

**NEAR EAST UNIVERSITY**

**GRADUATE SCHOOL OF SOCIAL SCIENCES**

**BUSINESS ADMINISTRATION DEPARTMENT**

**BUSINESS ADMINISTRATION (MBA) PROGRAMME**

**MASTER'S THESIS**

**THE RELATIONSHIP BETWEEN JOB SATISFACTION AND  
ORGANIZATIONAL COMMITMENT FOR ACADEMIC STAFF  
AND ADMINISTRATIVE SUPPORT STAFF: A STUDY OF A  
COLLEGE IN PALESTINE**

**AREEJ RAMZI A. H. ABURADAHI**

**NICOSIA**

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**The Relationship between Job satisfaction and organizational commitment for  
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**We certify the thesis is satisfactory for the award of degree of Masters of  
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**5) Years of experience in your current job**

1.  less than 1    2.  1 to 4    3.  5 to 9    4.  10 to 14    5.  15 to 19    6.  20 or more

**6) Years of experience in the sector**

1.  less than 1    2.  1 to 4    3.  5 to 9    4.  10 to 14    5.  15 to 19    6.  20 or more

**7) Monthly salary**

1.  less than 1000\$  
 2.  1000\$ to 1499\$  
 3.  1500\$ to 1999\$  
 4.  2000\$ or more

**8) Qualification**

1.  Diploma    2.  Graduate degree    3.  Master Degree    4.  PhD degree  
 5.  Other (please specify).....

 **Part Two Job SATISFACTION**

Please use the rating scale below to indicate how satisfied you feel about each of the below listed aspects of your job (The Minnesota Satisfaction Questionnaire, Weiss et al., 1967). Please answer as honestly as possible. It is important that you respond to all the statements.

Very dissatisfied	Dissatisfied	Neither satisfied nor dissatisfied	Satisfied	Very satisfied
1	2	3	4	5

1. Being able to keep busy all the time (Activity)	1	2	3	4	5
2. The chance to work alone on the job (Independence)	1	2	3	4	5
3. The chance to do different things from time to time (Variety)	1	2	3	4	5
4. The chance to be somebody in the community (Social Status)	1	2	3	4	5
5. The way my boss handles his/her subordinates (Supervision/ human relations)	1	2	3	4	5
6. The competence of my supervisor in making decisions (Supervision/ technical)	1	2	3	4	5
7. Being able to do things that don't go against my conscience (Moral values)	1	2	3	4	5
8. The way my job provides for steady employment (Security)	1	2	3	4	5
9. The chance to do things for other people (Social service)	1	2	3	4	5
10. The chance to tell people what to do (Authority)	1	2	3	4	5
11. The chance to do something that makes use of my abilities (Ability)	1	2	3	4	5
12. The way company policies are put into practice (Policies and practices)	1	2	3	4	5
13. My pay and the amount of work I do (Compensation)	1	2	3	4	5
14. The chances for advancement in this job (Advancement)	1	2	3	4	5
15. The freedom to use my own judgment (Responsibility)	1	2	3	4	5
16. The chance to try my own methods of doing the job (Creativity)	1	2	3	4	5
17. The working conditions (Working conditions)	1	2	3	4	5
18. The way my colleagues get along with each other (Co-workers)	1	2	3	4	5
19. The praise I get for doing a good job. (Recognition)	1	2	3	4	5
20. The feeling of accomplishment I get from the job (Achievement)	1	2	3	4	5

☞ **Part Three: ORGANIZATIONAL COMMITMENT**

<b>definitely disagree</b>	<b>Mostly disagree</b>	<b>Neither Agree nor Disagree</b>	<b>Mostly Agree</b>	<b>Definitely Agree</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

<b>1) Affective Commitment Scale Items</b>					
1. I would be very happy to spend the rest of my career with this organization.	1	2	3	4	5
2. I enjoy discussing about my organization with people outside it.	1	2	3	4	5
3. I really feel as if this organization's problems are my own.	1	2	3	4	5
4. I think that I could easily become as attached to another organization as I am to this one.	1	2	3	4	5
5. I do not feel like 'part of the family' at my organization.	1	2	3	4	5
6. I do not feel 'emotionally attached' to this organization.	1	2	3	4	5
7. This organization has a great deal of personal meaning for me.	1	2	3	4	5
8. I do not feel a 'strong' sense of belonging to my organization.	1	2	3	4	5
<b>2) Continuance Commitment Scale Items</b>					
9. I am not afraid of what might happen if I quit my job without having another one lined up.	1	2	3	4	5
10. It would be very hard for me to leave my organization right now, even if I wanted to.	1	2	3	4	5
11. Too much in my life would be disrupted if I decided to leave my organization now.	1	2	3	4	5
12. It wouldn't be too costly for me to leave my organization now.	1	2	3	4	5
13. Right now, staying with my organization is a matter of necessity as much as desire.	1	2	3	4	5



14. I feel that I have very few options to consider leaving this organization.	1	2	3	4	5
15. One of the few serious consequences of leaving this organization would be the scarcity of available alternatives.	1	2	3	4	5
16. One of the major reasons I continue to work for this organization is that leaving would require considerable personal sacrifice—another organization may not match the overall benefits I have here.	1	2	3	4	5
<b>3) Normative Commitment Scale Items</b>					
17. I think that people these days move from company to company too often.	1	2	3	4	5
18. I do not believe that a person must always be loyal to his or her organization.	1	2	3	4	5
19. Jumping from organization to organization does not seem at all unethical to me.	1	2	3	4	5
20. One of the major reasons I continue to work in this organization is that I believe loyalty is important and therefore feel a sense of moral obligation to remain.	1	2	3	4	5
21. If I got another offer for a better job elsewhere I would not feel it was right to leave my organization.	1	2	3	4	5
22. I was taught to believe in the value of remaining loyal to one organization.	1	2	3	4	5
23. Things were better in the days when people stayed in one organization for most of their careers.	1	2	3	4	5
24. I do not think that to be a 'company man' or 'company woman' is sensible anymore.	1	2	3	4	5

**The end**



**Thank you for your time**

**ABBREVIATIONS**

**LSD** ..... **Least Significant Difference**

**Q**..... **Question**

**BA**..... **Bachelor**

**NO**.....**Number**

**S**..... **Support**

**SD**.....**Standard Deviation**

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## **ABSTRACT**

This study examined the relationship between job satisfaction and organizational commitment among Palestine college academic staff and administrative support staff. It also identified the most important factors that contribute in raising the level of their satisfaction and commitment. and test the effect of some demographic variables (such as Gender, Marital status, Position, Qualification, Age, years of experiences in the current job, years of experiences in the sector, and Monthly salary) on level of job satisfaction and organizational commitment.

The sample of this study was 164 employees out of 168 staff, selected on a stratified random base, and distributed according to the nature of work, and level of education.

The questionnaire was the main tool for collecting the needed data, It was designed especially for this aim, and divided into 3 main parts:- the first one meant to collect personal data, the second part: included questions on job satisfaction, the third part included questions on employees level of organizational commitment.

SPSS was the main statistical analysis program of the collected data, descriptive analysis such as frequencies, statistical means, and percentage, were drawn, in addition to some tests such as one way ANOVAs, T- test, Least Significant Difference (LSD) test, and the significant level used in this study was 0.05.

Findings indicated there is a relationship between organizational commitment and job satisfaction and a neutrals' estimate level of organizational commitment and a slightly estimate job satisfaction among Palestine technical college staff. In addition, there is a significant difference on organizational commitment and job satisfaction level among Palestine college staff, related to following demographical variables: (Age, Qualification, years of experience in the current job, and years of experience in the sector, Position, Monthly salary of these staff). Also there is no and very little significant differences on commitment level and satisfaction of these staff related to (Gender, Marital Status).

