THE RELATIONSHIP BETWEEN ORGANIZATIONAL COMMITMENT AND JOB SATISFACTION

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Dilkhaz Saleem SULAIMAN

Assist. Prof. Dr. Canan YILDIRAN

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Dilkhaz Saleem SULAIMAN

Assist. Prof. Dr. Canan YILDIRAN

T.C.
Karabuk University
Institute of Social Sciences
Department of Business Administration
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THESIS APPROVAL PAGE

I certify that in my opinion the thesis submitted by Dilkhaz Saleem SULAIMAN titled "THE RELATIONSHIP BETWEEN ORGANIZATIONAL COMMITMENT AND JOB SATISFACTION" is fully adequate in scope and in quality as a thesis for the degree of Master of Science.

Assist.Prof.Dr. Canan YILDIRAN   ....
Thesis Advisor, Department of Banking and Finance

This thesis is accepted by the examining committee with a unanimous vote in the Department of Business Administration as a Master of Science thesis. May 10, 2021

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DECLARATION

I hereby declare that this thesis is the result of my own work and all information included has been obtained and expounded in accordance with the academic rules and ethical policy specified by the institute. Besides, I declare that all the statements, results, materials, not original to this thesis have been cited and referenced literally.

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Dilkhaz Saleem SULAIMAN

Signature:

FOREWORD

First of all, I would like to extend my appreciation and sincere grateful to my supervisor Dr. Canan YILDIRAN for her help and support which paved the way for the complement of the task and inspired me to do the best for this work and for that I am very thankful.

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ABSTRACT

Job satisfaction and corporate commitment are two of the most significant organizational action constructs learned. It is widely accepted that low levels of satisfaction or loyalty will result in workers willingly ceasing the employee-organization relationship, resulting in organizations losing skilled and competent personnel, which is a potentially debilitating force within any organization, particularly government departments that rely on experts and highly trained and qualified employees. The current study examined the organizational commitment, the level of job satisfaction, and the relationship between satisfaction and dedication of male and female deans, managers, department heads, and normal employees who are fully functionally qualified permanent contractors. A quantitative non-probability simplicity sampling design with a survey composed of 256 respondents was the sampling methodology used. The majority of respondents who participated were male, and the percentage distribution of age group was the majority between 26 to 35 years old. On the other hand, the education level, bachelor's degree was the most. The relation between the job-satisfaction and organisational commitment were measured using means and standard deviation though number of key questions in a designed questionnaire. Results show that the more organisational commitment was in organisations, the more satisfaction in job will occur among all employees in the sample study. On the other hand, the study found that the majority of respondents have less level of satisfaction in their recent work which impacts negatively on their productivity scale. Furthermore, the study found out that there is a strong relation between job satisfaction and organisation commitment, in which the correlation was statistically at 0.01 which means that there were statistically significant relationship between both variables, also the study tested the relationship between demographic characteristics and dependent and independent variables through which it was found that there are no statistically significant relation between both of them, in which the significant values for all of demographic characteristics and dependent and independent variables were bigger than 0.05 and the R. squares were very low.

Keywords: Organizational commitment; job satisfaction; business; management.

ÖZ (ABSTRACT IN TURKISH)

Günümüzde işletmeler için iş tatmini ve örgütsel bağlılık en önemli iki konudur. Bireylerdeki düşük tatmin ve bağlılık düzeyleri, birey-örgüt ilişkisinin gönüllü olarak sonlandırılmasına neden olabilir. Böylece örgütler vasıflı ve yetkin personel kaybı yaşayacaklardır. Bu ise örgütlerde, özellikle uzmanlara, yüksek eğitimlilere ve kalifiyelere dayanan devlet dairelerinde potansiyel bir zayıflatıcı unsur haline gelecektir. Bu çalışma, bir devlet üniversitesinde yetkisi bulunan dekan, yönetici, bölüm başkanı ve yetkisi olmayan çalışanlardan oluşmaktadır. İlgili katılımcıların örgütsel bağlılığı ile iş tatmini düzeyi arasındaki ilişki incenlenmiştir. Araştırmada veri toplama anket yöntemi ile gerçekleştirilmiş olup, 256 katılımcıdan veriler elde edilmiştir. Ayrıca, ankete demografik sorular eklenerek katılımcılar hakkında bilgiler elde edilmiştir. Katılımcıların çoğunluğunu erkekler, yaş grubunun çoğunluğunu ise 26-35 yaş aralığı oluşturmaktadır. Yine katılımcıların eğitim seviyeleri incelendiğinde katılımcıların büyük bir bölümünü lisans mezunu kişilerin oluşturduğu görülmektedir. Örgütsel bağlılık seviyesi ne kadar yüksekse, aynı seviyede işten tatmin olma derecesi de yüksek olacaktır. Katılımcıların çoğunun son çalışmalarında daha az tatmin olduğunu ve bu durumun verimliliği olumsuz etkilediği görülmüştür. Çalışmada, iş tatmini ve örgütsel bağlılık arasında güçlü bir ilişki olduğunu tespit edilmiştir. Yani her iki değişken arasında istatistiksel olarak anlamlı bir ilişki olduğu görülmektedir. Demografik özellikler ile bağımlı değişkenler arasındaki ilişki analiz edildiğinde anlamlı bir ilişki bulunmadığı tespit edilmiştir.

Anahtar Kelimeler: Örgütsel bağlılık; iş tatmini; işletme; yönetim.

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SUBJECT OF THE RESEARCH

Although the research focuses on each of the definitions of job satisfaction and organizational commitment individually or in relation to other variables, more research is required to investigate the relationship that occurs between these variables. This study seeks to support both industrial psychology and managers through a greater view of the mobility of knowledge workers in an evolving field of work. The results will allow companies to create value- added ideas for workers that would strengthen corporate engagement. The findings of such studies could be seen in several of the programs aimed at developing and executing a successful talent acquisition approach. The goal of this analysis is to be developing and executing a successful talent acquisition approach. The goal of this analysis is to investigate the relationship between job satisfaction and the organizational commitment of the sample of respondents at Zakho University. Study, however, on the relationship between job satisfaction and organizational commitment, especially at Zakho University. Study on the satisfaction and organizational commitment, especially at Zakho University. Study on the relationship between these variables may also make a significant contribution to retention techniques in this regard.

This study is conducted in an attempt to investigate the level of satisfaction for Zakho University employees, as well as their level of organizational commitment and knowledge of the relationship between job satisfaction and organizational commitment. The study problem can be defined more precisely in light of asking the following main questions: What is the level of job satisfaction and organizational commitment of Zakho University employees; what is the nature of the relationship between job satisfaction and organizational commitment of Zakho University administrative staff in Zakho city?

PURPOSE AND IMPORTANCE OF THE RESEARCH

The goal of this research is to identify the significance of the relationship between organizational engagement and job satisfaction, hence its effectiveness in raising employee ability, performance and productivity, in addition to explaining components of organizational engagement, the study's key objectives are as follows:

Recognizing the level of job satisfaction and organizational commitment with Zakho University administrative staff.

Recognizing the relationship between organizational commitment and job satisfaction with Zakho University administrative staff.

Examining the relationship between organizational commitment and job satisfaction with some personal variables which involve (gender, age, educational qualification and level of experience) for Zakho University administrative staff.

Organizational commitment and job satisfaction have crucial role in both aspects: psychology and administration to speed up organizational progress, as well as raising individual's efficiency, which leads to complete desired objectives. The importance of the study comes from the cases below:

The study contributes to identifying individual job satisfaction levels, hence that will be useful for administration official to enhance the level of job satisfaction which in turn increases productivity and improves organizational process along with obtaining knowledge about their organizational commitment.

The study helps to recognize the relationship between organization commitment and job satisfaction, but also at the same time, obtains knowledge about the level of loyalty and obligation of individual.

METHOD OF THE RESEARCH

The curriculum is the method that leads to the goals that the researcher adopts and knows that a set of procedures and specific breakthroughs that the researcher adopts to reach a result, so based on this concept the researcher relied on following methods:

Descriptive survey method (Questionnaire) in order to determine the level of job satisfaction and the level of organizational commitment of Zakho University administrative staff is employed in this study.

Correlational descriptive research method by (SPSS 23) program is utilised to determine the type and strength of relationship between job satisfaction and organizational commitment by the set of analysis models as ANOVA, Correlation Analysis, Reliability Statistics, Validity Statistics, Frequency Model, Coefficient and Descriptive Statistics.

HYPOTHESIS OF THE RESEARCH / RESEARCH PROBLEM

- What is the level of organizational commitment with administration staff of Zakho University?
- What is the level of job satisfaction with administrative staff at Zakho University?
- What is the nature of relationship between job satisfaction and organizational commitment with Zakho University administration staff?

In light of the above questions, the following hypotheses are put forward:

H_1: There is statistically significant relationship between job satisfaction and organizational commitment for Zakho University administration staff.

H_2: There is statistically significant relationship between demographic characteristics (age, gender, education level, experience) and job satisfaction.

H_3: There is statistically significant relationship between demographic characteristics (age, gender, education level, experience) and organizational commitment.

Figure 1. The Study Conceptual Model
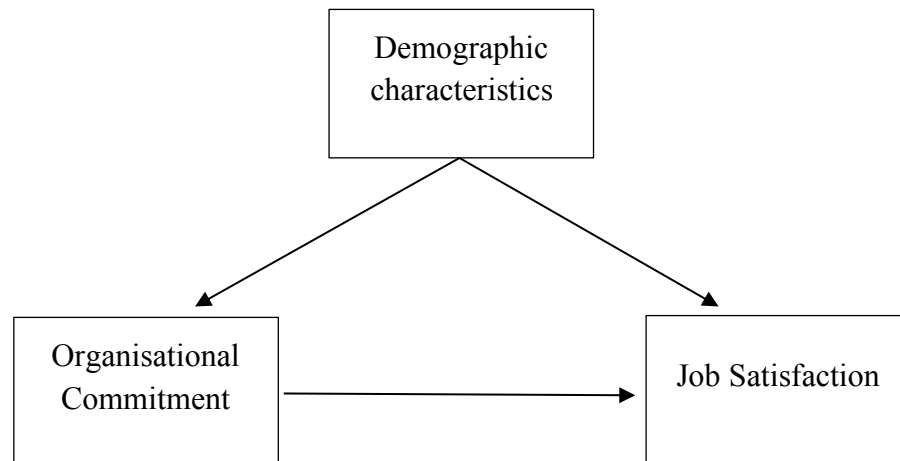
POPULATION AND SAMPLE (IF AVAILABLE)

The study population is the one from which we collect data, and the sample is considered a part of that community. That is, a group of individuals is taken that is representative of that community in which the study is being conducted, and the nature of the study requires the researcher to choose a sample. This study was limited to a random sample of (256) male and female employees from various administrative and functional levels deans, department heads, normal managers, and non-managerial personnel from Zakho University. The sample study represented 42% of total number 609 of Zakho University administration staff.

SCOPE AND LIMITATIONS / DIFFICULTIES

The study spanned from February 2020, February 2021. The obstacle that was faced in writing this thesis was the lack of employees who have been taken for sample study and the difficulty in meeting them because of Corona Epidemic in that period. The sample study included senior management leadership from managers in the upper and middle departments, technical staff and managerial employees.

INTRODUCTION

The purpose of this research study is to examine the relationship between organizational dedication and job satisfaction among employees of the University of Zakho. The analytical platform used to address organizational interaction was based on the study of Meyer and Allen (1991), in their research study show that the degree of employee work satisfaction is associated with their level of engagement and its effect on the turnover intention relationship; low levels of satisfaction result in reduced organizational engagement, which has an impact on the turnover intention (Currivan, 1999; Eslami & Gharakhani, 2012). Job satisfaction and organizational engagement analysis has shown that job satisfaction is a precedent for organizational engagement and organizational engagement as an indicator of turnover intent and real turnover (Currivan, 1999). Cullinan (as quoted in Luddy, 2005) states that inadequate wages are not the only reason why workforce satisfaction problems are faced by companies, Cullinan determined that it is often shown that other work conditions such as the environment and poor management lead to lower levels of job satisfaction. This frustration also contributes to the hunt for alternate work by specialized, rarely trained or skilled workers. The quantitative method was preferred for research development, with the data obtained using research instruments extracted from scales validated for these constructs. Descriptive statistics generally were the tools employed to compare averages between job-satisfaction and organizational commitment. The outcome shows that the more organizational commitment in organizations, the more job satisfaction will occur among all employees in the sample study. On the other hand, the study found that in their recent work, the majority of respondents have less satisfaction, which has a negative impact on their productivity scale. In addition, the study showed that there is a clear association between employee satisfaction and loyalty to the company.

CHAPTER 1

ORGANIZATIONAL COMMITMENT

This chapter is devoted to give an introduction to organizational commitment. It will highlight the definition and importance of organizational commitment. It will also tackle the approaches to organizational commitment. Moreover, it will focus on the factors affecting organizational commitment. It will also shed light on the models of organizational commitment. Finally, the literature review on organizational commitment will be introduced.

