

# Job Satisfaction and Its Relationship with Organizational Commitment Among University Employees

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2025 Submitted:15<sup>th</sup> May

2025 Accepted: 25<sup>th</sup> Jun

2025 Published: 17<sup>th</sup> Jul

**Abstract :** The current research aims to study job satisfaction and the relationship between the satisfaction about the job and the organizational commitment between university employees and the research community has consisted of the category of technicians located within the Technical Institute / Kut and the number of (307) has been selected sample of (100) divided (168) males, (139) females, The researcher used the following statistical means to reach the results of the research: arithmetic averages - Pearson's correlation coefficient - Spearman-Brown coefficient - hypothetical mean - alpha Crank Bach coefficient - T-test, and the study approved the following results: that the university staff at the Technical Institute in Kut have relatively poor job satisfaction, and that the university staff in the Technical Institute in Kut have a relatively high organizational commitment, There was no statistically significant difference in job satisfaction due to the gender variable, a statistically significant difference in organizational commitment because of the gender variable and in favor of males, There is a strong positive relationship between the satisfaction about the job and the organizational commitment among university employees at the Technical Institute in Kut.

**Keywords:** Feeling, Behavior education, Job Satisfaction, Organizational Commitment

## 1. Introduction

The scientific study of job satisfaction gained prominence in the 1930s, with early research linked to Taylor's management theories focusing on employees' attitudes and work approaches. Taylor's studies suggested that higher wages with minimal effort would enhance job satisfaction and productivity. (Madhoun, 2005: 210)

Organizations increasingly rely on the active performance of individuals, which is tied to their satisfaction and engagement at work. Addressing job satisfaction is essential for leveraging human resources effectively. Motivational factors influence human behavior, highlighting the importance of satisfaction in alleviating anxiety and restoring balance. (Zawailif, 2003: 173)

Organizational commitment is one of the most prominent concepts in administrative studies, as it motivates individuals to remain engaged in their institutions and exert effort toward achieving organizational goals. Some researchers classify employees based on their commitment levels, emphasizing the role of shared goals and values in fostering organizational loyalty. (Siders et al., 2009; Harold & James, 2007)



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In summary, the researcher views organizational commitment as a behavioral and emotional state that encourages individuals to embrace and achieve organizational objectives while promoting loyalty and dedication to the institution.

Recently, researchers specializing in organizational behavior have shown increased interest in studying organizational commitment and job satisfaction due to their significant impact on organizational effectiveness and productivity.

Although organizational commitment has been a concept studied extensively in administrative fields for some time, it gained prominence in modern administrative studies, especially with the success of Japanese management styles. The Japanese administrative approach emphasized organizational commitment, utilizing human resources with dedication and integrity, thereby fostering loyalty and enhancing productivity. (Al-Tajm, 1996: 103)

Job satisfaction is also regarded as a critical factor in the workplace, prompting many researchers to delve into its dimensions. Managers in various organizations continue to show interest in job satisfaction as it offers insights for directing employees toward diligence and achieving organizational goals. Organizations often gather data through surveys to measure employees' attitudes toward work-related issues and policies.

Job satisfaction reflects an individual's thoughts and perceptions about their job and how well it fulfills their expectations, ambitions, and needs. It is closely linked to the actual benefits obtained versus personal beliefs, influencing an individual's continued performance. (Hareem, 2004: 98)

Universities are among the most impactful educational institutions, playing a distinctive role in shaping individuals, fostering societal development, and initiating positive socio-economic changes. As educational, scientific, and social institutions, universities contribute significantly to producing and disseminating knowledge and advancing human capital for societal benefit. (Sulaiman, 1995: 165)

Given the essential role of university employees, most institutions strive to ensure their satisfaction by meeting their needs and providing the necessary resources for their administrative or educational duties. This highlights the importance of studying job satisfaction and its relationship to enhancing their performance and organizational commitment.

The researcher believes it is vital to investigate the concept of job satisfaction to better understand organizational commitment within institutions. This would facilitate dedicated work, loyalty, adherence to laws and regulations, and the employees' alignment with the institution's goals and policies. Ultimately, this would deter negative behaviors such as apathy and external distractions that might negatively influence performance.