**Keywords:** Job Satisfaction, Organizational Commitment, Higher Education in Palestine, Palestine Technical College Ramallah, Academic Staff, Administration Support Staff

## الملخص

تناولت هذه الدراسة العلاقة بين الرضا الوظيفي والالتزام التنظيمي بين أعضاء هيئة التدريس في كلية فلسطين وموظفي الدعم الإداري، كما حددت أهم العوامل التي تساهم في رفع مستوى رضاهم الوظيفي والتزامهم التنظيمي ، واختبار تأثير بعض المتغيرات الديموغرافية (مثل كما الجنس، الحالة الاجتماعية، الوظيفة، المؤهل العلمي، العمر، سنوات الخبرة في الوظيفة الحالية، سنوات من الخبرة في قطاع العمل ، والراتب الشهري) على مستوى الرضا الوظيفي والالتزام التنظيمي لديهم.

وكانت عينة الدراسة مكونة من 164 موظفاً من أصل 168 موظفاً، تم اختيارهم على بطريقة طبقية عشوائية، وزعت وفقاً لطبيعة العمل، ومستوى التعليم.

وكان الاستبيان الأداة الرئيسية لجمع البيانات اللازمة، وقد تم تصميمه خصيصاً لهذا الهدف، وهو مقسم إلى 3 أجزاء رئيسية: - الجزء الأول يهدف إلى جمع البيانات الشخصية، والجزء الثاني: تضمن أسئلة حول الرضا الوظيفي، الجزء الثالث وشمل على الأسئلة عن مستوى الالتزام التنظيمي لدى العاملين .واستخدم برنامج التحليل الإحصائي SPSS لتحليل البيانات التي تم جمعها، وتم استخدام التحليل الوصفي مثل التكرارات ، والنسبة المئوية، وتحليل النزعة المركزية، بالإضافة إلى بعض الاختبارات مثل ANOVAs، اختبار تي ، واختبار (LSD) ، كان مستوى الكفاءة المستخدمة في هذه الدراسة 0.05.

وأشارت النتائج أن هناك علاقة بين الالتزام التنظيمي والرضا الوظيفي كما أشارت إلى مستوى عال من الالتزام التنظيمي والرضا الوظيفي بين الموظفين كلية فلسطين التقنية، وأن هناك فروق ذات دلالة إحصائية على مستوى الالتزام التنظيمي والرضا الوظيفي بين موظفي كلية فلسطين بالمتغيرات الديموغرافية (العمر، المؤهل العلمي، سنوات من الخبرة في العمل الحالي، وسنوات من الخبرة في هذا القطاع، والوظيفة والراتب الشهري لهؤلاء الموظفين)، وأيضاً لم كان هناك فروقات قليلة جداً ذات دلالة إحصائية عن مستوى الالتزام والارتياح من هؤلاء الموظفين المتعلقة ب (الجنس، الحالة الاجتماعية)

**الكلمات المفتاحية :** الرضا الوظيفي، الالتزام الوظيفي ، التعليم العالي الفلسطيني، كلية فلسطين التقنية رام الله للبنات، الكادر الأكاديمي، كادر الدعم الإداري.

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## **Chapter 1**

### **The Study Problem and Its Importance**

#### **1.1 Introduction and Background**

Deemed universities of the most important educational institutions in the present era, because the important role of university education in the life of developed and developing nations alike where he sees (Dyke) that universities in these countries are considered the conscience the nation, as it contribute to preparing the leaders in various fields making its role in influencing the pivotal community, and of great importance (Jarbawi, 1986).

The university representing summit educational pyramid, not just being the end of formal education system known, but also because they have a dangerous mission in the influence the young thinking and affiliation, and from college graduates stand out community leaders in various scientific fields, economic, administrative, cultural, and through of them prosperity of society (Ammar, 1996).

Confirms Al-buthaina and Arabi, (1993) that the university is the most part important in the educational process because it focuses on the success of the educational process, and their ability to achieve their goals, depend primarily on the adequacy of teaching the staff members, in addition to the availability of administrative necessary capabilities.

In past years, interest increasing in the studies of incentives, job satisfaction or dissatisfaction with the teaching in institutions of higher education academic staff, has this interest appeared because of a greater sense of the importance of teaching staff in shaping the future of the societies. and the power they hold in the development and transfer targets the goals of higher education institutions, as well as the popular belief that the faculty members are satisfied with their work more

able to carry out their duties and a higher level of efficiency than their colleagues who are dissatisfied (Tanash, 2000).

The Higher Education have a special place in Palestinian society because of the unusual circumstances experienced by, and because the higher education is the basic elements of the renaissance of the nation. as much as it was education prosperous and advanced, as much as they contribute effectively in the independence movement and freedom through the makings of intellectuals and writers. scientists and planners in the various fields of knowledge (Rashid, 2005).

As the university is a social institution, it is assumed that they affect and are affected by the society in which arise and thrive in it, it was reflected by what in the society of well-being. and the system and mess, development and retardation, the justice or injustice, however supposedly at the university to be an institution of educational and culture and a beacon of civilization and progress. The Arab universities have still influenced by some of the negatives that prevail in their communities, and still need to work a lot in order to develop abilities, policies and regulations and means. All this must has reflected the stability of the faculty and staff in these universities and what can achieve levels of efficiency and achievement (Zeid Kilani and Ades, 2004).

Job satisfaction is of utmost importance because it is an indicator of the success of the individual in the various aspects of his life. whether family or social, it is here became successful organizations and their leaders more interested in individuals, and took also make the effort and spend huge amounts of money and better efficiency to choose, and training them to the requirements of the job and give them moral and material incentives, that could contribute to fill various needs, and in turn. All that is required of them is to adhere to these regulations and sincerity in its service and provide the performance and effort excellence to achieve its goals efficiently and effectively. They show a strong desire not to left them and move them to the other in the back of the many benefits (Al Keriota, 2001).

Most of the studies conducted in the field of organizational commitment has been reported that the individuals are more committed to their institutions their few absence rates and have job satisfaction growing. Also the unrest in working are very few, and on this basis ability to achievement and innovation are necessary and inevitable result of the above, which most of the countries and institutions seek it . These things are necessary to increase production and the invasion of the markets and get the fame that is the goal of all institutions and organizations, and exceed more than that matter. Access to individual's commitment to their institutions leads to reduce the cost of production of goods and improve its quality and to provide appropriate ways that help the administration in the development of services provided to citizens (Almadhwn and Aldzrrari 1995).

The researcher he found that he should have been studying this subject, which is the goal of the first place to know the organizational level of commitment and job satisfaction among workers at the Palestine Technical College Ramallah to be an important source of information for decision-makers in Palestine moreover, to work hard to improve educational quality in Palestine for by strengthening the commitment and the satisfaction level of employees.

## **1.2 Problem Statement**

Given the importance of the role of the Academic staff and administrative support staff in the Palestinian college of the impact in the community, it was interest in the study factors related to their career and the problems they face. In order to ensure their giving and their devotion and dedication to the goals of the community and create effective educational environment which is the ultimate goal of higher education from here saw the researcher. that the study of organizational commitment and job satisfaction among academic staff and administrative support staff in the Palestinian college subject worthy of research and study, so it was necessary to conduct a scientific study based on clear

methodology, and specifically the problem of the study is to answer the following questions:

1. What is the degree level of organizational commitment of academic in the Palestinian college?
2. What is the degree level of job satisfaction among academic members in the Palestinian college?
3. What is the degree level of organizational commitment of the administrative support staff in the Palestinian college?
4. What is the degree level of job satisfaction of the administrative support staff in the Palestinian college?
5. Is there a relationship between organizational commitment and job satisfaction among academic staff and administrative support staff in the Palestinian college?
6. What is the role of the variables: Gender, qualification, years of experience in the current job, years of experience in the sector, monthly salary, age, And marital status in influencing the organizational commitment and job satisfaction among academic staff and administrative support staff in the Palestinian college?