1.1. Definition and Importance of Organizational Commitment

Roweden (2000: 31) explicitly suggested that the idea of engagement in organizational actions originated at the beginning of the year (1950), as most experiments and analyses concentrated on understanding the essence of the relationship of the individual with the organization due to the alignment of principles and objectives between the two parties. It has not been able to offer a simple and precise explanation. We should recognize the terminological sense of commitment and according to Oxford, (2003: 114) before evaluating the definitions discussed by scholars and authors to the idea of commitment. Dictionary has defined the meaning of commitment. It is anything that a person undertakes to others in which he feels through his commitment to do so.

After a deep study has been done on the literature review of the topic, it appears that each researcher has addressed the issue of organizational commitment in a different perspective from the other, and shows differences in the views of researchers on defining the definition of organizational commitment as evident in the following table:

Table 1. Definition of Organizational Commitment

Researcher	Year	Definition
Buchanan	1974	Individual integration and affiliation with the organization and adoption of its goals and values.
Kidron	1978	That reciprocal relationship that occurs between the staff and the firm and that results in an agreement on mutual investment between the two parties.
Mowday, et al.,	1979	The relative forces of congruence, correlation, integration and participation of an individual in a particular organization.
Wiener	1982	The set of normative internal stresses that an individual incurs in his work for the purpose of achieving organizational goals versus perceived benefits.
Bateman & Strasser	1984	The individual's affiliation and effective attachment to the goals and values of the organization regardless of the material value achieved by the organization.
Orailly & Chatman	1986	It is the psychological attachment that the individual feels towards the organization, which reflects the degree of his affiliation and continued membership of the organization.
Allen & Meyer	1990	It is the psychology condition that links the employee with the organization.
Mathis & Jackson	2003	It is the degree to which an individual accepts organisational goals and willingness to stay and continue in the organization.

Ref. Salman, 2013: 79-80.

Organizational commitment is one of the behavioural phenomena which received increasing attention from writers and researchers, as it constitutes major impacts on the success of the organisation and its continuation in the competitive business environment (Stallworth, 2003: 405). Rowden (2000: 31), confirms that in the prevailing competitive world, there is no organisation today that is able to perform at the highest levels, as not everyone involved in it is committed to the objectives and values of the firm and works as an effective member of the team.

While, Mathieu & Zajac (1990: 74) believe that the advantages and benefits arising from the presence of trained personnel at the best level using very advanced technology can have no effect due to individuals who are not willing to use their energies and skills for the sake of the organization and that one of the main elements of survival and continuity is to maintain upgrading the organization's ability to use human resources in an efficient and effective manner with their contributions continue to perform their jobs through the creations, ideas and skills that they provide which contribute to evaluating the

competitive position of the organization. Moreover, Lin (2005: 224), indicated that the importance of organizational commitment may be evident from the set of outcomes and outputs resulting from it, as most studies that dealt with this topic confirm this argument (Porter, et. al., 1974; Angle & Perry, 1981: 9).

Those studies indicated that emotional and normative involvements are more related to performance versus the negative connexion between continuous commitment and performance while (Dunham, et al, 1994: 372) indicated that individuals with extraordinary organizational obligation are distinguished by outstanding job performance, which results in increased productivity and their desire for their work and organizations.

Rowden (2000: 33) supported as a result of this study, as it proved that the continuous commitment was associated with a positive relationship with work turnover and absence, while emotional and normative commitment was associated with a negative relationship with work turnover and absence.

Many behavioural patterns that lead to high cost and poor service are due to lack of organizational commitment by employees and managers, due to its association with a number of factors mentioned by (Bateman & Strasster, 1984). The most crucial are as follows:

- Individual behavioural and activities such as: Job transformation, absence and efficacy.
- Its connection to the job structure, such as job satisfaction, participation and job tension.
- Its connection to the role and characteristics of employee such as: independents, Responsibility, Type of job, Role-playing conflict and mystery.
- Its connection to the personal traits of the staff as Gender, Age and the need of completion.
- These relationships converge with the belief that career commitment is a relatively stable situation with time.

All of the above give value to commitment. Each of these factors is related to the productivity of the individual and hence the productivity and effectiveness of the organization (Hamadat, 2006: 67).

In summary of previous studies Lee (2003: 197), purported that the interest in building organizational commitment among individuals can be represented by the following results:

- Increase the cohesion and confidence of individuals in the organization and thus achieve organizational stability.
- Increased alignment with goals between the individual and the organization leads to high morale in the organization.
- Increased performance and productivity.
- Low level of work turnover and absence.
- Reduced problems and differences between workers and management.

This can be illustrated by the following figure:

Figure 2. Importance of Building Organizational Commitment

Ref. Salman, 2013: 92.

1.2. Approaches of Organizational Commitment

An individual's commitment within the organization can be classified according to different sources that determine the type and nature of the individual's commitment, as well as the difference of views of researchers who studied the concept of commitment. According to Angle & Perry (1981: 5) two types of commitment are indicated, as follows:

Value Commitment*:* This refers to the extent of convergence between the standards and objectives of the firm with the values and goals of the individual within the organisation.

Commitment to Stay*:* It is the desire of the individual to remain in the organization and make every effort to preserve their membership in the firm. While outline three types of organizational commitment (Meyer & Herscovitch, 2001: 230);

Moral Commitment: This refers to the degree to which an individual is linked to the organization's psychology by matching their goals and values with the goals and values of the organization.

Causative Commitment: This type of commitment is based on the individual receiving the benefits and the incentives for performing the tasks.

Alternative Commitment: This indicates the organizational link that becomes apparent when the individual realises that the rewards do not match the tasks accomplished, yet he continues to work due to environmental pressures.

On the other hand, Al-Zubaidi (2004: 15) puts forward two types of organizational commitment.

External Commitment: This type of commitment emerges as a result of workers' acquiescence, as they have low control over their goals and specializations, and this means that individuals are unable to formulate their working lives. The administration unilaterally determines the working conditions of its employees, which weakens their sense of responsibility.

Internal Commitment: This type of commitment arises from within the individual, as individuals are usually bound for a specific project, individual, or program on the basis of having the motivating reasons for it. Moreover, if senior management wants an internal

commitment to its members, it must involve them in defining the goals of their work and give them the opportunity to define the behaviours required to achieve these goals.

1.2.1. Attitudinal Commitment Approaches

The attitude approach that is of Mowday, et. al. (1979), that considers engagement primarily as a view of a member of the staff of a firm or a collection of the manner they behave, is the most influential uni-dimensional approach to organizational engagement. It could be stated that organizational participation has emerged as a core predictor of the attitudes of employees. Analysis has found that the attitude approach to corporate engagement conceptualisation reveals the greatest associations with the factors related to commitment (Meyer and Allen, 1997; Suliman and Illse, 2000). This technique reflects the way the client interacts with the firm and its objectives and then wishes to stay loyal to the organization in order to achieve its objectives (Mowday, et. al., 1979). According to Mowday, et. al. (1979), organisational involvement is defined following the attitudinal concept as the strength of the identification a member of staff and their connection with the firm, identified by several aspects: (1) a deep conviction in the aims and values of the organisation and recognition of them; (2) a desire to exert substantial effort on behalf of the organisation. Typically, this technique requires an exchange relationship in which people bind themselves to the company in exchange for any corporate benefits or fees (Mowday, et. al., 1979).

Attitudinal engagement can be viewed as a process and attitude in which people consider their values and objectives as compared to those of the organization. Affective and normative components mirror the convictions of employees, while the continuity component shows their behavioural orientation. Meyer and Allen (1997) suggest that this strategy incorporates variables correlated with favourable work environments, individual traits and job characteristics, while the results include being highly active, decreased in absenteeism and reduced employee turnover.

1.2.2. Behavioural Commitment Approaches

Another aspect that is applied to the organizational commitment as actions is the behavioural approach, in which people contribute to a given strategy of action rather than an institution. This implies that an individual who is very willing to contribute well to the firm can promote a more optimistic view of these firms so as to prevent cognitive

disagreement or retain positive self-perceptions in accordance with their actions (Allen & Meyer, 1990: 4). Commitment in an organization has been seen as an autonomous aspect which plays a huge role for certain forms of actions exhibited by persons or organizations (Becker, 1960). The word "side bets" which is employed to symbolise the kind of commitment activity in the job sense was defined by Becker (1960). The principle of side-bet is that the loyalty of an employee is the on-going commitment with an institution that happens without taking the employee's decision of remaining after assigning the cost of leaving the organization. Those employees who willingly want to act in a certain manner and discovery that it is impossible to shift their choices stick to the actions preferred and build behaviours that are compatible with their preference (Muthuveloo & Rose, 2005).

1.2.3. Multiple Commitment Approaches

In light of the uni-dimensional and multidimensional contexts, organizational commitment has been examined (Suliman & Illse, 2000). The lack of consensus on the concept of loyalty has made a major contribution to the treatment of organizational involvement as a multidimensional construct (Meyer & Herscovitch, 2001). It is purported that the multidimensional approach is the most current approach to the conceptualization of organizational commitment. This method suggests that the interplay of personal attachment, perceived costs and moral responsibility establishes corporate involvement (Suliman & Illes, 2000). Kelman (1958) presented one of the early experiments that led to this new approach, arguing that commitment focuses on the fundamental concepts of conformity, identification and internalization that drive attitudinal improvement.

O'Reilly and Chatman (1986) treated organizational participation on the basis of these three components as a multidimensional concept that shares the core theme that loyalty is the psychological connection of the person to an entity. Meyer and Allen (1997) introduced Becker's (1960) side-bet principle suggesting that being involved in a process of actions is derived from the growth of side bets an individual makes, thereby adding the principle of continuing involvement together with the theory of affective commitment. Normative dedication was applied later to their multidimensional technique. What's more, fictional obligations were also added within the organization to separate the firms.

1.3. Factors Affecting Organizational Commitment

Organizational dedication is one of the primary aspects of meeting the aims of the organization. Extremely dedicated staff contributes to substantial changes in the performance and priorities of the company. The main factors are personal and organizational factors.

1.3.1. Personal Factors

A variety of experiments have been carried out in which the personal correlates of organizational commitment have been explored. Traits such as age, tenure, level of education, level of employment and ethnicity have been shown to impair the dedication an organization.

As far as age is concerned, as employees grow in age, their level of loyalty to their recruiting organizations rises. Studies reveal that organizational dedication and age have a powerful relationship (Dunham, et. al., 1994). Similarly, findings, that show that the connection between organizational commitment and age is relevant, are confirmed by several scholars in the field (Meyer & Allen, 1997; Cramer, 1993; Loscocco, 1990; Luthans, 1992; Mowday et. al., 1982; Sekaran; 2000). Some scholars argue that alternative work options are reduced as individuals mature, thus making their existing occupations more desirable (Kacmar, et. al., 1999; Mathieu & Zajac, 1990; Mowday et. al., 1982). Other backers believe that older workers will be more dedicated to their companies because they have a larger investment in the company and a greater experience than younger employees (Harrison & Hubbard, 1998; Kacmar, et. al., 1999).

Gender: According to some studies, the general statement appears to be that women are more devoted to their workplace than their male counterparts (Cramer, 1993; Harrison & Hubbard, 1998; Mathieu & Zajac, 1990; Mowday, et. al., 1982). Loscocco (1990) found that women were more likely to claim that they were content to stay for their employers, that their views and the company's ideals were similar, and that they would take almost any role available to them in order to continue with their current employer. Several reasons have been given to account for the greater devotion of female workers. Mowday, et. al., (1982) suggest that in order to reach their positions within the

organization; women usually tend to confront further challenges. They accept that the commitment needed to join the company converts into greater female employee participation. Similarly, Harrison and Hubbard (1998) claim that women exhibit greater devotion because they have less job opportunities. Numerous scholars, however, have struggled to find evidence for a gender-organizational commitment partnership (Billingsley & Cross, 1992; Ngo & Tsang, 1998; Wahn, 1998). Therefore, it can be inferred that literature seems to back either no gender gaps in organizational participation or greater women's contribution (Wahn, 1998).

Level of education: In general, evidence suggests an inverse association between organizational commitment and the degree of education of a person, but the findings are not plain (Luthans, et. al., 1987; Mowday, et. al., 1982; Vorster, 1992). Some studies maintain that the greater the level of schooling of an employee, the lower the level of organizational commitment of that person will be (Luthans, et al., 1987; Mathieu & Zajac, 1990; Mowday, et. al., 1982). The detrimental relationship may emerge from higher demands of skilful staff that the firm may not be able to fulfil. Chusmir (1982 quoted in Voster, 1992) insists that there is a positive association between dedication and education qualifications, and the education level, particularly for working women, can be an indicator of dedication. However, it is argued that the education level does not appear to be reliably linked to the level of occupational commitment of an employee (Meyer & Allen, 1997). Higher levels of schooling are proposed to raise the likelihood that workers may have new occupations that may decrease their degree of involvement. McClurg's (1999) study showed that there were lower levels of workplace commitment for highly trained workers. Other empirical results support this (Luthans et al., 1987; Mowday, et. al., 1982; Voster, 1992). Often, educated workers are seen to be more attached to their jobs. Consequently, it would be impossible for a company to contend effectively for the relational participation of these workers (Mowday, et. al., 1982). This is because more highly educated people have a larger range of alternate career options, as it is argued by Mathieu and Zajac (1990). Billingsley and Cross (1992), however, have struggled to find evidence for a partnership between education and devotion.