The research problem stems from the fact that the researcher is an employee at the Technical Institute in Kut and has observed the work pressures and conditions surrounding the employees working in the technical department of the institute. This department requires its employees to exert significant effort and maintain continuous supervision in their field of work, leading to potential physical and mental fatigue, which may impact their job

satisfaction and subsequently reflect on their organizational commitment. The productivity of employees in the technical department depends on their job satisfaction regarding the tasks they perform and the availability of resources to ensure accuracy in their performance.

Employee satisfaction is expected to result in greater enthusiasm, interaction, and efficiency within their institution. Therefore, it is crucial to examine the working conditions of this vital group of employees to understand their job-related challenges and their organizational commitment toward their duties. The quality of production and institutional development depends on a committed workforce. Moreover, job satisfaction and organizational commitment may vary from one individual to another and across departments based on the surrounding work conditions.

Thus, the problem of this research can be summarized in this question:

What is the level of job satisfaction and organizational commitment, and what is the relationship between them among university employees?

## **literature review**

### **First: Arabic Studies**

#### **1. Al-Humaidi Study (2012):**

The study aimed to identify the extent to which justice is practiced by female principals in secondary schools from their own perspectives and from the teachers' perspectives as well. It also measured the organizational commitment of secondary school teachers from their perspectives and the principals' perspectives. Additionally, it sought to determine the level of job satisfaction among secondary school teachers. The study concluded that secondary school teachers exhibit a high level of organizational commitment, and it also revealed a correlational relationship between job satisfaction and organizational commitment.

#### **2. Falmban Study (2007):**

This study aimed to measure the level of job satisfaction and organizational commitment among educational supervisors (both male and female). It also sought to identify the relationship between organizational commitment and job satisfaction within the studied population in Mecca, Saudi Arabia. The study found that educational supervisors scored high on the job satisfaction scale and exhibited a high level of organizational commitment. Additionally, there was a statistically significant relationship between job satisfaction and organizational commitment.

#### **3. Roshdy Study (2017):**

This study aimed to explore the effectiveness of educational supervision and its relationship to job satisfaction and organizational loyalty among a sample of secondary school

teachers in Algeria. The findings revealed a positive relationship between the effectiveness of educational supervision and job satisfaction among the sample. There was also a positive relationship between the effectiveness of educational supervision and organizational loyalty.

#### **4. Al-Azmi Study (2020):**

This study tried to detect the level of satisfaction about the job and its relationship with organizational commitment among a sample of teachers in secondary schools in Kuwait. The sample was intentionally selected and consisted of senior male and female teachers in secondary schools. The results indicated that the teachers experienced job satisfaction in their roles.

#### **Second: Foreign Studies**

##### **1. Sitomorang Study (2014):**

The study tried to identify the factors influencing organizational commitment among a group of principals in different high school in Medan Municipality. It also sought to describe the negative relationships between latent variables that might hinder organizational commitment among school principals. The study concluded that transformational leadership positively impacted personal relationships, and knowledge in educational administration significantly influenced both job satisfaction and organizational commitment.

##### **2. Lashkarzahi and Saadeddin Study (2014):**

This study aimed to explore the relation between emotional intelligence, organizational commitment, and the satisfaction about the job among primary school principals in Iranshahr, Iran. The study found that there is a clear positive relationship between the organizational commitment, emotional intelligence, and job satisfaction. Additionally, the study revealed statistically significant differences based on gender.

The researcher benefited from previous studies in several aspects:

1. Understanding the importance of the study, its hypotheses, and objectives through reviewing these studies.
2. Selecting the descriptive-analytical method for the research.
3. Developing the data collection tool (a questionnaire) and determining its domains and items.
4. Identifying suitable statistical methods for data analysis.
5. Presenting, discussing, and interpreting the results, as well as offering recommendations and suggestions.

#### **Research Methodology:**

The descriptive method was chosen to achieve the research objectives.

## Research Population and Sample

### A. Research Population:

The population consists of the technical staff of the Middle Technical University (Kut Technical Institute) in Wasit Governorate for the academic year 2023-2024. The total population is 307, divided into 168 males and 139 females. The data was obtained from the Human Resources Department of the Kut Technical Institute.