### **1.3 The Purpose of the Study**

#### **The study Aims to Investigate the Following:**

Knowledge of the regulatory level of commitment and satisfaction among workers in the Palestinian colleges toward of their institution under study, by measuring the level of loyalty, responsibility, continue to work, and faith in the institution under study.

Determine the effect of individual differences for employees of the Palestinian college, on the functional level of commitment and satisfaction they have the

direction of the institution in which they work and what is nature of this relationship in terms of positive and negative.

Provide decision makers in Palestinian college the facts and useful information about their employees.

Development of special proposals to improve the quality of organizational commitment and job satisfaction to employees of the Palestinian college.

To contribute development performance the administrative and academic in the Palestinian college through the promotion of the concept of organizational commitment and job satisfaction of personnel and decision-makers in these institution under study.

We can said - within the limits of researcher ideas - that the Arab intellectual output lacks studies directly related to the study of the relationship between job satisfaction and organizational commitment and there is an urgent need to conduct this type of study to meet the shortfall. First and find out the reality of job satisfaction for workers (academic staff and administrate support staff) in the Palestine technical College and the degree of impact in organizational commitment. Secondly, the researcher works in academic staff and administrative support staff in the Palestine Technical College a long time. She knows of the nature of the relationship between management and workers, particularly with regard to the relationship between job satisfaction and organizational commitment and its impact on workers, positively or negatively. The problem of the study is limited is the detection of the degree of job satisfaction and commitment Organizational and their relationship with the workers in the Palestine technical College in Palestine. and to detect how some intermediate variables, such as Gender, age , experience in the sector, and qualifications, monthly salary, experience in current job, impact on job satisfaction and organizational commitment to employees.



## **1.4 Objectives of the Study**

Specifically, this study mainly seeks to achieve the following objectives:

- Determine the job satisfaction of the Academic staff in the Palestine Technical College Ramallah for Girls.
  
- Identify the level of job satisfaction of the administrative support staff in the Palestine Technical College Ramallah for Girls.
  
- Determine the organizational commitment of Academic staff in the Palestine Technical College, Ramallah for Girls.
  
- Determine the organizational Commitment of administrative support staff in the Palestine Technical College Ramallah for Girls.
  
- Determine the relationship between organizational commitment and job satisfaction.
  
- Comparative between job satisfaction and organizational commitment of Academic staff and administrative support staff at the Palestine Technical College Ramallah for Girls.
  
- Stand on the relationship of each of the organizational commitment and job satisfaction for some personal variables include: (gender, Age, Position, qualification, years of experience in the current job, years of experience in the sector, marital status) for employees at the Palestine Technical College.

## **1.5 Research Questions**

Based on the above, this study will work to provide answers to the following questions:

1. Does job satisfaction exist amongst Palestine Technical college Academics staff?
2. Does organizational commitment exist amongst Palestine Technical College Academics staff?
3. Does job satisfaction exist amongst Palestine Technical College administrative support staff?
4. Does organizational commitment exist amongst Palestine Technical college administrative support staff?
5. Is there any difference between job satisfaction and organizational commitment exists amongst Administrative support staff and Academic Staff at Palestine Technical College?
6. Does any significant differences exist in the level of job satisfaction and organizational commitment with regard to demographic characteristics?

## **1.6 Significance of the Study**

The significance of this study being combine two important elements of their presence is essential in any successful organization, or any organization puts success in prioritizing. It combines the organizational commitment on the one hand and between job satisfactions on the other. The importance of this study being specialty to decisions makers in this country, academic staff and

administrative support staff in the Palestinian college who are the nucleus of this community and the backbone of this nation.

Despite the importance of organizational commitment and job satisfaction as the most important pillars on the administrative work, but studies on this subject a few in either the public domain or in Palestine in particular, so the importance of the subject and it was the birth of such a study.

Summarize the importance of this study are as follows:

1. The importance of the theme, which deals with the variables of organizational commitment, and job satisfaction And the relationship between them because of the importance of these two variables in the performance of faculty and administrative support staff members at the college.
2. This study is the first studies in Palestine, which addressed the issue of the relationship between job satisfaction and organizational commitment when academic staff and administrative support staff at the Palestine Technical College Ramallah.
3. To provide Palestinian university's decision makers useful facts and information about their employees.
4. Development of special suggestions to improve the quality of organizational commitment and job satisfaction of employees at universities Palestinian.
5. To contribute development performance the administrative and academic in the Palestinian college through the promotion of the concept of organizational commitment and job satisfaction of personnel and decision-makers in these institution under study.

## **1.7 Terminology of Study**

### **1.7.1 Definition of Key Terms**

**1.7.1.1 Job Satisfaction:** Is a variable matter. It usually depends on the mind of the employee / worker. Positive attitude regarding to any work of a person has stated as job satisfaction. It is a mental condition of a person for any type of work. Someone may feel satisfaction to a work and in contrary; another person may feel unsatisfactory to the same work depending on his or her attitude regarding the work/job.

**1.7.1.2 Organizational Commitment:** may have viewed as an organizational member's psychological attachment to the organization. Organizational commitment plays a very large role in determining whether a member will stay with the organization and zealously work towards organizational goals.

- **Affective Organization Commitment:** The effective emotional attachment to identification with, and involvement in the organization (Allen & Meyer, 1990).
- **Continuance Organization Commitment:** The wish associated with leaving the organization (Allen & Meyer, 1990).
- **Normative Organization Commitment:** A feeling of obligation to continue employment (Allen & Meyer, 1990).

**1.7.1.3 Higher Education in Palestine:** Types of tertiary education institutions

According to the Law on Higher Education, HE institutions can be one of the following:

- **Universities:** consisting of no less than three colleges or faculties which confer Bachelor degrees or higher;

- **University colleges:** offering academic, technical or professional programs and conferring two or three-year diplomas or ordinary or honors Bachelor degrees;
- **Polytechnics:** they confer diplomas or Bachelor. And higher degrees in professional and technical fields;
- **Community colleges:** offering academic, professional or technical programs of a minimum of one year's duration leading to diplomas in the respective programs. The community colleges offer programs aimed at preparing a middle-level labor force, which forms the link between specialized and skilled workers. The diploma programs (equivalent to an associate degree) consist of approximately 72 credit hours distributed over four semesters.

**1.7.1.4 Palestine Technical College Ramallah:** The **Palestine Technical College** Founded in 1956. as the first college to teach girls to become teachers in the schools and in 1996 was converted college from education college to a technical and professional, college because the labor market need this. the college granted two types of certificates the first diploma and second bachelor's degree start at 2004.

**1.7.1.5 Academic Staff:** They are those people who have masters and PhD work in Palestinian universities certificates campaign, in the field of teaching.

**1.7.1.6 Administration Support Staff:** responsible for the management of the administrative and operations staff and services or is a broad job category that designates an individual who provides various kinds of administrative to people and groups in the College.

### **1.8 The Limits of the Study**

- This study was limited to the Palestine Technical College of Ramallah in the West Bank without moving into the Gaza Strip, due to the difficulty of movement imposed by the Israeli occupation forces.
- The study is limited to measuring employee satisfaction and organizational commitment of Palestine Technical College staff in the public sector and not the private sector.
- It will be applied to study at all university employees totaling 168 employees.
- The study has conducted on workers in the Palestinian university of academics and administrative support staff without working in the service department because of the differences in variables the study in terms of qualification and the nature of work in the service sector

## **CHAPTER 2**

### **Literature Review**

#### **2.1 Introduction**

The literature review consists of four parts. The first part describes the concept of organizational commitment, while the second part explains job satisfaction; Three Parts take about the link between the job satisfaction and organizational commitment, while the fourth and final part present studies in Job Satisfaction or Organization Commitment in Institutions of Higher Education.