Marital status: Several studies have found that married workers show far more loyalty to their companies than single employees (Dodd-McCue & Wright, 1996: 1067). In a report on demographic and psychological variables forecasting organizational commitment, it was observed that employee marital status substantially predicted organizational adherence. They claimed that individual employees who are married are far more dedicated than single staff members. Salami (2008) suggested that those workers who are married will have a greater loyalty to the business than those workers who are still single. This is because they have more family commitments, especially when providing the family with financial support. Besides, married respondents within the organization would also require more workplace flexibility and job protection. As it is stated by Lingard and Lin (2004) childless respondents have no meaningful differentiation with respondents with dependent children. Another study has found that marital status is strongly linked to dedication to love and continuity (Abdulla and Shaw, 1999: 79).

Duration of service: Research indicates that there is no association between service duration and organizational (general) affective and normative engagement. Popoola (2006: 3) finds that the organizational dedication of records of the administration staff in Nigerian state universities is influenced by personal factors such as duration of service. In the same way, studies found that organizational commitment followed a shaped trend, while occupational commitment followed the opposite of the U-shaped pattern over the same span of years of service (Chang & Choi, 2007: 299). The impact of years of service and dedication have been studied in further research close to our own and it was found that both interpersonal involvement and workplace commitment had a clear positive association with years of service in workers (McNeese-Smith & Crook, 2003; Mowday, 1998). These studies have conflicting outcomes and conflict with current studies on operational, commitment, affective commitment and normative commitment in which these variations can be searched for in the nature of the engagement aspect.

Values: Organizational values (OV), the key principles that have been studied in this research are the aspects which have a primary role in determining the organizational atmosphere and influencing the way the firm is run. However, these aspects could contradict the private values of the employees. A possible cause of value discrepancies

and the disparity between individual values and those reflected in an organizational culture is the difficulties of adaptation. The term, person-organization (P-O) has been used to describe the coherence between individual and organizational interests and between individual desires or needs and organizational processes or structures. Values are products of a culture or social system (Meglino & Ravlin, 1998) and are shaped by the individual's socialization throughout their life cycle. The importance that an individual place on values may be different with age, life cycle, and their life experiences and even the culture. The total value set of a person shapes his or her perceptions, attitudes and beliefs and affects how they approach and perform their roles and responsibilities. A nurse's individual values guide their actions, attitudes and judgments within their employing organization.

1.3.2. Organizational Factors

Organizational factors are one of the most determining factors in the intention to leave work, as studies have shown that organizational justice, leadership style, organizational climate, organizational culture and other factors have an impact on the individual's intention to leave work. For example, workers' sense of the absence of justice in the organization may increase their desire to leave the organization, the nature of the management style used in the firm has an impact also, especially if an authoritarian leadership style eliminates the participation of individuals in the decision-making of the organization.

Organizational structure: According to Storey (1995) in organizational commitment, the organizational structure has a crucial part. Bureaucratic systems tend to have a negative influence on the dedication of organizations. The elimination of administrative obstacles and providing a more flexible frame are efficient in promoting the employee's commitment in both ways, loyalty and attachment to the organization. Eliminating the administrative barriers and creating a more versatile structure could have more positive impact of the employees' contribution regarding their faithfulness and dedication to the company to increase employee participation. By supplying staff with better guidance and control, management may raise the degree of commitment.

Management style: Zeffanne (1994: 1001) notes that the response to the question of employee motivation, productivity, loyalty and attachment can affect not only on providing motivators, but also in eliminating de-motivators such as management styles that are not acceptable to their background and contemporary expectations of employees. The management style that promotes the participation of employees may help fulfil the ability of the employees to inspire and demand a contribution to organizational objectives. Gaertner (1999: 482) states that "more flexible and participatory styles of management can improve organizational commitment strongly and positively". Organizations need to ensure that their leadership practices are structured to enhance employee performance rather than compliance (William & Anderson, 1991).

Job-related factors: Organizational involvement at the employee level is a significant job-related outcome that can affect the outcome of several aspects related to the job, such as attrition, absenteeism, work effort, job position and efficiency, or vice versa (Preethi, 2015). The unclear job position can lead to a lack of organizational commitment and promotional resources can also increase or decrease organizational commitment (Curry, et. al., 1986). The level of obligation and control are other work variables that may have an effect on commiment. "The more the scale of responsibility and autonomy is increased which is linked with a specific job, the more interesting and less boring it becomes, and in turn the level of employee obligation is demonstrated by the person who achieves it" (Baron & Greenberg, 1990: 174).

Employment opportunities: The presence of work opportunities will impact organizational commitment (Curry et. al., 1986). Individuals who are confident in finding another job can become less loyal to the company when they think of such attractive opportunities. Where other job options are unavailable, there is a desire from the employees to provide a high degree of corporate commitment (Vandenberghe, 1996). As a consequence, the organization's membership is focused on on-going loyalty, where workers constantly measure the costs of staying and quitting (Meyer & Allen, 1997).

Personal characteristics: The personal characteristics of the employee such as, age, years of service, and gender, may also impact organizational commitment (Meyer & Allen, 1997). Baron and Greenberg (1990: 174) note that "older employees, those with

tenure or seniority, and those who are satisfied with their own levels of work performance tend to report higher levels of organizational commitment than others." This suggests that older people are considered to be more dedicated than other age classes to the organization. Gender is another personal trait that can influence organizational commitment (Meyer & Allen, 1997). It is, however, suggested that gender differences in interaction are due to distinct job features and interactions related to gender (Mathieu & Zajac, 1990).

Work environment: This is another aspect that influences organizational commitment which is often known as the working climate. Partial ownership of an enterprise is one of the common working environment factors that can positively impact organizational commitment. Ownership of some sort offers workers a sense of significance and is part of the decision-making process (Klein, 1987). The ownership idea, which entails involvement in decision-making on new technologies and improvements in work processes, provides a feeling of belongingness. A research by Subramaniam and Mia (2001) also reveals that managers engaged in budget decision-making appear to have a high organizational commitment degree. Job activities related to recruiting and selection, performance evaluation, advancement and management style are another element in the work climate that can influence organizational commitment (Meyer & Allen, 1997). In their research study, Metcalfe and Dick (2001: 412) argue that "the low level of constables' organizational commitment could be attributed to inappropriate selection and promotion, leading to the perpetuation of management style and behaviour that has a negative impact on subordinates' organizational commitment".

Positive relationships: As a workplace environment, the company is composed of working relationships; one of which is the supervisory relationship. According to Preethi (2015: 381) "supervisory connexions could also have positive or negative impacts on organizational commitment". A good supervisory relationship relies on the introduction of work-related activities such as success control in the firm (Preethi, 2015). If people think that the supervisory relationship of their activities is equitable, they seem to be more loyal to the company (Benkhoff, 1997). Many job roles that occur in the workplace such as teams or communities, may impact organizational commitment. Organizational

participants may express loyalty, because they can find meaning in working relationships (Mathieu & Zajac, 1990). Brooke, Russell and Price (1988: 141) note that "employee engagement and commitment to the organization can be enhanced by efforts to improve the social atmosphere and sense of purpose of organizations." In essence, they are willing to dedicate themselves to the organization as work relationships represent reciprocal regard for individuals (Benkhoff, 1997).

The perspectives of writers and researchers differ on the variables that determine organizational participation. According to different points of views, research in the 1970s and 1980s highlighted three main variables such as personality traits, functional characteristics, and behavioural characteristics, while research in the 1990s highlighted these variables by adding external factors such as alternative employment.

The personal characteristics characterized by age, gender, period of service, educational attainment, social status, and career level are generally formed on the percentage of studies agreeing, as the number of studies reached twenty-three, on the existence of encouraging relationships amongst most of these variables and organizational commitment and its dimensions: emotional, normative, and continuous commitments. However, the level of education has been associated with an inverse relationship with organizational commitment as well as emotional and normative commitments.

The organizational characteristics of wages, promotion, supervisory style, and justice in general and through its components ranked second following the agreement of twenty-two researchers on their impact on organizational commitment and its dimensions: emotional, normative, and continuity commitment. It proved that there is a positive relationship between these characteristics and organizational commitment.

Functional characteristics and the role represented by job consideration, role clarity, specialization at work, role conflict and the risk of work in general or through its components ranked third by eleven researchers agreeing with its impact on organizational commitment and its dimensions. However, the role conflict was associated with an inverse relationship with organizational commitment.

Whereas environmental variables (alternative job opportunities) were formed in the fourth rank by the agreement of five researchers on their impact on organizational commitment, as they demonstrated an inverse relationship between alternative job opportunities and organizational commitment and its dimensions.

1.4. Models of Organizational Commitment

Many studies have tried to research the explanation of the phenomenon of organizational commitment as whether it is related to its causes, results, or subject matter, or a combination of all of that, but it was not able to find certain entrance or a specific model to study organizational commitment. Therefore, the researcher will review some models for this phenomenon, as follows:

1.4.1. Early Attempts

A multidimensional concept was developed by O'Reilly and Chatman (1986) on the premise that dedication constitutes an attitude that is developed towards the enterprise through different mechanisms. It was argued that the term loyalty represents the "psychological bond" that binds people to their employing institutions, while considering the variation the essence of the bond might have (Meyer & Allen, 1997). O'Reilly and Chatman (1986) further concluded that interaction is determined by the following three forms between an employee and an institution that they called enforcement, recognition and internalization, based on Kelman's (1958) thesis on attitude and behavior change:

Compliance*:* This happens as behaviours and subsequent behaviours are embraced, not because of shared values but in order to obtain unique incentives.

Identification: This happens when a person embraces power to create or sustain a fulfilling relationship in which they feel happy to be part of a community, accepting their ideals and successes without endorsing them as his or her own.

Internalization: This happens when the mindset and actions that the employees are invigorated to follow are in harmony with the current standards between the person and the organization involved. The psychological relation to an entity may represent various combinations of these three distinct types. Identification and internalization were relatively negatively linked to the goal of turnover and turn around and favourably linked

to pro-social actions. Enforcement revealed the contrary and added distinctively to the prediction intended for sale (Meyer & Allen, 1997).

1.4.2. Meyer and Allen's Three-Component of Organizational Commitment

Mayer and Allen (1991) identified organizational commitment as a three dimensional or approaches concept. These concepts or approaches are affective, continuance, and normative commitment. They focus on psychological aspect which has a role in (a) identifying the type of connection between both individuals and organization, (b) affecting on the decision to carry on as membership in the organization or not carry on into organization. Affective commitment indicates individual's emotional linkage to the identification of, and contribution in the organization (Mercurio, 2015). According to Knater (1968) individuals who have strong emotional connection continue to stay in the organization, because they want to. In these types of commitments, individuals stick to the firm, due to the high level of employee's agreement with organizational goals and values. Employee's realization of costs is associated with their leave from the organization. Employees usually think about expenses resulting from leaving the organization can be defined as continuance commitment. They also remain in the organization as they are in need of that. Lastly, normative commitment can be viewed as a sense of charge to carry on working in the organization with high obligation level as they feel they have to. We assume it is fits more to view affective, on-going, and normative interaction as constituents of involvement than as styles (Mayer and Allen, 1991). The above suggests that there are mutually incompatible psychological states characterizing the three modes of interaction. However, it appears to be more rational for a firm to anticipate a member of staff to go through varying degrees of all the three modes of interaction. For example, a member of staff may have a strong wish to stay and they could also be in a very need of that, but may not have commitment to do so: others may not wish or have a moderate need, and a strong obligation, etc. It could be of a huge importance to view organization commitment in this manner as the forms of commitment to the firm could have big impact on the behaviour of an individual within the firm (Ahmed, 2010). It seems possible, despite their philosophical distinctions, that the psychological environments representing the three elements of engagement would evolve as the result of very different contexts and

have different consequences for work-related actions other than turnover (Mayer and Allen, 1991). It is this article's core premise which served as the basis for the creation of the three-component interaction models described in Figure 2. The relationships illustrated in the model emerge from and help structure the findings of earlier work will be explained in the following pages. The potential antecedents of commitment were examined as many different variables. However, this is not the plan of the current study to go through the specifics of this study. Rather, the study would recognize general themes appearing in the literature and, more specifically, would highlight variations in the context of the three communication components.