### B. Research Sample:

A sample of 100 technical staff members from the Kut Technical Institute was purposively selected, comprising 40 males and 60 females. This sample was chosen because this category is present throughout the year at the institute, and the researcher, being one of the institute's employees, had ease of access and application of the research tools. The following table illustrates the details:

**Table (1): Research Sample**

Department	Sample Size	Institute Name
Technical	100	Technical Institute in Kut
Gender		
Females	Males	
60	40	
100		Total

## Research Tools

### A. Job Satisfaction Scale

The researcher reviewed several studies to develop or adopt a tool suitable for the research sample and academic level. The studies reviewed include: Flimban (2007), Al-Humaidi (2012), Zain Al-Din (2015), Rushdi (2017), Al-Muqayyid (2017), and Al-Azmi (2020). The researcher adopted Zain Al-Din's (2015) tool as it was most appropriate for the sample. The tool consisted of 34 items divided into six subdomains: wages and rewards, supervisory style, promotion opportunities, workgroup, working hours, and physical working conditions using the well-known five-point Likert scale.

### Reliability of the Tool

The researcher applied the split-half method to calculate the reliability coefficient of the job satisfaction scale. The reliability for the two halves was 0.70, and after applying the Spearman-Brown correction, the overall reliability coefficient was 0.82. This is considered high reliability, as Al-Nabhan (2004) indicates that reliability coefficients above 0.67 are high (Al-Nabhan, 2004: 240).

### B. Organizational Commitment Scale

The researcher reviewed several studies to develop or adopt a tool suitable for measuring organizational commitment in the research sample. The studies reviewed include Al-Humaidi (2012), Zain Al-Din (2015), Abdul Qader (2016), Khattara (2019), and Al-Azmi (2020). The researcher adopted Zain Al-Din's (2015) tool, which consisted of 17 items. A five-point Likert scale was used: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree.

### Reliability of the Tool

The researcher used Cronbach's alpha formula to calculate the reliability coefficient of the organizational commitment scale, which was 0.92. This is considered high reliability, as Al-Nabhan (2004) indicates reliability coefficients above 0.67 are high (Al-Nabhan, 2004: 240).

Statistical Methods: Means, Pearson Correlation Coefficient, Spearman-Brown Coefficient, Hypothetical Mean, Cronbach's Alpha Coefficient, T-Test.

### Section Four: Results Presentation and Interpretation

Results for Objective 1: level of job satisfaction among university employees

The statistical analysis revealed that the average job satisfaction score among university employees was 129.17, with a standard deviation of 16.41 and a standard error of the mean of 2.13. This average is lower than the tool's theoretical mean of 133.5, indicating that job satisfaction among university employees was relatively low. Table (2) illustrates these findings:

**Table (2): Level of Job Satisfaction Among University Employees**

Standard Error	Standard Deviation	Theoretical Mean	Mean
2.13	16.41	133.5	129.17

Results for Objective 2: Are there statistically significant differences in job satisfaction due to gender, table (3) shows the following results:

The mean score for males was 132.1 (SD = 18.86). The mean score for females was 127.93 (SD = 16.08). A t-test for two independent, unequal samples at a significance level of ( $\alpha \leq 0.05$ ) and degrees of freedom (98) yielded a calculated t-value of 1.184 with a significance level of 0.239. Since this is greater than the adopted significance level of 0.05, it indicates no statistically significant differences in job satisfaction between males and females.

**Table (3): T-Test Results for Gender Differences in Job Satisfaction**

Significance	T-Test	Freedom	Standard Deviation	Mean	number	Group
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Not significant	Significance Level	T Value	98	18.86	132.1	40	Males
	0.239	1.184		16.08	127.93	60	Females

Results for Objective 3: level of organizational commitment among university employees, statistical analysis showed that the average organizational commitment score was 69.66 (SD = 9.47, SE = 1.23). This average is higher than the tool's theoretical mean of 66, indicating a relatively high level of organizational commitment among university employees. A t-test for one sample confirmed the difference between the calculated and theoretical means, yielding a t-value of 56.61, which was significant at 0.05. Table (4) illustrates these findings:

**Table (4): Level of Organizational Commitment Among University Employees**

Significance	p-value	T-value	Standard Error	Standard Deviation	Theoretical Mean	Mean
Significant	0.00	56.61	1.23	9.47	66	69.66

Results for Objective 4: differences in organizational commitment due to gender

Table (5) shows the following results: The mean score for males was 73.07 (SD = 8.64). The mean score for females was 67.27 (SD = 10.41). A t-test for two independent, unequal samples at a significance level of ( $\alpha \leq 0.05$ ) and degrees of freedom (98) yielded a calculated t-value of 2.922 with a significance level of 0.051. Since this is less than 0.05 which is the limit to be considered significant, it indicates statistically significant differences in organizational commitment between males and females, favoring males, as obvious in Table 5.