#### **2.2 Organizational Commitment:**

Swales's study (2002) Organization's commitment refers to the employee's emotional attachment to, identify with, and involvement in the organization. In essence, measuring organizational commitment is an assessment of the congruence between an individual's own values and beliefs and those of the organization.

Organizational commitment is characterized as employees' willingness to contribute to organizational goals. When employees are sure that they will grow and learn with their current employers, their level of commitment to stay with that particular organization is higher (Opkara, 2004).

Taqi's study (2002) entitled "Measuring the ability of demographic factors and work pressure in predicting the level of organizational commitment in the Kuwaiti health organizations, which aim to:

- 1) Identify the most important determinants, which prevent effective organizational commitment.

2) To identify the nature of the work pressure in the target group and determine whether the pressure varies among individuals depending on variables which contributes to the work to mitigate them.

3) Make recommendations to help in the promotion of organizational commitment. This study was aim at health professional sector help in Kuwait. totaling 2293 employees and employee distributors on different functions, including health professionals, medical secretaries, nursing staff, and secretarial offices, was chosen as a random sample of 500 individuals representing 23% of the study population. It used the questionnaire consisting of two parts, the first of which relates to the measurement of organizational commitment, the second includes clauses to measure the pressure of work, and the main results are as follows:

(A) The presence of a statistically significant positive correlation between organizational commitment and all of the type of profession, educational qualification, age and number of years of service.

(B) There is no statistically significant inverse relationship between organizational commitment and work pressure.

The study recommended introducing organizational commitment theory in the health service sector in Kuwait, where it can be applied in fact through training program theory, it is necessary to clarify the concept of organizational commitment and its content and its features and how to strengthen it at all staff. As it should be linked to the organizational commitment to the standards and practices that are carefully designed and are built with incentives and control systems and must include the criteria used for justice and fair competition in the work as well as the production and effective achievement. As the researcher recommended the need to encourage, further field research to measure the pressures of work and organizational commitment in a variety of services-sectors to increase the credibility of the verification measures that could be reached during the search.



In Yassin's study (2003) aimed to know the degree of organizational commitment and professional of teachers in public schools in the governorates of Ramallah and Al Bireh, so the population of the study (2424) teachers researcher of them chose a random sample size was (362) have been distributed a questionnaire composed of (50 ) items, and noted the results of the statistical analysis that the degree of organizational commitment when teachers about the school and the profession is high, and found statistically significant differences in the degree of organizational commitment attributed to the variable year of experience . Also, show that there were no statistically significant differences in the degree of organizational commitment of teachers attributed to the variable sex.

Carry's study (1986) Thinkers administration has pointed generally to the individual in the organization as a key element helps to achieve the objectives of the organization, and therefore has been focusing on this element and the study of behavior and try to influence this behavior, to comply with the behavior of the organization, and is no doubt that there are multiple variables significantly affect the behavior of the individual, and these variables differ from one person to another, and when searching in the professional or organizational affiliation, we find that there are many definitions and concepts interspersed type of difficulty because of differences in the multiplicity of variables that affect it, it has increased the attention of researchers in organizational commitment from the beginning of end of the sixties and early seventies.

Porter (1974) is and his companions of the most important researchers who were interested in clarifying and defining what organizational commitment, has focused on the individual. Who has shown commitment to the organization where he works. Show has a state of harmony and interacts with the organization and its employees. and noted specifications its specific impact in deviate organizational commitment of the individual and these qualities:

a. A strong belief to accept the organization's goals and values

- B. Ready to make maximum efforts on behalf of the organization
- C. The desire to continue to stay in his membership in the organization

Sherman and Morris's study (1981) But Morris and Sherman partners have focused on compatibility and Engagement of the individual in the organization or institution and the extent of his feelings safely which increases its effectiveness, which becomes more commitment (loyalty) of the regulation. They pointed out that the commitment is the individual's attitude toward his organization and identified the following characteristics an individual who enjoys a high commitment of the institution, and these qualities:

- a. Compliance with the goals and values of the organization
- B. A high link in its effectiveness at work
- C. Loyalty to the organization

In addition, Meyer (2002) found antecedents that correlated with affective and continuance commitments, while no antecedents were found to correlate specifically with normative commitment. Therefore, the authors have suggested that the first component, affective commitment, should be used to analyze organizational commitment as it correlates the strongest with the underlying factors of organizational commitment, and has the strongest validity of the three components Ko, Price, & Mueller (1997). For that reason, affective organizational commitment has used for research purposes in this paper.

Ghannam's study (2005) aimed to identify the personality traits and organizational commitment to the basic school teachers in government schools in Nablus, and the study population consisted of all basic schoolteachers in the city of Nablus, bringing the number of women (1088) was selected sample number of members (183). The researcher used Gordon scale of personality included (39) items, and the measure of organizational commitment included (28) paragraph the study. found a range of results, including: that the regulatory commitment degrees was very large at female teachers, and lack of statistically significant differences in the

degree of organizational commitment. Differences attributed to place work, Qualifications, place of residence , years of experience and the monthly of income.

Al-Khshali's study (2003) aimed to know the impact of the use of heads department in the Jordanian private universities for driving patterns on the organizational commitment of faculty members. The study sample consisted of (240) faculty member were distributed to them a questionnaire composed of three sections. According to results and a negative relationship between autocratic leadership style and organizational commitment, and results showed a positive relationship between the Democratic leadership and commitment organizational pattern.

### **2.3 Job Satisfaction**

Gunnam Yousf's study (2007) aimed to investigate the relationship among organizational loyalty and job satisfaction among staff members at A Najah National University and the effect of gender, qualification, academic rank, college years of experience and age on the relationship among organizational loyalty and job satisfaction among staff members at Najah National University the Sample of (144). Staff member have chosen and measure tool of three parts is preferred to conduct the study. The first part included personal data about staff members. The second part consisted of the organizational loyalty measure, which contained items.

The third part is the job satisfaction measure, which consisted 53 items distributed on six axes. The results of the study show that the degree of organizational loyalty and job satisfaction is high among An Najah employee. There are differences with some statistical significance at the level of organizational loyalty attributed to gender and academic rank. The results, however, showing no difference with statistical significance in job satisfaction attributed to the variable of gender and,

there are no differences of statistical significance between the level of organizational loyalty and job satisfaction attributed to the variables of university experience, age, on income.

Jessie L. Grant study (2006) aimed to measure satisfaction or lack of job satisfaction among workers, Department of Student Affairs at the Union of American colleges. also aimed to determine the effect of the following factors: (recognition of the effort and promotion of good supervision and relationship with colleagues. and the policy laid down by the organization, working conditions and salary and safety) on satisfaction or lack of job satisfaction. The results showed that there are 83% of the staff members of the Union of American colleges (Satisfied with their work).

Karmelo Bezzin's study (2006) aimed to investigate the job satisfaction among nurses who work in long-term Maltese care institutions, and this study applied to the largest institution for the care of the elderly in Malta. The study found that there is a lack of satisfaction and a sense of bewilderment and low self-respect by nurses because of the hard work and challenges difficult to work, the study recommended the dissolution (The problem of shortage of nurses with a focus on their needs at work).

Ssesanga's study (2005) aimed to identify the level of job satisfaction among Academics University Ugandans, where the study was conducted an investigation into a test to examine the factors that contribute to and support the job satisfaction of employees in higher education in the developed world. a sample composed 182 individuals pre-selected in Uganda University. where he scored analysis of the most influential in satisfaction factors which everything is connected to the behavior of co-workers, supervision, and aspects of the real and fundamental education, and the motivation to create dissatisfaction was most external factors such as rewards and control, research, promotion and the work environment, also found that age and academic rank they indication of the effect in job satisfaction, while there was no indication of the effect of sex on job satisfaction.