1.4.2.1. Affective Commitment

Affective commitment comes as the first constituent of the organizational commitment in the model. This is regarded as the emotional connection of the person to the firm. According to Meyer and Allen (1997: 11) an affective engagement is "the emotional attachment of the member of staff, identification with, and connexion in the firm." Members of an organization, who are devoted to the group on an emotional level, want to work with the organization when they desire to do so (Meyer & Allen, 1991). Members that are dedicated to an affective degree stick with the company because they see their personal working arrangement aligned with the aims and ideals of the organization (Beck & Wilson, 2000). Mowday, et. al., (1982) noted that the context of (affective) intervention is divided into four groups: individual traits, systemic traits, job-related ones, and work experience. As the discrepancy between the traits related to the job and personal work experience in the sample has been shown to be unclear by the use of self-reporting metrics, a more global term would be used 'work experience' with regard to the objective and subjective characteristics of jobs.

This dedication can be affected by several different demographic characteristics such as: age, tenure, gender, and schooling. However, these factors are neither strong nor constant. The issue with these features is that while they can be observed, they cannot be precisely described. Meyer and Allen offered the example of "positive relationships between tenure and commitment, perhaps due to differences in job status and quality in

terms of tenure" in forming this idea. They focused primarily on Mowday, et. al., (2006) concept of commitment, which in turn was based on earlier work by Kanter (1968).

1.4.2.2. Continuance Commitment

Since the attention to continuity is an awareness of the costs involved with quitting the business, something that increases the anticipated costs can be pointed to as an antecedent. The most widely researched antecedents were side bets, or investment and alternate availability.

It is suggested that the true commitment to the work and the course of actions stems from the side bets that are made out of the actions and would be lost if the course of actions stop (Becker, 1960). The side bets can either be attributed to the work or can be from a different source and are of several forms. For instance, the danger of wasting time and resources spent on attaining non-transferable skills, losing valuable rewards, giving up rights based on seniority or the requirement of changing place and interrupt personal and private relations is seen as a possible cost of quitting a corporation.

While it could valid that the commitment to the corporation might increase as a consequent of the unavailability of a different source of work and an accumulation of side bets, the outcomes of the current study would not be valid to be utilized as the basis for such projections. Alternatives and side bets were also used as precedents for sustained participation in (Figure 2) based on the impact of hypothetical claims than on empirical proof.

1.4.2.3. Normative Commitment

Thus far, the research on the production of moral interaction is analytical in preference to being methodological. Wiener (1982) proposed that a sense of responsibility to stay with an organization may arise from the internalization of normative forces on a person before entering the organization (i.e. family or cultural socialization) or entering the organization (i.e., organizational socialization). However, ethical engagement can also improve if an organization gives an individual "rewards in advance" (e.g. funding graduate education) or incurs substantial costs in the provision of jobs (e.g., job

preparation expenses). Acknowledgement of this commitment is confirmed by the organization.

Normative commitment is stronger in companies that respect loyalty and thoroughly convey benefits, promotions and other methods to workers. Employee normative loyalty is also strong where workers routinely see noticeable indicators of the employer's commitment to health of the workers. Employees who are strangely engaged to their workplace have a greater chance of leading to organizational performance and may also enjoy upper scales of job contentment. High levels of workplace satisfaction, in particular, decrease the attrition of staff and improve the ability of the company to hire and retain talent. Meyer and Allen based their analysis in this field more on theoretical rather than empirical data, which denotes the scarcity of the in depth of this portion of their study relative to others. They also had drawn from Wiener's (2005) research on this engagement aspect.

Figure 3. Three Component of Organizational Commitment
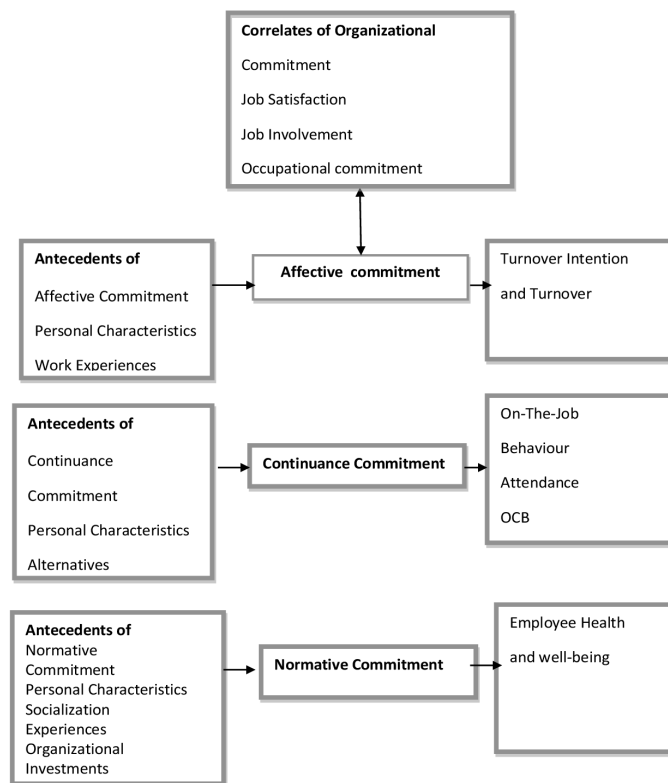
Ref. Noraazian and Khalip, 2016: 18.

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1.5. Literature Review on Organizational Commitment

This theory is attributed to Baker (1960) defined organizational commitment as an inclination to correlate in homogeneous paths of activity as a result of accumulation that can be lost if the activity stops, and with the intention of homogeneous paths of activity achieving membership in the organization (continued work and employment in the organization).

Many researchers have endorsed Baker's side-bet theory to explain the phenomenon of organisational commitment. Among the most prominent of these are, who knew mathematical commitment as a structural phenomenon that occurs as a result of individual-organisational interactions and alternatives to lateral bets or investments over time (Mowday, et. al., 1982: 24).

Organizational commitment, on the other hand, is the degree to which employees interact with the organisation in which they operate, the extent to which they are involved in the company and whether they are willing to leave link between organisational commitment and job satisfaction and fluctuations (Porter, et al., 1974), along with the fact that workers who are hyper active and involved in their job are less likely to abandon their job.

The commitment to the organization can be seen as an extension of workplace fulfilment, since it deals with the optimistic mind-set of the individual, not towards his or her own work, but towards the organization. However, emotions are much greater in the case of organizational commitment and are characterized by the employee commitment to the company and desire to make sacrifices for the organization.

According to Mester, Visser, Roodt and Kellerman (2003), the idea of organizational commitment has drawn significant attention as an effort to recognize and explain the strength and faithfulness of the employee commitment to the company. High organizational commitment can be characterized by the condition in which the employee chooses to pursue his or her work and its objectives (Robbins, 1993).

Soldi and Zanelli (2006) suggested seven approaches to active participation of employees in the organization namely; affective, instrumental, normative, sociological,

and relational and affiliation. Moreover, the one-dimensional commitment approach greatly affected the construction analysis up to the 1980s and contributed to the most common organizational commitment test.

While known as the breadth of commitment analysis and model critics, due to its significance in this report, it was employed as a three-dimensional model developed by Meyer and Allen and those who made contributions. In the study of Meyer and Allen, the authors note that, while there are several definitions of loyalty, three general dimensions are also available namely: attachment or love to the organisation (affective commitment), feeling of failure on leaving the organisation (instrumental commitment) and the duty to stay within the corporation (normative commitment) (Meyer and Allen, 1991).

CHAPTER 2

JOB SATISFACTION

This chapter is devoted to review literature on job satisfaction. It will highlight the definition and importance of job satisfaction. It will also underline the factors affecting job satisfaction. Also, in this chapter theories of job satisfaction will be introduced. Finally, the literature review on job satisfaction will be brought out.

2.1. Definition and Importance of Job Satisfaction

According to Tyilana, (2005: 6-7) studying job satisfaction is of crucial factors to management. Through which the feelings of individuals and their multiple attitudes towards the various aspects of their work can be known, thus deficiencies are identified, and attempts are made to avoid them. Problems that concern working individuals are also known to develop appropriate solutions that ensure progress and increase productivity along with high quality in providing services. Job dissatisfaction and poor connections amongst staff of a corporation result in a number of dissatisfactory behaviors in firms such as union attempts, theft, and delays (Chiaburu & Harrison, 2008: 1085).

Spector (1997) defines job satisfaction as a concept that considers the feelings of employees towards their job in whole aspects. Ellickson and Logsdon (2002) argued that job satisfaction is related to like or dislike of individuals towards their work. Schermerhorn (1993) refers to emotional state of employees towards their job with emphasis on the availability of other elements which affect employees' satisfaction like supervision promotion rewards and co-worker's relationship. Locke (1976) purports that, members of staff of a corporation attain a satisfying state of emotion which follows the experience the staff practices or the estimation one has about his/her job. Hoppock (1935) notices that job satisfaction is like blend includes environmental circumstances, psychological, and physiological ones that lead the employee to admit his/her satisfaction concerning their job status. Armstrong (2006) defined job satisfaction as a sense and attitudes which employees feel it and Azizi (2008) stated that job satisfaction is a feeling which resulting in the visualization of people that the job is able to achieve their needs: whether material needs or psychological needs.

Job discontent and unfriendly relations amongst workers in the organization result in a number of undesired actions, including endeavours at union organising, theft, and delay. Moreover, these actions refer to a more complicated problem called deviant behaviour in the workplace or behaviour that leads to adverse outcomes (Chiaburu & Harrison, 2008: 1085). Discontent at workplace also results in job fatigue and misconduct at work (Ahmad & Yekta, 2010: 163).

Numerous studies have demonstrated optimistic correlation between life satisfactions, which denotes how well an individual is satisfied with his life in general, and job satisfaction, and whose effects are echoed on physical and mental health and longevity (Aydoğdu & Asikgil, 2011: 45). Moreover, the clarification of behaviour is also affected, this is because if there is a high job satisfaction there will be a reduced burning (Salyers et al., 2013: 74), and that increased satisfaction reduces work turnover (Salyers, et. al., 2013: 71). Satisfaction reinforces instances of organisational commitment of individuals to the organisation (Çolakoğlu, et. al., 2010: 131).

Another argument is concerned with employees and customer satisfaction and denotes that the more the employees are contented the more customer satisfaction and loyalty is increased (Robbins & Judge, 2013: 85). Moreover, the satisfaction of the workplace plays an important role in the sustainable development of any organization, because the organisation's loss of employee means a loss of invaluable and intangible assets (Iravani, 2012: 1397).

The significance of job satisfaction is not only limited to the staff of the corporation, but also to stakeholders, because it increases productivity and reduces work turnover. A high level of job satisfaction confirms the effectiveness of the organization and the well-being of employees, while, in turn, the organization bears heavy costs as the person faces low level of job satisfaction among its employees. Job satisfaction affects individuals' desire to share their skills, knowledge, and experience with others (Walder, 2012: 70).

It has been found that the more the staff motivation and job satisfaction is the more knowledge is shared, and consequently the job conduction becomes higher (İsmail, et. al., 2009). It has been found from numerous studies on job satisfaction that the high professional satisfaction of workers increases productivity, reduces turnover, reduces

absenteeism and increases morale of workers, and makes life better for individuals (Al-Mashaan, 1993: 12).

2.2. Factors Affecting Job Satisfaction

According to Arnold and Feldman (1996), there are a set of aspects that positively or negatively impact on individuals' feelings towards their occupation. These aspects can be put into two primary categories, namely: personal determinants and organizational factors (Nel, 2004).

2.2.1. Personal Factors

Several studies have been conducted on factors that affect west authors' job satisfaction, particularly in the United States. These studies suggest that many individual factors have an effect on job satisfaction in different and congregated aspects (Bilgiç, 1998). Personal traits have become a potential target of dissimilarity in job satisfaction (Metle, 1997). Several personal variables have been analysed in relation to work satisfaction, the bulk of which included these personal factors as follows:

Age: According to Bennett (1994), the association between age and job satisfaction persists. Despite some research, the association between age and job satisfaction was negative. However, most of the studies that have researched into job satisfaction showed that age had a favouring impact on job satisfaction (Clark, et. al., 1994). Vast collection of longitudinal studies performed over the past 50 years underscored the favourable association between age and work satisfaction. For example, older workers had a high degree of job satisfaction than their younger counterparts (Metle, 1997). Reese, et. al., (1991) in a survey of 229 secondary school physical education teachers working in 85 metropolitan schools in North Florida and South Georgia, found that 46-60-year-old classes had the lowest score, whereas 61-year-olds or more had the highest overall score. Falcone (1991) observed in a survey of 216 managers from public and private companies that older managers show more work satisfaction than younger ones. Oleckno and Blacconiere (1993), in a survey of 214 employees in the main environmental sector southwest of the United States, found that older workers reported being happier with their employment than younger workers in the technical sector. A

study thoroughly supports that there is a constructive direct association between job satisfaction and age (Rhodes, 1983).

Gender: Many studies have been conducted on the relationship between job satisfaction and gender. Nevertheless, the results of the studies were contrast. Some studies referred women to be more satisfied than men. Others have referred men to be more satisfied than women. It is essential to indicate that the majority of the studies stated no significant differences between the genders in relation to job satisfaction (Rhodes, 1983).

