparative study, it can be enlarged in future studies. Furthermore, the target group was only the public universities. Thus, the findings could only be generalised to public universities. Therefore, it is recommended that future studies can consider expanding the sample framework by including semi-public and private universities so that the findings could be generalised to a larger section of the education sector. This study used cross-sectional design to have sub-groups for the comparative analysis while the data collection was completed in less than six months with no repetition of respondents. However, in time, it is possible that the views of employees might change. Thus, a longitudinal study design could be considered in the future and one respondent participate twice in the study at different time lags. This could be an effective research design to measure the variations in experiences over different time interval. The future researchers can also consider the use of focus-group interviews with the experts to obtain useful information. Since this study focused on factual truth (attaining mathematical objectivity) by employing quantitative analysis, the hidden embedded aspects could be explored through interviews with the experts in the field. Accordingly, the inductive approach is also recommended in the future studies to explore the research phenomenon in a qualitative manner.

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ZARZĄDZANIE I WNIKLIWOŚĆ ADMINISTRACYJNA DLA UNIwersytetów: WYSOKI STRES, NISKA SATYSFAKCJA I BRAK ZOBOWIĄZAŃ

Streszczenie: To badanie porównawcze analizuje moderujący wpływ stresu zawodowego (OS) na zadowolenie z pracy (JS) i zaangażowanie organizacyjne (OC) personelu uniwersyteckiego w Zjednoczonym Królestwie (Wielka Brytania) i Pakistanie, próbując dostarczyć menedżerom implikacji zarządczych, administratorzy i przełożeni. W tym celu w badaniu początkowo zastosowano techniki próbkowania prawdopodobieństwa i niewiarygodności, aby dotrzeć do 308 respondentów określonych na podstawie marginesu błędu (M.E), jednocześnie skutecznie wykorzystując polecenia, sieci i strażników w celu rozpowszechnienia kwestionariusza. Następnie zastosowano metodę modelowania równań strukturalnych (SEM) jako podejście ilościowe. Zgłoszone wyniki pokazują, że związek między satysfakcją z pracy a zaangażowaniem organizacyjnym jest różny w przypadku pracowników uniwersytetów (nauczycieli i osób niebędących nauczycielami) w Wielkiej Brytanii (gospodarka zaawansowana) i Pakistanie (gospodarka wschodząca). Zadowolenie z pracy ma znaczący wpływ na zaangażowanie organizacyjne w Pakistanie, podczas gdy niewielki wpływ występuje w Wielkiej Brytanii. Ponadto stres zawodowy znacząco moderuje związek między JS a OC w Pakistanie, podczas gdy zgłaszany nieistotny efekt moderujący występuje w Wielkiej Brytanii. Na podstawie analizy proponuje się różne implikacje zarządcze w celu zmniejszenia stresu zawodowego, zwiększenia satysfakcji z pracy i utrzymania większego zaangażowania organizacyjnego, co z kolei poprawia wydajność organizacyjną.

Słowa kluczowe: Analiza porównawcza, zadowolenie z pracy, stres zawodowy, zaangażowanie organizacyjne, personel uniwersytecki.

高校的管理和行政管理:高压,低满意度和无承诺

摘要:这项比较研究探讨了职业压力(OS)对英国(UK)和巴基斯坦的大学人员的工作满意度(JS)和组织承诺(OC)的调节作用,旨在为管理者提供管理上的启示,管理员和主管。为此,该研究最初采用概率和非概率抽样技术,以覆盖308位通过误差幅度(M.E)确定的受访者,同时有效地使用推荐人,网络和网守分发问卷。然后,结构方程建模(SEM)方法已被用作定量方法。报告的结果表明,英国(先进经济)和巴基斯坦(新兴经济)的大学(教学和非教学)人员的工作满意度和组织承诺之间的关系不同。工作满意度在巴基斯坦显著影响组织承诺,而在英国则没有显著影响。此外,在巴基斯坦,职业压力显著缓解了JS和OC之间的关系,而英国报道的缓解作用并不显著。在分析的基础上,提出了不同的管理含义,以减轻职业压力,提高工作满意度和维持更高的组织承诺,进而改善组织绩效。

关键词:比较分析,工作满意度,职业压力,组织承诺,大学人员。