Kristin L. Straiter's study (2004) aimed to investigate the relationship between the trust granted by superiors to subordinates and between job satisfaction and organizational commitment. This study applied to 117 sales managers working in a warehouse for drugs. The study found that there are significant differences between the confidence placed between superiors and subordinates and between job satisfaction relationships. also it found the results of this study indicated that there is a strong relationship between the confidence placed between superiors and subordinates and between organizational commitment.

Harem's study (2001) aimed to identify the job satisfaction among faculty members of the college's own community in Jordan. The study adopted descriptive and analytical approach and the study sample included 125 faculty members, have been distributed a questionnaire consisting of 40 items, The study results indicated varying levels of job satisfaction in the different fields of work, as well as the existence of differences in job satisfaction due to gender, age and years of experience.

#### **2.4 The Link between Job Satisfaction and Organizational Commitment**

Aydogdu and Asikgil study (2011): An Empirical Study of the Relationship among Job Satisfaction, Organizational Commitment and Turnover Intention. Aims to gain a better understanding of the relationships between job satisfaction, organizational commitment and turnover intention. This study is conducted from two organizations in Istanbul. Of these organizations are in private sector, one of these organizations is in production area, the other one is service provider. Data were collected through questionnaire.

The most important results of the study are:

- a. Job Satisfaction has a significant and positive relationship with three dimensions of organizational commitment.
- b. Turnover intention has a significant and negative relationship with job satisfaction and organizational commitment.

c. High job satisfaction and organizational commitment will avoid turnover intention and actual turnover.

d. Every employee has different kinds of needs and expectations and it is impossible to satisfy every need and expectation of the employees.

The most important recommendations of the study are:

a. Employers should promote their employees by improving supervision styles that well treated employees develop a positive attitude towards supervision and the organization.

b. Involving more employees in decision making process, providing better working condition and providing flexible working hours and paying fairly, encouraging employees to use their own skills and abilities help them to have a sense of self pride and self confidence that increases job satisfaction.

c. Employees having a high job satisfaction are expected to be committed to the Organization, but it is important to know how these employees connect to the Organization in terms of membership status.

d. Both employee and employer should try to generate a working condition that they will work in a happy, motivated and productive atmosphere to reach the certain goals.

Ahmadi's study (2006) sought to determine job satisfaction levels and organizational commitment of workers in primary health care centers in the Kingdom of Saudi Arabia and the relationship between them and some of the personal and functional characteristics such as sex, qualification and experience. The results showed that there are substantial differences in job satisfaction and organizational commitment levels according to sex educational qualification and experience, as the results showed a positive relationship between job satisfaction and Organizational Commitment.

Alawneh's study (2006) purposed to determine the level of job satisfaction and organizational commitment and the relationship between them when the teachers of private schools in the city of Nablus, and effect of the sex, qualification and years of experience and age in job satisfaction and to the organizational commitment of the teachers of private schools in the city of Nablus. The study population in private school teachers in the city of Nablus, chosen sample size was (126) teachers. To complete the study prepared, composed of three sections tool: Section I: personal information about teachers, and the second section: consisting of organizational commitment scale of (17) paragraph, third section measure for job satisfaction component of (53) items distributed on six axes. Results of the study showed that job satisfaction when teachers of private schools in Nablus was high level, and organizational commitment at the private school teachers in the Nablus city was high level. The results indicated that there were no statistically significant differences in the level of job satisfaction due to the variable gender, educational qualification and years of experience differences and age. as well as the lack of statistically significant differences in organizational commitment due to the variable educational qualification and years of experience, age, also found statistically significant differences in organizational commitment due to the variable Gender, as the results of the study indicated that there is a positive relationship between job satisfaction and organizational commitment.

### **2.5 Studies in Job Satisfaction or Organizational Commitment in Institutions of Higher Education**

NORIZAN ISMAIL's study (2014) "organizational commitment and job satisfaction among staff of higher learning education institutions in Kelantan" aims to found the relationship between organizational commitment and job satisfaction and he use the regression analysis to find the result. the result was there is no relationship between organizational commitment and job satisfaction.

Mwadiani (2002) the role of Universities in the provision and development of work force required for the social, economic and technological advancement of any nation cannot be overemphasized. By their unique nature universities are expected to be a repository of the most specialized and skilled intellectuals. They serve as storehouses of knowledge for nurturing the work force needs of the nation and hence for satisfying the aspirations of the people for a good and humane society. Central to the realization of University goals and objective are the academic and administrative staff whose roles are crucial and their number, quality and their effectiveness makes the difference in university education production function and to the wider society.

Pienaar (2008) the academic profession is fundamental to the functioning of any university. Without well-qualified and committed academic staff, no academic institution can really ensure sustainability and quality over the long haul. Higher education institutions are therefore more dependent on the intellectual and creative abilities and commitment of the academic staff than most other organizations. This therefore makes it critically important to retain this cadre of staff.

Al-Smadi, Qblan's study (2015) aimed to identify the impact of some variables (gender, Teaching experience and college type) on assessing the level of job satisfaction among faculty of Najran University. A survey was conducted in this study by a 23-item questionnaire, distributed to (262) male and female faculty members from various colleges. The questionnaire items distributed to four domains: Academic environment, salaries and financial support, psychological and social aspects, and interpersonal communication. The results showed a moderate degree of job satisfaction in general, and there are statistically significant differences due to (gender, teaching experience and college type), where the differences in favor of males, scientific colleges and more experienced.



Saner, Eyüpö lu's study (2012) aims to examine the age-job satisfaction relationship in higher education of academics in North Cyprus. The results show that 1) the job satisfaction levels of the older age groups of academics are overall higher than the younger age groups. 2) Overall job satisfaction and extrinsic satisfaction do not seem to indicate a linear relationship with age, 3) overall job satisfaction and extrinsic satisfaction levels varying for different age groups.

Saner, Eyupoglu's study (2012) aims to provide empirical evidence to establish whether gender differences exists in relation to the job satisfaction of male and female university teachers in Turkish universities in North Cyprus. The study will also demonstrate whether gender is a reliable predictor of their job satisfaction. The results indicate that 1) female university teachers, as compared to male university teachers, have a higher level of satisfaction with overall job satisfaction with this difference being statistically significant with gender.

Eyupoglu, Saner's study (2009) aims to provide empirical evidence as to the job satisfaction levels of academics in North Cyprus and to ascertain as to whether an academic rank is a reliable predictor of their job satisfaction. The result show that indicate the extent of the low to moderate satisfaction levels that exists among academics in North Cyprus.

Al-Masry's study (2009): "The Impact of Compensations on Employees' Satisfaction in Islamic University of Gaza" aims to investigate the effects of the compensation on the Islamic University of Gaza Employees satisfaction. Data were collected through questionnaires.

The most important results of the study are:

- a. There is a positive relationship between salaries & compensations and employees' satisfaction.
- b. There are significant differences in the sample of studies concerning the effects of the compensations to the employee satisfaction at the level of significance

$\alpha=0.05$ , which attributed to two personal characteristics only; the sex and the position type.

c. There are non- significant differences in the sample of research concerning the effects of the compensations to the employee satisfaction at the level of significance  $\alpha= 0.05$ , which attributed to two personal characteristics only; the Scientific qualification, the social status, the number of dependent sons, the position grade and years of experience. The most important recommendation of the study is that more efforts should be exerted concerning all the components of the compensations, which will work on improving the employee compensations according to their labor and personal characteristics.