Education level: The strong association between education and work satisfaction has been established by several researchers (Rogers, 1991). According to Falcone (1991) in both sectors, the public and private, the high standard of education continues to increase work satisfaction. According to Howard and Frink's (1996) survey undertaken by four municipalities in the Midwestern and South-western United States, one would expect higher-education workers to have more opportunities for development than their lower-education peers. Bilgiç (1998) analysed a sample of 249 full-time employees from various Turkish organizations, including public and private sector staff from different professions and positions. The study suggested that workers who are more trained will have less concerns about job-related issues: they may be more worried about the nature of work results.

Culture: In the workplace it has been found and argued that diversity in culture and job satisfactions have gained huge significance. Employee satisfaction is consistently rated high on most respected studies and scholarly research. Ethnic diversity can be a factor improving or reducing employee job satisfaction. Thinking how this sometimes-compound interrelationship impacts positively on all managers and business owners is learning how culture affects employee workplace behaviour and in turn helps management maximise the positive and minimise the negative effects on employee job satisfaction (Mensah, 2019: 2).

Job experience: According to Bedeian, Ferris and Kacmar (1992) cited in Robbins et al. (2003), there is positive relationship between years of experience and job satisfaction. Moreover, this relationship, at the times of needs, plants an increased anticipation of the staff; however, with the elimination of these anticipations, a decrease in

job satisfaction is expected. With the increase in rationality and experience, the employees' anticipations decrease and reach a genuine level, leading to more attainable expectations which are in harmony with raised job satisfaction. (Mensah, 2019: 2).

2.2.2. Organizational Factors

From the perspective of content theory of motivation, Maslow's hierarchy of needs and Herzberg two factor theories, the organizational factors impacting job satisfaction include but not limited to; wage/pay, recognition, supervision, the work itself, security, work environment and co-workers.

Salary-Wage (Pay Wages): The remuneration is seen to be the aspect that denotes the value of the employee to their organization. As it is seen by the equity theory of motivation, a comparison is made by the staff with regards to what their input and output is as compared to their co-workers (Nel, et. al., 2004). Unfairness with regards to lack of appreciation and low pay often contributes to problems with employee retention (Emmanuel, 2015: 73-74).

Promotion: Employee promotion element in contemporary organisations does not play a major role in work satisfaction for workers (Luthans 2005). Most of the present organizations are suffering from the 'thinning' of a hierarchy that leads to 'shallower' and leads to less room for classical promotion by gradation hierarchical ladders. In this situation, job development replaces the conventional type of promotion in contemporary organizations (Emmanuel, 2015: 73-74).

Human relations: At work, community is a driver of job satisfaction in that it has a critical effect (Luthans 2005), in turn, if the quality of relations amongst co-workers is strong, it will tend to increase the rate of job satisfaction to a relatively small degree. However, if the quality of relations between co-workers is deteriorated, it would decrease the level of job satisfaction by a significant percentage. A study has revealed a clear connection between employees' relations and job satisfaction which states that this connection can be a source of happiness for organizational employees (Vegt, et. al., 2001).

Communication: Employees appear to be part of a helpful and friendly work community that is capable of creating a healthy environment in the work group. Culture analysis has found that working as teamwork has a positive effect on the workplace satisfaction of workers (Janićijević, 1998).

Group of employees: The group works as a source of contentment to the staff of the firm particularly in corporations. This supplies the members of the group with the chances for collaboration. Walker and Guest (1952) cited in Feldman et. al., (1983) found that employees who are not integrated with their peers are not contented with their job and provide social isolation as an excuse (Emmanuel, 2015: 73-74).

Working conditions: It is considered as a very important aspect which has a massive impact on job satisfaction (Herzberg, 1964). Job satisfaction can be met if the conditions are good, but if the conditions are not convenient, the results will be disappointing for employees. A number of aspects of working environments are being referred to such as health, psychological conditions, physical states, protection, etc. (Emmanuel, 2015: 73-74).

Work safety: this is another aspect of the work itself that is a source of job satisfaction which includes control over work method and work pace, use of skills and abilities, and variety. Pleasure is gained and attained throughout a successful conduction with the surrounding environment. Being skillful and devoting it for one's job provides employees with a feeling of pride, competence and self-confidence. Specialization and repetitiveness result in stability and job satisfaction. An appropriate level of motivation gives employees a great satisfaction (Emmanuel, 2015: 73-74).

2.2.3. Social and Environmental Factors

This refers to the extent of the worker's satisfaction with life in general, society's perception of the employee demographic affiliation whether urban or rural, difference in nationality, and social and cultural environment whether internal or external environment (Bryiah & Moussaoui, 2016: 12). Environmental factors related to work environment and their impact on the employees, include the available facilities and services in the workplace along with the society's view of the employee and the extent of his appreciation for his role and the extent of his integration with his work.

2.3. Theories of Job Satisfaction

There are many theories that have explained job satisfaction. They have been put into two sets; content and process theories. The former is related to Maslow's Need Hierarchy Theory, Herzberg's Two Factor Theory, and McClelland's Need Theory; and

the latter are Expectancy Theory, Goal-Setting Theory, Equity Theory and Job Characteristic Theory (Thangaswamy, et. al., 2017: 465).

2.3.1. Maslow's Hierarchy of Needs Theory

The psychologist Abraham Maslow explained human conduct basing it on their requirements. According to his theory, human requirements that have not been met are found to be the primary elements of individual behaviour till they are met. It leads to the individual's imbalance and pushes them to perform a behaviour that leads to lowering this stress state and restoring the state. Internal and physiological balance and tension are not eliminated without satisfying the important needs at any time, and no one can rise to satisfy one of the other needs except by satisfying the most crucial ones, and then comes the least important according to the hierarchy. For example, the lack of satisfaction of the lower physiological needs makes it more important than the needs of the higher until they are satisfied and then the individual rises on the ranks of the ladder of needs to satisfy them according to their sequence (Al-Mashaan, 1993: 58).

Maslow's theory is one of the most important needs theories, which refers to a number of points;

- Motivations in an individual are very complex, and a specific motive has no effect on the behaviour, the behaviour is caused by the influence of a group of drivers at the same time.
- Human needs can be arranged hierarchically, according to their importance, starting with the basic needs and ending with the need for self-realization, and I am a person with renewed needs that have no limits.
- These needs overlap and depend on each other. The satisfaction of a specific need does not make it completely disappear, just as the needs tend to not fully satisfy.

It is possible to satisfy the needs at the higher levels in many different ways compared to the needs at the lower levels (Nasrallah & Hana, 2002: 41).

2.3.2. Two Factor Theory of Herzberg's

This is considered as a significant theory which has dealt with the topic of motivation and its effect on job satisfaction. It has effectively contributed to clarifying the relationship between job satisfaction and productivity. Herzberg and his colleagues conducted their study on 200 engineers and accountants in the United States of America to

identify the motivations of employees and the degree of their job satisfaction towards the work they do. Therefore, its availability in the corporation yields a favouring impact, such as the management's recognition of good work, such as: achievement and appreciation from colleagues and bosses, responsibility, opportunities for career growth and advancement, and these factors increase the individual's motivation towards their work. Moreover, in the absence of some of these previous factors, the individual feels less satisfied, but it does not lead to a feeling of dissatisfaction, that is, it prevents cases of dissatisfaction (Al-Amian, 2005: 286-287).

2.3.3. McClelland's Need for Success Theory

This theory was coined by David McClelland in (1967) and is based on Clinical Psychology and Theory of Personality and it was followed in the management and economic development field. Several cultures were including in McClelland and his group studies on the United States, Italy, Poland and India. Approaches of Projective Forecasting methods have been utilized to determine the characteristics of individuals who are endowed with the needs of achievement, strength, and affiliation (Allaqy, 1981: 559).

The 'Achievement' need trait is seen as the push to highly perform and accomplish achievements according to a set of standards. This theory considers that individuals who have a strong need for achievement have the drive to excel and strive for success, and that is merely achieving success without regard to financial returns unless it is seen as an indicator of success. Psychologically interested in achieving better work, developing work, and willing to challenge and carry out difficult tasks in order to achieve the required goals. While individuals with a severe need for achievement, they see joining the organization as an opportunity to solve the problems of challenge and excellence, and they turn towards self-employment instead of practicing professions, as it has been found that businessmen possess the characteristic of need for achievement very strongly, and they need strength with a decrease in the level of need to affiliation (Allaqy, 1981: 559).

With regards to 'Need for Power', power, control, and supervision over others is a requirement characterized by being social which takes the path that provides them with the chances of gaining strength to impact and alter the behaviour of others who have a severe need for power. They see the organization as an opportunity to reach the position, possess

power, exercise control and influence others. French and Raven cited in (Al-Amian, 2005: 291) indicate that there are five sources of power, as follows:

- The power of reward is the ability to grant others with incentives.
- Coercive power is the ability to punish others for not obeying orders or failure to accomplish what is required of them.
- Legitimate power, which is the legal authority to determine the behavior to be followed by others.
- The power of liking which is based on the availability of personality traits of the person who possesses it.
- The strength of technical expertise is based on possessing special knowledge in a field or a certain topic.

Concerning the 'Need for Affiliation', it is the desire to build friendship relationships and interact with others, and individuals satisfy this need through friendship, love, establishing social relations with others and communicating with them. Individuals, who have a strong need to belong, see the organization as an opportunity to satisfy new friendships, and they are driven by group tasks that require participation with co-workers (Allaqy, 1981: 559).

2.3.4. Vroom's Expectation Theory

The truthfulness that is related to a particular course of action which is followed by specific outcome is defined as Expectancy. An American psychologist, Edward C. Tolman, coined this Theory in the 1930s. The theory states that the behaviour conducted by human beings stems out from the expectations. Also, according to the theory individuals decide to behave in a certain way to achieve the desired objective which inspires them to opt for a particular conduct concerning what result they expect of that behaviour. For instance, if workers require more finances to fulfill their requirements, they are assured that if they work hard, they will make money (Thangaswamy et. al., 2017: 468).

2.3.5. Porter-Lawler's Theory

Lyman W. Porter and Edward E. Lawler depend upon expectancy theory. It is associated with realization, exertion, remuneration and contentment. An employee's effort is based on the estimated evaluation of the incentive knowing the exerted energy in the

achievement and getting reward. The performance is the outcome of effort, a person's capability and precise role of perception. The conduction of the work or achievement will bring other intrinsic and external reward. The workers compare the expected fair reward with the real received reward, hence; will lead into the individual's satisfaction or dissatisfaction. Few differences among the expected reasonable and the accurate remuneration will result into a high satisfaction. The other way around will take place if there is a big variance in the perceived equitable remuneration and actual reward and it will generate a feeling of dissatisfaction (Thangaswamy, et. al., 2017: 469).

This theory states that the psychological processes that determine the individual's satisfaction in their work are almost one and related to three dimensions in relation to the job work, and these three dimensions are listed, as follows (Al-Harbi, 1415: 27):

- Salary,
- Supervision (managers and their relationships and leadership styles),
- Satisfaction with work and job content, such as achievement, responsibilities and authorities.

2.3.6. Adam's Equity Theory

This is a motivational theory which has vigorous aspects related to satisfaction and dissatisfaction. According to Adams (1963, 1965), upon the existence of a balanced input and output job contention would achieved. Contributions are the aspects like level of educational, knowledge, aptitude, proficiency, determination, accountability, age and effort, whereas outcomes are the facets like performance, salary, good working conditions, work insurance, advancement, acknowledgement, position, and prospect. This theory stipulates on equity treatment among employees. In other words, the good performance must be followed by perceived reward, for example an employee doing hard job with good productivity with certain salary while he/she sees their work fellows who are unproductive and less efficient receiving same salary. This probably leads to frustration of individuals. (Thangaswamy, et. al., 2017: 468-469).

This theory refers to the relationship between an individual's job satisfaction and justice and assumes that the degree to which the worker feels fair to what he/she gets from the reward and motivation for their work determines to a large extent their feeling of satisfaction, which affects their level of productivity and performance. This theory is

developed by Adams in 1963 and it is based on the fact that the individual measures the degree of justice through a comparative comparison of the efforts they exert in their work to the returns they obtain with that ratio to their peers working in similar jobs and under the same circumstances. If the result of the comparison is fair, it leads to the individual's feeling of satisfaction. If otherwise, the result is the individual's feeling of dissatisfaction (Al-Amian, 2005: 300).

2.3.7. Locke's Goal-Setting Theory

This theory has been established by Locke and Latham and based on this theory goal setting is a vital aspect of job satisfaction. It focuses on the importance of certain goals in receiving motivation and satisfaction. In the goal-setting process, people are eager to achieve the goals to satisfy their desires and reach what they look for. The job tasks of the individuals are focused on the accomplishment of aims and intentions. In contrast to giving unclear duties to individuals, certain and clear goals can be achieved faster. A goal orientation also makes employees more understanding in the job. The goal-setting theory stipulates that the goals are met when they are set in the ideal form. The employees will then be more motivated with best performance and exerting high efforts. Hence this will produce 'self-efficiency' concept that is the way an individual sees him/herself in which they are able to perform a hard task (Thangaswamy, et. al., 2017: 469).