**Table (5): Results of the T-Test for Two Independent Samples to Identify the Significance of Differences in the Level of Organizational Commitment Attributable to the Gender Variable**

Statistical Significance 0.05	T-Test Value	Degrees of Freedom	Standard Deviation	Mean	Number	Group
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			n			
Significant	Significance Level	T Value	98	8.64	73.07	40 Males
	0.004	2.922		10.41	67.27	60 Females

Results for Objective 5: Is there a relationship between job satisfaction and organizational commitment among university employees?

To determine the extent of the correlation between job satisfaction and organizational commitment among university employees, the researcher applied Pearson's correlation coefficient to the scores for job satisfaction and organizational commitment. The Pearson correlation coefficient was 0.982, with a significance level of 0.00, which is smaller than the adopted significance level of 0.05. This indicates a strong positive correlation between job satisfaction and organizational commitment among university employees, as shown in Table (6).

**Table (6): Correlation Coefficient Between Scores of Job Satisfaction and Organizational Commitment**

Significance	P-Value	Significance Level	Correlation Coefficient	Number of Employees
Significant	0.000	0.05	0.982	100

### Interpretation of Results

1. Table (2) indicates that university employees at the Technical Institute in Kut exhibit relatively low job satisfaction. According to the researcher, this is due to the pressures associated with their technical roles, including heavier workloads compared to others, long working hours, and challenging physical conditions (e.g., extreme heat or cold during work).

2. Table (3) shows no statistically significant differences in job satisfaction attributable to gender. The researcher attributes this to the equal opportunities and privileges provided to both genders, allowing them to perform their professional duties similarly, alongside equal impacts of previously mentioned factors.

3. Table (4) suggests that university employees at the Technical Institute in Kut demonstrate relatively high organizational commitment. The researcher believes this stems from the distinction between organizational commitment and job satisfaction. Employees often feel a sense of responsibility toward their roles and enjoy privileges unique to university employees, encouraging dedication and proper performance.

4. Table (5) reveals statistically significant differences in organizational commitment attributable to gender, favoring males. The researcher suggests this is due to males' physical



resilience and capabilities, which better equip them to handle technical work conditions. Additionally, females often face greater family responsibilities, which may result in more frequent leaves and affect their ability to perform technical tasks as effectively as males.

5. Table (6) indicates a strong positive correlation between job satisfaction and organizational commitment among university employees. The researcher explains that increased job satisfaction leads to greater organizational commitment. Employees who are satisfied with their roles are more likely to fulfill their responsibilities effectively, maintain punctuality, and work diligently and enthusiastically.

### **Conclusions**

1. University employees at the Technical Institute in Kut exhibit relatively low job satisfaction.
2. University employees at the Technical Institute in Kut demonstrate relatively high organizational commitment.
3. There are no statistically significant gender differences in job satisfaction.
4. Statistically significant gender differences in organizational commitment favor males.
5. A strong positive correlation exists between job satisfaction and organizational commitment among university employees.

### **Recommendations**

1. Organize workshops and seminars highlighting the importance of job satisfaction.
2. Organize workshops and seminars highlighting the importance of organizational commitment
3. Work on improving conditions to enhance job satisfaction and organizational commitment.
4. Continuously monitor job satisfaction and organizational commitment to address challenges and obstacles.
5. Develop programs to improve employees' experiences, increasing their satisfaction and commitment.

### **Suggestions**

1. Conduct a similar study on other samples, such as university faculty or administrative staff.

2. Investigate the relationship between job satisfaction, organizational commitment, and other variables like work pressure or rewards.
3. Compare job satisfaction and organizational commitment across different organizations.
4. Compare satisfaction and commitment among different employee categories within the university.

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