Abu-Nada's study (2007) aims to know Relationship Between Some Personal Variables and Leadership Types, on the one hand, and The Organizational Commitment and The Feeling of Organizational Justice, on the other, in Some Palestinian Ministries in Gaza Strip. to underscore the existence differences that have statistical significance in leadership types in these ministries, and to find out the effects of these types on organizational commitment among the employees and their feelings of organizational justice. The study has been applied on a random sample from the society of the study, which included largest six ministries in the Gaza Strip. Data were collected through questionnaires. The most important results of the study are:

- a. There is an organizational justice in the Palestinian ministries in the Gaza Strip, but it is weak and close to average.
- b. There are no differences between the respondents of the study sample (at 0.05 levels) about organizational justice attributable to the salary and incentives.

The most important recommendations of the study are:

- a. Reconsidering the systems of rewards, promotions in the ranks and evaluations of performance, in a way that achieves subjectivity and justice in these systems
- b. Reconsidering the employment conditions of the woman, and the legal rules concerning the compensations of civil service to guarantee higher degrees of

organizational commitment and feeling of organizational justice among employed women

c. The importance of training leaders how to build up positive work relationships between themselves and their employees, taking into consideration the positive effects of these relationships on behavioral variables which affect in turn the organizational commitment and the levels of performance and productivity.

## **CHAPTER 3**

### **Methodology and Procedures of the Study**

#### **3.1 Introduction**

In this chapter, the researcher presents the procedures and steps that was use in the study, also explains and clarifies methodology of the study, the population of the study, selecting the sample of the study, tools and statistical methods that are used in the data analysis to get the results and the findings.

#### **3.2 Methodology**

in this chapter the researcher used the analytical, descriptive approach that tries to answer the basic question. A chapter the researcher found that the questionnaire was most appropriate instrument to achieve the objectives of the study and statistical software (SPSS V 17) was used to analyses the data.

#### **3.4 Research Design**

##### **3.4.1 Data Collection Method**

The data was collecting using a structured questionnaire, which consisted of 52 items. The questions have written in English and Arabic. The questionnaire explains to the participant their roles in evaluating their job satisfaction in part 2, and to answer the personal information in part 1, then to evaluating the organizational commitment by the answer part 3 in the questionnaires. The respondents were giving one day to answer and return the questionnaire to the researcher by Email on the day after. On average, it took 7 minutes to answer the questionnaire.

##### **3.4.2 Questionnaire Design**

The descriptive research (Quantitative Research) method, which was primarily used to obtain the information need for the purpose of the study. The

questionnaire was divided into three parts to study the characteristics of the important variables in identifying the relationship between the relationship between organizational commitment and job satisfaction among employees.

Part 1 demographical information it consists of Age, Gender, marital status, position years of experience in your current job, years of experience in the sector, monthly salary, Qualification. Part 2 consists of 20 items about job satisfaction. Whereas part 3 consists of 24 items about organizational commitment.

**Table 3.1 Layout of the Questionnaire**

<i>Layout of the Questionnaire</i>			
<b>Section</b>			<b>Item</b>
Part 1	Demographic <ul style="list-style-type: none"> <li>▪ Age</li> <li>▪ Gender</li> <li>▪ Marital Status</li> <li>▪ Position</li> <li>▪ Years of experience in your current job</li> <li>▪ year of experience In the sector</li> <li>▪ Monthly Salary</li> <li>▪ Qualification</li> </ul>		8
Part 2	Job satisfaction		20
Part 3	Organizational Commitment		24
3.1	▪ Affective Commitment		8
3.2	▪ Continuance Commitment		8
3.3	▪ Normative Commitment		8

**Table 3.2 Measurement Items**

<i>Measurement Items</i>			
<b>Variables</b>	<b>Total No. of Items</b>	<b>Scales</b>	<b>Sources</b>
Job Satisfaction	20	Five Point Likert Scale (1-5)	Minnesota , (1967)
Affective Commitment	8	Five Point Likert Scale (1-5)	Allen and Meyer, (1990)
Continuance Commitment	8	Five Point Likert Scale (1-5)	Allen and Meyer, (1990)
Normative Commitment	8	Five Point Likert Scale (1-5)	Allen and Meyer, (1990)

### 3.4.3 Study Population

This study focuses on identifying the relationship between organizational commitment and job satisfaction among academic and administrative support staff in higher learning education institutions. Thus, the study population consists of all Palestine Technical College Ramallah Academics staff and administrative support staff in West Bank in 2016 -2017. The population of the study was (168) person. The following tables show the study population.

**Table 3.3 Study Population**

<b>Job</b>	<b>Number</b>
Administrative support staff	88
Academic staff	80
<b>Total</b>	<b>168</b>

### 3.4.4 Study Sample

The study was conducted on a sample of (164) employees who is answering the questionnaire from the academic staff and administrative support staff in the Palestine Technical College, equivalent to (97.6%) of the total number of employees at the college.

According to Roscoe (1975), sample sizes are larger than (30) and less than 500 are appropriate for most research. Within this limit (30 to 500), the use of sample about (10%) size of parent population was recommending. The following table shows the distribution of the sample according to the Demographical variables of the study.

**Table 3.4 distribution of the sample according to the Demographical variables**

<b>Position</b>		<b>Number</b>	
Administrative support staff		84	
Academic Staff		80	
<b>Total</b>		<b>164</b>	
<b>Gender</b>		<b>Number</b>	
Female academic staff		40	
Female administrative support staff		50	
Female Total		90	
Male academic staff		35	
Male administrative support staff		39	
Male Total		74	
<b>Total</b>		<b>164</b>	
<b>Marital status</b>		<b>Number</b>	
Married		110	
Not married		54	
<b>Total</b>		<b>164</b>	
<b>Qualification</b>	<b>Academic</b>	<b>Administrative S</b>	<b>Number</b>
PhD	30	3	33
Master	40	35	75
BA	10	40	50
Diploma	–	6	6
<b>Total</b>	<b>80</b>	<b>84</b>	<b>164</b>
<b>Age</b>	<b>Academic</b>	<b>Administrative S</b>	<b>Total</b>
20-29	8	12	20
30-39	37	31	68
40-49	20	25	45
More than 50	15	16	31
<b>Total</b>	<b>80</b>	<b>84</b>	<b>164</b>

<b>Years in current job</b>	<b>Academic</b>	<b>Administrative Support</b>	<b>Total</b>
Less than 1	9	10	19
1 to 4	10	11	21
5 to 9	20	18	38
10 to 14	14	17	31
15 to 19	16	13	29
20 or more	11	15	26
<b>Total</b>	<b>80</b>	<b>84</b>	<b>164</b>
<b>Years in the sector</b>	<b>Academic</b>	<b>Administrative Support</b>	<b>Total</b>
Less than 1	6	10	16
1 to 4	10	8	18
5 to 9	15	17	32
10 to 14	14	15	29
15 to 19	15	13	28
20 or more	20	21	41
<b>Total</b>	<b>80</b>	<b>84</b>	<b>164</b>
<b>Monthly Salary</b>	<b>Academic</b>	<b>Administrative S</b>	<b>Total</b>
Less than \$1000	5	26	31
\$1000 to \$1499	42	40	82
\$1500 to \$1999	15	8	23
\$2000 or more	18	10	28
<b>Total</b>	<b>80</b>	<b>84</b>	<b>164</b>

It is seen from the above table, which shows the distribution of the sample depending on the variable position that the number of administrative support staff (84) member, and is a ratio (51.2%) of the sample size, and the number of academics staff (80) faculty members and accounts for (48.8%) of the sample size.

Seen from the table above, the number of holders PhD degree in college (33) members, as a percentage of (20.1%) of the sample size. Faculty members as (30)



members, a percentage (18.3%) and (3) of the administrative support staff as a percentage (1.8%). As well as Number of Master's degree, holders have numbered (75) at a rate (45.7%) The number of holders of a master's degree from the Academy of (40) members, a percentage (24.4%) while the number of administrative support staff (35) has been accounted for (21.3%). Whereas Number of BA degree holders have numbered (50) at a rate (30.5%) The number of holders of a BA degree from the Academy of (10) members, a percentage (6.1%) while the number of administrative support staff has been (40) accounted for (24.4%). At the end, Number of diploma degree holders have numbered (6) at a rate (3.7%) all of them from administrative support staff.