2.4. Literature Review on Job Satisfaction

The satisfaction of the job is seen as a generalized affective employment attitude Martin and Roodt (2008) and as an attitudinal variable, Spector (2008) against one current job and boss. Spector (1997) states that, studies ought to consider the dynamic and interrelated dimensions of job satisfaction in order to understand these attitudinal emotions. The facet of job satisfaction can be defined as any aspect of a job that creates feelings of satisfaction or dissatisfaction (Spector, 1997). This insight will be helpful for companies wishing to recognize areas for employee satisfaction that can be enhanced (Saari & Judge, 2004; Westlund & Hannon, 2008).

Martins and Coetzee (2007) argue that job satisfaction and employee satisfaction are two closely linked aspects. Job fulfillment is characterized as a satisfying or idealistic enthusiastic state emerging from a worker assessment of their work climate or business

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experience. Worker retention is straightforwardly attached to work fulfillment and the choice as to either leave or remain with the organization. It has been shown that work fulfillment is not an independent aspect, since it relies upon authoritative factors like synthesis, scale, pay, working conditions and administration, of which corporation change is addressed (Sempane, et. al., 2002).

According to Martins and Coetzee (2007), job satisfaction is probably defined as one of those work environments that make it less likely for an employee to think about leaving even though there are options available. However, if there is no job satisfaction and there are other prospects, the turnover could well rise (Martins & Coetzee, 2007). In this respect, work satisfaction can be seen as a response to a job arising from what the person wants in a job relative to the real results that the job provides to the individual (Rothman & Coetzer, 2002).

According to Rothman and Coetzer (2002), work fulfillment among laborers is a proportion of authoritative achievement and is influenced by hierarchical and individual impacts. Most bosses perceive that the ideal working of their organizations depends, to some degree, on the occupation fulfillment of laborers; subsequently the affirmation denotes that joyful employees are profitable ones (Saari & Judge, 2004).

In order for success to be optimum, maximum capacity of workers at all levels of companies is optimum, maximum capacity of workers at all levels of companies is required, emphasizing the value of work satisfaction (Rothman & Coetzer, 2002).

CHAPTER 3

METHODOLOGY

This chapter is devoted to introducing the methodology of the current thesis. It will start with introducing the research model and hypotheses of the study. It will then present the population and sampling of the study. Following this, the data collection methods will be highlighted. This chapter will also introduce the measures of the study. Finally, the data analysis methods will be introduced.

Every sincere effort to objectively analyse an issue or to contribute to the comprehension of a specific issue could be referred to as science, and methodology as "the construction of methods for knowledge search that are systematic and logically coherent". Therefore, the approach is the process and methods from which knowledge and understanding is accomplished. In order to determine levels of corporate engagement and work satisfaction and the relationship between the two variables, a quantitative survey approach was utilised for the purpose of this study.

Factors affecting work satisfaction and corporate envolvement were addressed in the previous chapters. The research approach employed in researching work satisfaction, organizational commitment and their hypothesised relationships is illustrated in this section. In addition, it highlights population, techniques and procedures of sampling, study tools and the method of measurement used to analyze, assess the theories indicated in this review. In a form of a questionnaire consisting of three categories, namely a demographic, work satisfaction questionnaire and an organizational contribution scale, the testing instruments were prepared.

3.1. Research Hypotheses

The current study tries to find answers to the below research questions:

- What is the level of organizational commitment with employees of Zakho University?
- What is the level of job satisfaction with employees who are working at Zakho University?

- What is the nature of relationship between job satisfaction and organizational commitment with Zakho University staff?

In light of these questions, the following hypotheses are set:

H_1: There is statistically significant relationship between job satisfaction and organizational commitment with Zakho University administrative staff.

H_2: There is statistically significant relationship between demographic characteristics (age, gender, education level, experience) and job satisfaction.

H_3: There is statistically significant relationship between demographic characteristics (age, gender, education level, experience) and organizational relationship.

3.2. Population and Sampling

The population for this study consisted of 256 mixed technically trained selected respondents of male and female deans, department heads, normal managers, and non-managerial personnel from Zakho University. For analysis purpose, a non-probability sampling architecture following a convenience sampling approach was used. The reasoning for this system is because of the populace's little geological territory, the accessibility of respondents and, at last, the natural mastery of the researcher (Sekaran, 2003). A downside of this strategy is that the researchers will not be able to make large generalizations because the sampling is intentional and the restricted to a defined geographic area.

3.3. Data Collection Method

The researcher obtained approval from Zakho University via the Director of Human Resources to perform the data collection process within the organization. The introductory passage was followed by research questionnaires outlining the intent and goals of the research, offering detailed guidelines and emphasizing the value of ethical issues. These components incorporated the fact that part taking in the study was willful, anonymous and confidential. Mainly the researcher depended on the questionnaire as a main instrument for gathering data from the selected sample through distributing the questionnaire on 256 participants from the university.

3.4. Measures

The methods used for the purpose of data collection for this thesis were in the form of a questionnaire, which consists of three sections, or groups;

- Section of the demographic question (Age, Gender, Education Level, Experience)

- Job satisfaction key Questions

- Organizational commitment issue of scale (as quoted in Luddy, 2005) reveals that the use of questionnaires as a method of data collection has various benefits, namely; it is a fast and effective way to gather data from a large number of respondents, opposed to performing interviews, it is less time-consuming, cheaper and less invasive or distracting. Another value in using questionnaires being that the privacy of respondents can be guaranteed.

However, as outlined by Bless and Higson-Smith (2006) (cited in Luddy, 2005), there are huge disservices in the utilization of surveys, in particular: the appropriate response rate for polls is by all accounts poor, the proficiency levels of respondents are not known to the analyst ahead of time; and the researcher risks acquiring mistaken polls that would need to be disposed of. The author however concluded that because of the prerequisite minimum standard of schooling needed for placement within the organization, the downside of uncertain levels of literacy should be insignificant.

The utilized questionnaire involved 38 questions divided to two groups: from which job satisfaction group contained 20 questions while organizational commitment group contained 18 questions distributed on the components of organizational commitment. The selected questionnaire was used by the University of Minnesota 1977 as a satisfaction questionnaire to recognize the level of an opportunity to inform how you feel concerning your current work, what things you are happy with and what things you are not happy with. Also, the same questionnaire was used by TCM employee commitment survey academic users guide in 2004 by John P. Mayer and Natalya J. Allen 1991 for the department of psychology in the University of Western Ontario. For the individuals who are willing to utilise the commitment scales for scholastic reasons, this academic version of the TCM Employee Commitment Survey has been planned.

Appendix A contains initial and updated versions of the scales. This guide provides context material on the creation of the scales of commitment and discusses general concerns related to their application. For further detail, Appendix B includes a list of sources that you may consult.

This questionnaire helps to make a kind of visibility and more individualization picture for employees' satisfaction and using gross or more general measures of satisfaction with job. The findings of using the current questionnaire showed that in different jobs we have differences with respect to the reinforcement of the availability for satisfaction at work. Moreover, to understand and identify these differences it is useful to measure employee's satisfaction depending on a specific aspect of each work, but environment should be taken into consideration, and this understanding can contribute to effectiveness of vocational planning with individual clients.

3.5. Analysis Method

The collected data was analyzed utilizing the Statistical Package for Social Science (SPSS 23). In analyzing the results, descriptive and inferential statistical techniques were used. Descriptive statistical methods define the phenomenon of interest, according to Sekaran (2003), with the target of characterizing and summing up mathematical outcomes. Descriptive measurements provide data collection using frequency, core pattern and validity metrics. Demographic data frequency and percentages in addition to the correlation matrix between job satisfaction and corporation responsibility will be accounted for and mean and standard deviations will for the most part be utilized to describe the gathered information. Ultimately, the hypotheses are tested by compare means that the researcher had taken to prove one of research hypothesis.

CHAPTER 4

RESULTS

This chapter will introduce the outcomes emerging from the current thesis. It is also devoted to introducing the discussion of the results. Finally, a conclusion will be provided which will introduce the conclusions of the whole thesis.

4.1. Sample Demographics

Generally, this chapter focuses on gender distributions, age, education and qualifications and years of experience of all participants.

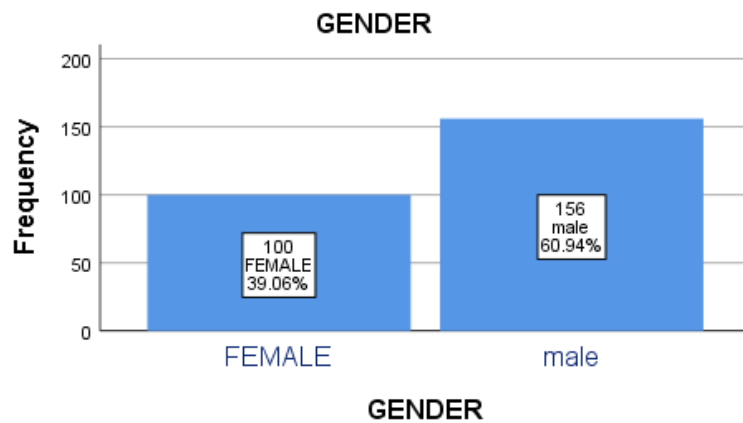**Figure 4.** Percentage Distribution of Gender Group of Respondents

Figure 3. shows from the total of 256 respondents in the sample study 39.06% where female employees and the rest where 60.94% male employees which means that the majourity of respondents of the sample where male participants.

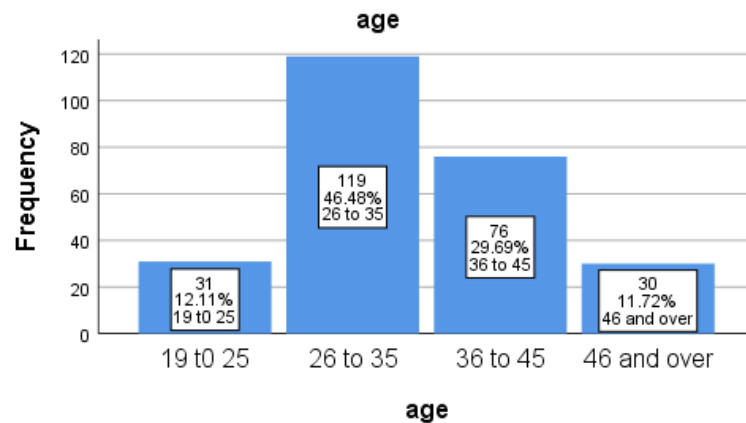**Figure 5.** Percentage Distribution of Age Group of Respondents

Figure 4 as show above illustrates the percentage of age range of all respondents in the sample study, in which, for 19 to 25 age range the number of participants were 31 out of 256 employees which is equivalent to 12.11% of the total number of participants. For 26 to 35 age range the number of participants for this age range was 118 which is equivalent to 46.48% of total number of the participants in sample study. For 36 to 45 age range the number of respondents for this age range was 76 of 256 respondents which is equivalent to 29.69% of the total number of participants in sample study, while for 46-year-old and over age range, the participants number was 30 out of 256 employees which is equivalent to 11.72% of all participants in sample study.

This suggests that the largest number of participants was the age range from 26 to 35 which was 118 respondents out of the total number of all the participants of the study (256). While, the age range that had lowest number of respondents was the 46 and over in which only 30 respondents of total number of the participants took part.

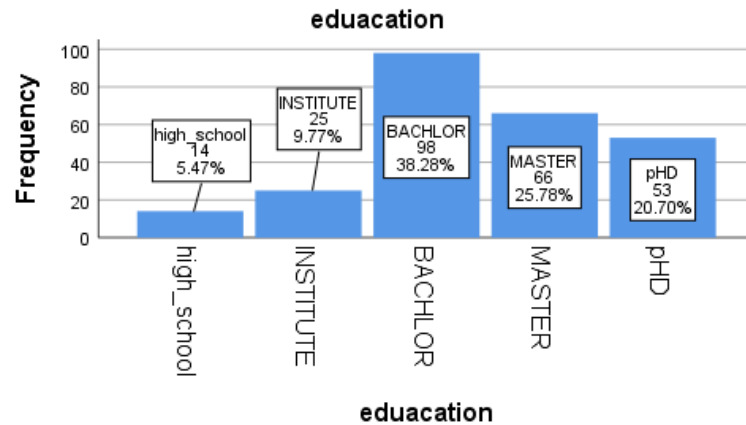**Figure 6.** Percentage Distribution of Education of Respondents

Figure 5 demonstrates the level of education of the sample of the study. 5.47% of employees of the Zakho University had high school certificate from total respondents, whilst the percentage of employees with institute certificate was 9.77% and 38.28% of respondents were of bachelor certificate which was consider the highest percentage of the total number of participants of the sample study. 25.78% of participants (employees) had master's certificate of total respondents. Finally, 20.70% of the total respondents of the study were holders of PhD certificate.

This implies that most of those who partook in the research were bachelor certificate holders which constituents 98 respondents of the total number of the participants (256) which makes 38.28% of all respondents. The respondents who were holders of high school certificate were the least participating number of respondents in which, 14 out of the total number of the respondents (256) which is equivalent to 5.47% of total respondents in the sample of the study.

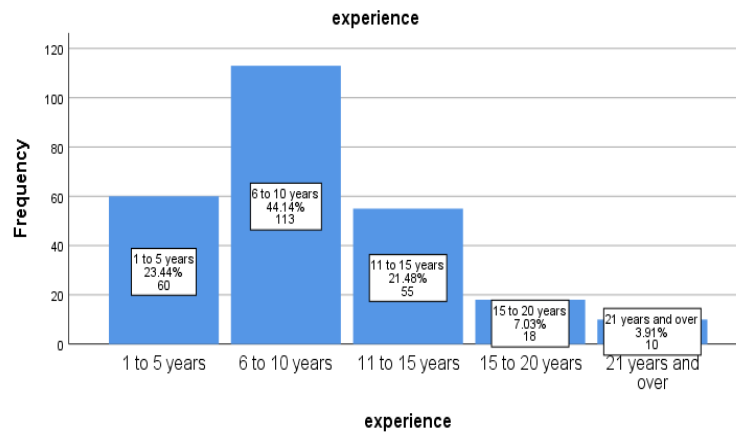**Figure 7.** Percentage Distribution Experience Group of Respondents

Figure 6 shows that 60 out of 256 respondents which make 23.44% of the sample study of the employees in Zakho University had worked there for a period from 1 to 5 years. However, 44.14% of employees were working for a period from 6 to 10 years; at the same time 21.48% of respondents had worked for a period 11 to 15 years, while, 7.03% of total respondents were working for a period 15 to 20 years, finally, 3.91% of employees had worked for a period 21 years and over.

This indicates that the largest percentage of respondents of the sample study were working for a period from 1 to 5 years which made 23.44% of the whole study sample, whereas the lowest percentage of employees had been working for a period of 21 years and over which made 3.91% of the total number of the study sample.

4.2. Reliability and Validity Analysis

Reliability alludes to how much the estimations are duplicated in various occasions; a scale shows accurate outcomes. Reliability Analysis tests the accuracy and stability of the questionnaire and the results collected by checking, so that the sample can be deemed solid. The aim of doing reliability tests is to ensure that the 'real value' is calculated by the observed variables and whether they are 'error free' or have a high questionnaire error. To ensure the internal accuracy of scale pieces, Cronbach alpha was used. It is debatable what the appropriate alpha values are. Many sources give 0.7 as minimally acceptable, but for a scale with an alpha of roughly this value. Reliability test for both job satisfaction and organizational commitment as a main variable scale was

tested and it was (0.888) and (0.753) Cronbach's Alpha for 256 items and based on the above summary it can be accepted, and so the scale is reliable. Based on that outcome, the total reliability coefficient is 0.820, accordingly we have confirmed the validity and consistency of the questionnaire, which makes us fully confident in its validity to analyze the results and answer questions of research and choice of hypotheses.

Table 2. Reliability Test

Variables	Cronbach's Alpha	No. of Items	N	%
Job Satisfaction	0.888	20	256	100.0
Organizational Commitment	0.753	18	256	100.0
Overall	0.820	38	256	100.0

4.3. Descriptive Statistics

Table 3. Descriptive Statistics of Job Satisfaction

Statement	N	Mean	Std. Deviation
1	256	2.7422	1.22232
2	256	2.7695	1.17724
3	256	2.6602	1.16389
4	256	2.5352	1.20079
5	256	2.2539	1.17906
6	256	2.3906	1.02696
7	256	2.7031	1.25470
8	256	2.7734	1.11119
9	256	2.3320	1.18285
10	256	2.6211	1.11715
11	256	2.3086	1.13175
12	256	2.7539	1.05067
13	256	3.2695	1.25308
14	256	2.8047	1.18195
15	256	2.6445	1.06394
16	256	2.5391	1.05461
17	256	2.8047	1.08868
18	256	2.5156	1.18145
19	256	2.8008	1.13213
20	256	2.5781	1.09980

The findings in Table 3 demonstrated that the largest number of respondents were neutral (neither satisfied nor dissatisfaction). This was shown by the mean score 3.2695, other respondents were neither satisfied nor dissatisfied for two questions the chance for advancement in this job and the working condition as was shown by mean scores 2.8047, 2.8047. Also, some respondents were neutral that 'the praise I get for doing a good job' had a mean score of 2.8008. Other respondents were neutral by answering on five questions which is 'the way my job provides for steady employment', 'the chance to work alone on the job', and 'the way company policies are put into practice'. 'Being able to keep busy all the time' and 'being able to do things that do not go against my conscience' were shown by mean scores 2.7734, 2.7695, 2.7539, 2.7422, and 2.7031 respectively. Moreover, a number of respondents tended to neither satisfy nor dissatisfy with the 'chance to do different things from time to time' as was shown by mean score 2.6602. 'The freedom to use my own judgment' was responded to by mean score of 2.6445, and 'the chance to tell people what to do' had a mean score of 2.6211. Further, 'the feeling of accomplishment I get from the job' was responded to by a mean score of 2.5781, 'the chance to try my own methods of doing the job' was shown by mean score of 2.5391. Also, 'the chance to be "somebody" in the community' was shown by mean score 2.5352, and 'the way my co-workers get along with each other' was shown by mean score of 2.5156. However, other respondents were satisfied by 'the competence of my supervisor in making decisions' as it was shown by mean score 2.3906, 'satisfied that the chance to do things for other people' had a mean score of 2.3320, 'the chance to do something that makes use of my abilities' was shown by the mean score 2.3086 and 'the way my boss handles his/her workers' was shown by the mean score 2.2539. on the other hand, there was a small range of deviation between 'being able to do things that do not go against my conscience' and 'the way company policies are put into practice' as shown in the table by score 1.25470, 1.05067 respectively.

Table 4. Descriptive Statistics of Organization Commitment

Statement	N	Mean	Std. Deviation
1	256	2.5859	1.25575
2	256	2.4648	1.09845
3	256	3.4727	1.16452
4	256	3.4336	1.14596
5	256	3.5273	1.22684
6	256	2.4375	1.17990
7	256	2.6836	1.11561
8	256	2.5273	1.18786
9	256	2.9180	1.26689
10	256	2.8711	1.23152
11	256	2.7734	1.16629
12	256	2.8633	1.19183
13	256	3.2812	1.21389
14	256	2.6875	1.18983
15	256	2.6836	1.36536
16	256	2.3789	1.11715
17	256	2.3789	1.10657
18	256	2.6328	1.21023

The findings in the bellow tables of organizational commitment have been shown in above table that the majority of respondents tended to disagree with the item of 'I do not feel like 'part of the family' at my organization' as it was rated by mean score of 3.5273. Other respondents tended to neither agree nor disagree with the items which refer to 'I don't feel a solid feeling of attachment' to my corporation, 'I don't feel genuinely appended' to this corporation, I don't feel any commitment to stay with my present manager', as they received means scores of 3.4727, 3.4336, 3.2812, 3.2812 respectively. Also, other respondents neither agreed nor disagreed that 'too much in my life would be disrupted if I decided that I wanted to leave my organization now', 'I feel that I have too few options to consider leaving this organization', 'one of the few negative consequences of leaving this organization would be the scarcity of available alternatives', 'if I had not already put so much of myself into this organization, I might consider working elsewhere, 'even if it was for my advantage, I do not feel it would be right to leave my organization now', 'this organization has a great deal of personal meaning for me', 'I would feel guilty if I left my organization now', 'I owe a great deal to my organization', 'I would be very happy to spend the rest of my career in this organization', 'it would be very hard for me to

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leave my organization right now, even if I wanted to', as these items had mean scores of 2.9180, 2.8711, 2.8633, 2.7734, 2.6875, 2.6836, 2.6836, 2.6328, 2.5859, 2.5273 respectively. Whilst a number of respondents agreed with the items: 'I really feel as if this organization's problems are my own', 'this organization has a great deal of personal meaning for me', 'this organization deserves my loyalty', 'I would not leave my organization right now because I have a sense of obligation to the people in it' as these items were shown to have mean scores of 2.4648, 2.4375, 2.3789, 2.3789 respectively. On the other hand, it a large deviation range in the table above was found as it was shown by standard deviation score 1.36536, 1.09845.

4.4. Test of Hypotheses

Based on the results of the study, job satisfaction is strongly related to organizational commitment. There is a significant positive relationship between organizational commitment and job satisfaction (Sig=0.01). Pearson-product moment correlations allowed the researcher to determine the direction and strength of the relationship between each variable. As seen in Table 6. the important positive relationship between job satisfaction and the organizational commitment of workers in the Zakho university setting has been found between all the employment satisfaction variables and the organizational commitment variable.

Table 5. Correlation Analysis

		JS	OC	Total
Job satisfaction	Pearson Correlation	1	.596**	.926**
	Sig. (2-tailed)		.000	.000
	N	256	256	256
Organisational commitment	Pearson Correlation	.596**	1	.855**
	Sig. (2-tailed)	.000		.000
	N	256	256	256
Total	Pearson Correlation	.926**	.855**	1
	Sig. (2-tailed)	.000	.000	
	N	256	256	256

**. Correlation is significant at the 0.01 level (2-tailed).

After tasting our hypotheses, the first hypothesis was confirmed which states that 'There is statistically significant relationship between job satisfaction and organizational

commitment with Zakho University employees', because the correlation is significant (0.01 level). Therefore, (H_1) was accepted which states; H_1: There is genuinely huge connection between work fulfilment and corporation involvement with Zakho University administration staff.

Table 6. ANOVA Analysis

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	74929.627	1	74929.627	688.175	.000[b]
Residual	27655.932	254	108.882		
Total	102585.559	255			

a. Dependent Variable: job satisfaction
b. Predictors: (Constant), organisational commitment

The ANOVA model is significant, because the sig value is less than 0.05. Therefore, we accepted the (H_1) hypothesis which states; H_1: There is statistically significant relationship between job satisfaction and organizational commitment.

Table 7. Anova Analysis of Relationship Between Job Satisfaction and Age

		Sum of Squares	Mean Square	F	Sig.
Between Groups	**(Combined)**	48.303	.644	.855	.779
	Linearity	.273	.273	.362	.548
	Deviation from Linearity	48.030	.649	.861	.766
Within Groups		135.631	.754		
Total		183.934			

Table 8. Measures of Association

	R	R. Squared	Eta	Eta Squared
Age*Job satisfaction	-.039-	.001	.512	.263

According to the ANOVA table above there is no statistically significant relationship between age and job satisfaction in which the significant value is 0,779. Furthermore, the value of R. Square is 0.01 which means that age has low effect on work contentment.

Table 9. Anova Analysis of Relationship Between Job Satisfaction and Education

		Sum of Squares	Mean Square	F	Sig.
Between Groups	**(Combined)**	88.245	1.177	.983	.524
	Linearity	.960	.960	.802	.372
	Deviation from Linearity	87.285	1.180	.986	.519
Within Groups		215.438	1.197		
Total		303.684			

Table 10. Measures of Assocation

	R	R. Squared	Eta	Eta Squared
Education*Job satisfaction	-.056-	.003	.539	.291

According to the ANOVA table above there is no statistically significant relationship between education and job satisfaction in which the significant value is 0,524. Furthermore, the value of R. Square is 0.03 that means the education has low effect on work contentment.

Table 11. Anova Analysis of Relationship Job Satisfaction and Gender

		Sum of Squares	Mean Square	F	Sig.
Between Groups	**(Combined)**	21.743	.290	1.331	.064
	Linearity	.383	.383	1.759	.186
	Deviation from Linearity	21.360	.289	1.326	.068
Within Groups		39.195	.218		
Total		60.937			

Table 12. Measures of Association

	R	R. Squared	Eta	Eta Squared
Gender*Job satisfaction	.079	.006	.597	.357

According to the ANOVA table above there is no statistically significant relationship between gender and job satisfaction in which the significant value is 0,064. Furthermore, the value of R. Square is 0.06 meaning that gender has low effect on career contentment.

Table 13. Anova Analysis of Relationship Between Job Satisfaction and Experience

		Sum of Squares	df	Mean Square	F	Sig.
Between Groups	(Combined)	95.626	75	1.275	1.376	.045
	Linearity	.661	1	.661	.713	.399
	Deviation from Linearity	94.965	74	1.283	1.385	.042
Within Groups		166.839	180	.927		
Total		262.465	255			

Table 14. Measures of Association

	R	R. Squared	Eta	Eta Squared
Experience*Job satisfaction	.050	.003	.604	.364

According to the ANOVA table above, there is no statistically significant relationship between experience and job satisfaction in which the significant value is 0,045. Furthermore, the value of R. Square is 0.03 meaning that overall experience has low effect on work contentment.