Seen from the above table, which shows the distribution of the sample according to gender, the number of Male (74) members, and is a ratio (45.2%) of the sample size, and the number of females (90) members, and a ratio (54.9%). The number of female workers in the academic field (40) members, and a ratio (24.4%) from the sample size.

While the number of female workers in the administrative support job amounted to (50) members, at a rate (30.5%). While the number of male workers in the academic field of (35) members, at a rate (21.3%), while the number of male workers in the field of administrative support (39) members, at a rate (23.7%).

Seen from the above table, which shows the sample distribution according to age variable, the number of employees of the (20-29) age group was (20) members, as a percentage of (12.2%) of the sample size, the number of workers in the academic field, including (8) members, as a percentage It amounted to (4.9%), while the number of administrative support staff by (12), a percentage (7.3%) of the sample size.

While the largest number of workers between the ages of (30 to 39) was (68) members, a percentage reached (41.5%) of the sample size, the number of workers in the academic field, including (37) member amounted to a rate of (22.5%), while

the number of administrative support staff of (31) members, by percentage amounted to (19%) of the sample size.

Whereas the number of employees in the age group of (40 to 49), it was (45) members, a percentage of (27.4%) of the sample size. The number of faculty, staff (20) members, a percentage reached (12.2%) of the sample size. While the number of members of the administrative support staff of (25) members, at a rate of (15.2%) of the sample size.

Otherwise, the number of employees who have reached the age of (50 and more) was (31) a member of a percentage (19%), the number of (15) faculty members as a percentage (9.2%). While the number of administrative support staff of 16 members, as a percentage of (9.8%) of the sample size.

Seen from the table above, which shows the sample distribution depending on the variable years of experience in the current job, the number of employees who have the experience of a year or less was (19) employees, ratio a (11.6%) of the sample size. The number of employees who works with academic staff as (9) members, as a percentage (5.5%) from the sample size. While as the number of administrative support staff is (10) members, as a percentage (6.1%).

Furthermore the number of employees who have the experience of a (1 to 4) years was (21) employees, ratio a (13%) from the sample size. The number of employees who works with academic staff as (10) members, as a percentage (6%) from the size of the sample. However, the number of employees who works in administrative support staff is (11) members, as a percentage (7%).

As we have seen from the table the number of employees who have the experience of a (5 to 9) years was (38) employees, ratio a (23%) of the sample size. The number of employees who works with academic staff as (20) members, as a percentage (12%) from the size of the sample. Nevertheless, the number of

employees who works in administrative support staff is (18) members, as a percentage (11%).

While as the number of employees who have the experience of a (10 to 14) years was (31) employees, ratio a (19%) of the sample size. The number of employees who works with academic staff as (14) members, as a percentage (8.5%) from the size of the sample. However, the number of employees who works in administrative support staff is (17) members, as a percentage (10.5%).

Nevertheless, when we look to the staff who have years experience from (15 to 19) years we found the number was (29) members, as a ratio (18%) from the size of the sample. The administrative support number was (13) members, as a percentage (8%) from the sample size. While the number of academic was (16) members, as a percentage ratio (10%).

While as the number of employees who have the experience of a (two or more than) was (26) employees, ratio a (16%) from the sample size. The number of employees who works with academic staff as (11) members, as a percentage (7%) from the size of the sample. However, the number of employees who works in administrative support staff is (15) members, as a percentage (9%).

As we have seen in the table above we found the percentage of the married employees was (67%), while the percentage of not married employees was (33%).

Seen from the table above, which shows the sample distribution depending on the variable years of experience in the Sector, the number of employees who have the experience of a year or less was (16) employees, ratio a (10%) of the sample size. the number of employees who works in academic staff as (6) members, as a percentage (4%) from the sample size. While as the number of administrative support staff is (10) members, as a percentage (6%).

Further the number of employees who have the experience of a (1 to 4) years was (18) employees, ratio a (11%) from the sample size. The number of employees who works in academic staff as (10) members, as a percentage (6%) from the size of the sample. but the number of employees who works in administrative support staff is (8) members, as a percentage (5%).

As we seen from the table (3.8), the number of employees who have the experience of a (5 to 9) years was (32) employees, ratio a (20%) from the sample size. The number of employees who works in academic staff as (15) members, as a percentage (9%) from the size of the sample. but the number of employees who works in administrative support staff is (17) members, as a percentage (11%).

While as the number of employees who have the experience of a (10 to 14) years was (29) employees, ratio a (18%) from the sample size. The number of employees who works in academic staff as (14) members, as a percentage (8.5%) from the size of the sample. but the number of employees who works in administrative support staff is (15) members, as a percentage (9.5%).

Nevertheless, when we look to the staff who have years experience from (15 to 19) years we found the number was (28) members, as a ratio (17%) from the size of the sample. The administrative support number was (13) members, as a percentage (8%) from the sample size. while the number of academic was (15) members, as a percentage ratio (9%).

While as the number of employees who have the experience of a (20 or more than) was (41) employees, ratio a (25%) from the sample size. The number of employees who works in academic staff as (20) members, as a percentage (12%) from the size of the sample. but the number of employees who works in administrative support staff is (21) members, as a percentage (13%).

Seen from the table above, which shows the sample distribution depending on the variable years of monthly salary, The number of employees who gets monthly salary less than \$1000 was( 31) members, was ratio (19% )from the sample size.

The number of the academic staff was (5) as a percentage (3%) from the sample size. While as the number of the administrative support staff was (25) member, as a percentage (16%) from the size of the sample.

The employees who gets monthly salary between (\$1000 to \$1455) that the biggest number of categories, the number was (82) members, as the percentage (50%). The number of the academic staff was (42) members, as a percentage (26%). while the number of the administrative support staff was (40) members, as a percentage ( 24%) from the sample size.

Moreover we found the category of the monthly salary \$1500 to \$1999 have the number was (23) members, as the percentage (14%). The number of the academic staff was (15) members, as a percentage (9%). while the number of the administrative support staff was (8) members, as a percentage (5%) from the sample size.

Finally, we find that the (28) employees who gets salary \$2000 or more, as a percentage (17%) from the sample size. The number of the academic staff was (18) members, as a percentage (11%). while the number of the administrative support staff was 10 members, as a percentage (6%) from the sample size.

### **3.5 Data Analysis Techniques**

From the questionnaires, a few procedures can be done such as checking the data for accuracy. Besides that, the questions were being code to enable for analysis using Statistical Packages for the Social Science (SPSS).Using the following statistical treatments:

-Averages, standard deviations, and percentages

-Independent-T-test

-One Way ANOVA - one-way analysis of variance test

- Fishers Least Significant Difference (LSD) test in Prism

This was following by the examination and presentation of demographic profile of respondents using Descriptive Statistic. According to Zikmund (2000), descriptive analysis refers to the transformation of the raw data into a form that will make them easy to understand and interpret.

Secondly, the Cronbach Alpha testing will be used as it is the most well accepted reliability test tools applied by social researcher Sekaran (2006). In Cronbach's Alpha reliability analysis, the closer Cronbach's Alpha to 1.0, the higher the internal consistency reliability. (Cronbach's Alpha; Cronbach, (1946)). Cronbach measures;

1. Reliability less than 0.6 considered poor.
2. Reliability in the range 0.7 considered acceptable.
3. Reliability more than 0.8 considered good

Third, in order to determine whether there are significant relationships among the independent variables and dependent variable, Pearson Correlation Coefficient analysis will be carry out. The scale model suggested by Davies (1971) used to describe the relationship between the independent variables and the dependent variable, are as shown below:

1. 0.7 and above – very strong relationship,
2. 0.50 to 0.69 – strong relationship,
3. 0.30 to 0.49 – moderate relationship,
4. 0.10 to 0.29 – low relationships and
5. 0.01 to 0.09 – very low relationship.