Table 15. Anova Analysis of Relationship Between Organizational Commitment and Age

		Sum of Squares	df	Mean Square	F	Sig.
Between Groups	(Combined)	36.772	44	.836	1.198	.202
	Linearity	1.807	1	1.807	2.591	.109
	Deviation from Linearity	34.965	43	.813	1.166	.239
Within Groups		147.162	211	.697		
Total		183.934	255			

Table 16. Measures of Association

	R	R. Squared	Eta	Eta Squared
Age*Organizational Commitment	-.099-	.010	.447	.200

According to the ANOVA table above there is no statistically significant relationship between organizational commitment and age in which the significant value between these variables is 0,202. Furthermore, the value of R. Square is 0.010 meaning that age has low effect on organizational commitment.

Table 17. Anova Analysis of Relationship Between Organizational Commitment and Education

		Sum of Squares	Mean Square	F	Sig.
Between Groups	**(Combined)**	45.428	1.032	.844	.745
	Linearity	.246	.246	.201	.654
	Deviation from Linearity	45.182	1.051	.858	.719
Within Groups		258.256	1.224		
Total		303.684			

Table 18. Measures of Association

	R	R. Squared	Eta	Eta Squared
Education*Organizational Commitment	-.028-	.001	.387	.150

The above table ANOVA shows that there is not significant relationship in terms of statistics between organizational commitment and age in which the significant value is 0,745. Furthermore, the value of R. Square is 0.001 which denotes that education has low effect on organizational commitment.

Table 19. Anova Analysis of Relationship Between Organizational Commitment and Gender

		Sum of Squares	Mean Square	F	Sig.
Between Groups	**(Combined)**	9.024	.205	.834	.761
	Linearity	.046	.046	.186	.667
	Deviation from Linearity	8.978	.209	.849	.735
Within Groups		51.914	.246		
Total		60.938			

Table 20. Measure of Association

	R	R. Squared	Eta	Eta Squared
Gender*Organizational Commitment	.027	.001	.385	.148

According to the ANOVA table above, there is no statistically significant relationship between organizational commitment and age in which the significant value is 0,761. Furthermore, the value of R. Square is 0.001 that means that gender has low effect on the commitment to the firm.

Table 21. Anova Analysis of Relationship Between Organizational Commitment and Experience

		Sum of Squares	Mean Square	F	Sig.
Between Groups	(Combined)	40.978	.931	.887	.674
	Linearity	.485	.485	.462	.498
	Deviation from Linearity	40.493	.942	.897	.655
Within Groups		221.487	1.050		
Total		262.465			

Table 22. Measures of Association

	R	R. Squared	Eta	Eta Squared
Experience*Organizational Commitment	-.043-	.002	.395	.156

According to the ANOVA table above there is no statistically significant relationship between organization commitment and age in which the significant value is 0,674. Furthermore, the value of R. Square is 0.002 confirming that experience has low effect on the commitment to the organization.

CONCLUSION

This chapter offers a description of significant research findings extracted from the analysis. Evaluations are drawn with accessible studies on work fulfilment and organization commitment among staff to contextualize the research study. The section offers findings that can be taken from the report and provides recommendations for further studies on work satisfaction and employees organizational commitment.

The descriptive statistics for the job satisfaction variable among Zakho University selected sample indicate the mean (2.64) with the standard deviation of (1.14) which means the majority of respondents are closer to be satisfied with their current jobs that they work in.

The findings of the current research corroborate those of Richford and Fortune (1984), Duke (1988) and Mercer and Evans (1991), suggesting educational career frustration. Alike, Van der Westhuizen and Smit (2001) has mentioned that there is an extensive attempt to make the educational process more frustrated. Their analysis indicates that schoolteachers are complaining a lot about carrying out a modern way on educational process, new post systems and unfair assignments. Employment persuasion was shown to be a function of the actions of students, career stability, and friendly links with colleagues as well as pupils and teaching and pupils, as role in a survey of female-gendered black instructors (Westhuizen & Toit, 1994). Another study, however (Kirsten, 2008; Wyk, 2008), suggests that teachers show comparatively high levels of satisfaction as an occupational category. A study by Kirsten (2000) and Wyk (2000) reveals that both men schoolteachers and women, in addition to the black and white school managers denote higher job contentment than commonly believed.

Steyn and van Wyk (1999), Theunissen and Calitz (1994) and van Wyk (2000) carried out a study in which he showed that all members concerning, male and female instructors, momentary instructors and school managers show higher job contentment than generally accepted .Information from studies concentrated on 1,320 teachers (Blood et al., 2002) show that approximately half (42%) of instructors stated their satisfaction towards their job, as another 34% have highly pleased with their jobs. Research (Broiles, 1982)

implied that 82% of professors in Canada indicated that they were logically well persuaded. Galloway, et. al., (1985) gained comparable findings, in which 80 % of instructors imposed that they had been fully satisfied with teaching process in New Zealand. Although, variations in the nature of the study might be owing to discrepancy with existing research results, but a more possibly explanation is that the circumstances under which schools exist in developing countries differ completely from those specified by teaching in settings in which instructors must face with modest poorness and inadequate funding.

The descriptive statistics for the organizational commitment variable among Zakho University selected sample indicate the mean (2.811) with the standard deviation of (1.19) which means the majority of the respondents are closer to have a kind of commitment toward their organizations.

Taylor and Dale (1971) found that within five years about 17% of educationists those who are under critical tests had been thinking of abandoning their teaching career. Kyriacou and Sutcliffe (1979) estimate that 23.5% of professors inspected suggested that over the next ten years they would most likely not stay in the teaching profession. An Australian research showed that twenty-seven percent of instructors are more likely to leave their profession (Solman & Field, 1989), although Travers (1990) had discovered that 66% of the pattern evaluated in the United Kingdom had significantly regarded abandoning the teaching occupation over the past five years. Due to the unsatisfied results for orderly participation, it is probably that proportions of turnover among instructors in the Western Cape schools inspected may show comparable or higher patterns. However, this can be overcome by jobless proportion and the thought that teaching gives a protection modicum (Steyn & van Wyk, 1999).

After analysing our data it had been stated that there is no crucial correlation in terms of statistics between both variables dependent and independent and demographic factors which represented by (age, education, gender, experience). Results showed that there are no statistically significant relationships between demographic factors and (Dependent, Independent) variables in which the significant values for all of them were

greater than 0.05. Moreover, the R. Squares for all of them were not satisfactory and had not reached an appropriate rate.

The association between work satisfaction and the dimensions of organizational commitment is shown in Table 8. The findings reveal that among the sample of Zakho University chosen workers, there is a mild association between affective commitment and work satisfaction. There was also a noteworthy relationship between standardized devotion as well as work convince. Furthermore, there was an expressive link between adherence to consistency and work satisfaction. The association between entire orderly envolvement and job peruation was also statically important. The results have shown a firm connection between an orderly discipline and career persuasion amidst the pattern of employees and managers from Zakho University Duhok governorate, which signifies there was an important correlation between entire orderly discipline commitment and career persuasion.

While Kalleberg and Mastekaasa (2001) had come into an agreement that no clear and readily reconcilable results have been shown by former researches on the correlation between job persuasion and orderly participation, most of the research examining this link indicates that there is an outstanding link between persuasion and discipline (Aranya, Lachman & Amernic, 1982).

Additionally, through our analysis via correlation model to know the type of relationship between both variables (Organizational Commitment, Job Satisfaction) it was suggested that both of variants were positively related and demographic factors in terms of the correlation which was significant at 0.01 levels for both of them.

The central goal of this research generally was to examine the correlation between career persuasion and orderly discipline for Zakho University staff members. The results extracted from this research confirm that there is a crucial correlation in terms of statistics between occupation persuasion and orderly discipline amid the pattern of population of employees chosen to share in the study.

This study conducted on Zakho University staff through taking a group of individuals which contain academic, administrative and technical employees as a sample

study which contained 256 participants taken from deferent occupations and levels as follow, high level of administration such as the dean of faculties, middle and lower level such as head of departments and normal employees whether administrative employee or technical employees via questionnaire included three sections. The first section was demographic section that represented certain demographic features including: life-span, sex, profession, duration of experience, the second section was dedicated to questions of job satisfaction, whilst the third section was devoted to questions of the organizational commitment which represented by three elements of systematized discipline such as compassionate discipline, continues discipline, standardized discipline.

Researchers devoted great effort and importance to the correlation between persuasion and discipline. This is because these points of view have accompanying singular and systematized results. The both notions of profession content and systematized discipline in one hand showed positive correlation with performance (Benkhoff, 1997; Klein & Ritti, 1984). Although, they instead appeared negative contact with rotation Mathieu & Zajac (1990) and rotation intent (Lum, et. al., 1998).

The results of the ongoing study indicate that there is an obvious, positive linkage amid employees of Zakho University between systematized participation and career persuasion. A reason for concern, though, is the degree of employee satisfaction and corporate devotion. Due to the firm linkage between orderly participation and work satisfaction, because of minimal alternatives, it is possibly that many employees probably stay in the profession. Their affective, standardized and ongoing devotion is thus probably to be down, and their work satisfaction is possibly to be unsatisfactory at the same time. This was, as a matter of fact, seen to be the case in the current analysis. Chisholm and Vally (1996: 13) "presupposes that the spirit of 120 professors is socially and economically influenced in which they operate". According to Steyn (1988), physical environments in schools have a contradictory impact on the merriness of professors at work.

In light of the above conclusions, the researcher suggests conducting other studies at the university level dealing with career contentment and orderly discipline such as:

- Study the relationship between career contentment and orderly discipline, work pressures, staff performance or scientific productivity.
- Measuring the degree of effectiveness of workers and managerial staff through indicators of productivity and job satisfaction.
- Examining the negative effects of organizational commitment, such as its effect on the employee's life outside work, the psychological effect, as well as its impact on the personal relationships between co-workers.

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THE RELATIONSHIP BETWEEN ORGANIZATIONAL COMMITMENT AND JOB SATISFACTION: ZAKHO UNIVERSITY

Dilkhaz SULAIMAN   Assist. Prof. Dr. Canan YILDIRAN
Karabuk University/Master Student   Karabuk University

Demographic Features

Age	19 to 25		Gender	Female
	26 to 35			Male
	36 to 45		**How long have you been on your present job**	1 to 5 years
	46 over			6 to 10 years
Level of Education	High school			11 to 15 years
	Institute			15 to 20 years
	Bachelor's degree			21 years and over
	Master's degree			
	PhD			

Job Satisfaction Questionnaire

	On my present job, this is how I feel about …	Very Dissatisfaction	Dissatisfaction	Neither satisfaction nor dissatisfaction	Satisfaction	Very Satisfaction
1	Being able to keep busy all the time.					
2	The chance to work alone on the job.					
3	The chance to do different things from time to time.					
4	The chance to be "somebody" in the community.					
5	The way my boss handles his/her workers.					
6	The competence of my supervisor in making decisions.					
7	Being able to do things that don't go against my conscience.					
8	The way my job provides for steady employment.					
9	The chance to do things for other people.					
10	The chance to tell people what to do.					
11	The chance to do something that makes use of my abilities.					
12	The way company policies are put into practice.					
13	My pay and the amount of work I do.					
14	The chances for advancement on this job.					
15	The freedom to use my own judgment.					
16	The chance to try my own methods of doing the job.					
17	The working conditions.					
18	The way my co-workers get along with each other.					
19	The praise I get for doing a good job.					
20	The feeling of accomplishment I get from the job.					

Organizational Commitment Questionnaire

			Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
Affective Commitment	1	I would be very happy to spend the rest of my career in this organization.					
	2	I really feel as if this organization's problems are my own.					
	3	I do not feel a strong sense of 'belonging' to my organization.					
	4	I do not feel 'emotionally attached' to this organization.					
	5	I do not feel like 'part of the family' at my organization.					
	6	This organization has a great deal of personal meaning for me.					
Continuance Commitment	7	Right now, staying with my organization is a matter of necessity as much as desire.					
	8	It would be very hard for me to leave my organization right now, even if I wanted to.					
	9	Too much in my life would be disrupted if I decided I wanted to leave my organization now.					
	10	I feel that I have too few options to consider leaving this organization.					
	11	If I had not already put so much of myself into this organization, I might consider working elsewhere.					
	12	One of the few negative consequences of leaving this organization would be the scarcity of available alternatives.					
Normative Commitment	13	I do not feel any obligation to remain with my current employer.					
	14	Even if it were to my advantage, I do not feel it would be right to leave my organization now.					
	15	I would feel guilty if I left my organization now.					
	16	This organization deserves my loyalty.					
	17	I would not leave my organization right now because I have a sense of obligation to the people in it.					
	18	I owe a great deal to my organization.					

CURRICULUM VITAE

My name is Dilkhaz Saleem Sulaiman I was born in Iraq. I received my bachelor's degree from Dohuk University – Business Administration in 2009. Currently I am a master's student at Karabuk University. I am working in Zakho Education as an administrative.