## CHAPTER 4

### RESULTS AND ANALYSIS

#### 4.1 Introduction

This chapter describes the results of the data analysis. The Statistical Package for Social Sciences Version 17 has used to explore the data. Reliability analysis and descriptive analysis have used to assess the goodness of the measures. Finally, the answer of the questions, using correlation analysis and ANOVAs test, T-test to analysis, LSD test are discussed.

#### 4.2 Reliability Analysis

The Cornbach's alpha reliability coefficient normally extends between 0 and 1, while there is no lower limit to the coefficient, the closer the Cronbach's alpha coefficients is to 1.0, the greater the internal coherence of the items in the scale. The following rules of thumb are provided for Cronbach's alpha values:  $\geq .9$  Excellent,  $\geq .8$  Good,  $\geq .7$ , Acceptable  $\geq .6$ , Questionable,  $\geq .5$  Poor, and  $< 5$  Unacceptable.

Based on the output of the analysis, the Cronbach's alpha the reliability of all the measures was comfortably above 0.70, ranging from 0.72 to 0.84. In summary, the instrument used to measure each variable in this study is reliable.

**Table 4.1 Summary of Reliability Analysis**

Variables	Number of Items	Number of Items Discarded	Cronbach's Alpha	Reliability
Affective Commitment (AC)	8	0	.817	Good
Continuance Commitment (CC)	8	0	.720	Acceptable
Normative Commitment (NC)	8	0	.760	Acceptable
Organizational commitment	24	0	.765	Acceptable
Job Satisfaction	20	0	.840	Good

### 4.3 Descriptive

The summary of the descriptive statistics to all variables are evaluated depending on a 5-point scale (1 being very high disagree to 5 being very high agree). The results show that the mean on affective commitment was 3.51 with SD = 0.90, the mean for continuance commitment was 3.61 with SD = 0.99, the mean for normative commitment was 3.55 with SD = 0.76 but the mean if organizational commitment was 3.55 and with SD= .88 and the mean and standard deviation for job satisfaction was 3.54 and 0.76 respectively. The mean values of all the variables are slightly (moderately satisfied).

**Table 4.2 Overall Descriptive Statistics of the Study Variables**

Factor	N	Min	Max.	Mean	SD
Job satisfaction	164	2.00	4.86	3.71	0.89
Affective commitment	164	2.17	4.86	3.51	0.90
Continuance commitment	164	1.65	4.43	3.61	0.99
Normative commitment	164	2.33	4.67	3.55	0.76
Organizational commitment	164	2.05	4.65	3.55	0.88
Valid N (list wise)	164				

### 4.4 The Study Analyzed Questions

#### **Q1: Does Job Satisfaction Exist amongst Palestine Technical College Academics staff?**

To answer the study question the researcher used the averages, standard deviations, and percentages and rating the degree of job satisfaction. The following ranking the degree of job satisfaction has adopted as follows: that based on the scale in terms of averages, as shown in the following rating:

Level	Below 3	3 - 3.49	3.50 - 3.99	4.00 - 4.49	4.50 and above
Average	Not satisfied	Neutral (neither satisfied or dissatisfied)	Slightly moderately satisfied	Satisfied	Highly satisfied



**Table 4.3 Averages, SD, depending on the Job Satisfaction of Academics Staff**

No	Paragraph	Mean	SD	Percentage
1.	Being able to keep busy all the time (Activity)	3.05	1.16	61.0
2.	The chance to work alone on the job (Independence)	3.47	1.16	69.1
3.	The chance to do different things from time to time (Variety)	4.28	.64	85.6
4.	The chance to be somebody in the community (Social Status)	4.13	.82	82.6
5.	The way my boss handles his/her subordinates (Supervision/ human relations)	3.96	.81	79.3
6.	The competence of my supervisor in making decisions (Supervision/ technical)	4.02	.93	80.4
7.	Being able to do things that don't go against my conscience (Moral values)	4.02	.78	80.3
8.	The way my job provides for steady employment (Security)	2.80	1.05	65.1
9.	The chance to do things for other people (Social service)	3.77	.87	75.5
10.	The chance to tell people what to do (Authority)	4.43	.57	86.1
11.	The chance to do something that makes use of my abilities (Ability)	4.28	.64	85.6
12.	The way company policies are put into practice (Policies and practices)	3.02	1.14	60.3
13.	My pay and the amount of work I do (Compensation)	2.88	1.17	57.6
14.	The chances for advancement in this job (Advancement)	3.15	1.14	63.0
15.	The freedom to use my own judgment (Responsibility)	3.09	.76	78.8
16.	The chance to try my own methods of doing the job (Creativity).	4.45	.57	88.9
17.	The working conditions (Working conditions)	2.85	1.09	57.1
18.	The way my colleagues get along with each other (Co-workers)	3.96	.81	79.3
19.	The praise I get for doing a good job. (Recognition)	3.34	1.11	68.7
20.	The feeling of accomplishment I get from the job (Achievement)	4.02	.78	80.3
Total to all Paragraphs		3.64	.9	74.23

It is noticeable that all the averages between (2.80 to 4.43) and this gives an indication that the statistical averages not in excess of (4.5 and above) indicate the presence of a high level of job satisfaction. As we seen from the above table that paragraphs (8,13,17) have got a not satisfied estimate, while as the paragraphs (1,2,12,14,15,19) have a Neutrals, and (5, 9, 18) have got a slightly estimate, while as (3, 4, 6, 7, 10, 11, 16 , 20) have got a satisfied estimate. The total score of all paragraphs at job satisfaction for Academics staff have got slightly estimate.

## **Q2: Does Organizational Commitment Exist Amongst Palestine Technical College Academics Staff.**

**Table 4.4 Averages, SD, Depending on the Affective Commitment of Academics Staff**

<b>No</b>	<b>Paragraph</b>	<b>Mean</b>	<b>SD</b>	<b>Percentage</b>
1.	I would be very happy to spend the rest of my career with this organization.	3.56	.81	79.8
2.	I enjoy discussing about my organization with people outside it.	4.7	.96	83.4
3.	I really feel as if this organization's problems are my own.	3.6	.69	79.8
4.	I think that I could easily become as attached to another organization as I am to this one.	4.2	.88	80.1
5.	I do not feel like 'part of the family' at my organization.	3.4	.78	79.4
6.	I do not feel 'emotionally attached' to this organization.	2.1	1.14	60.1
7.	This organization has a great deal of personal meaning for me.	4.1	.79	78.3
8.	I do not feel a 'strong' sense of belonging to my organization.	1.6	1.01	58.1
Total Paragraphs		3.51	0.88	74.87

It is noticeable that all the averages between (1.6 to 4.7) and this gives an indication that the statistical averages not excess of (4.5 and above) indicate the presence of a high level of affective commitment. As we seen from the above table that paragraph (2) have got a high estimate, while paragraph (5) have got Neutrals estimate , but the paragraphs(6,8) have got not satisfied estimate, while as the paragraphs ( 1, 3) have got a slightly estimate, and paragraphs (4 ,7) have got a satisfied estimate. The total score of all paragraphs at affective commitment for academics staff have slightly estimate.

**Table 4.5 Averages, SD Depending on the Continuance Commitment of Academic Staff**

No	Paragraph	Mean	SD	Percentage
9.	I am not afraid of what might happen if I quit my job without having another one lined up.	3.05	1.09	61.4
10.	It would be very hard for me to leave my organization right now, even if I wanted to.	2.89	1.13	57.8
11.	Too much in my life would be disrupted if I decided to leave my organization now.	2.88	1.17	57.6
12.	It would not be too costly for me to leave my organization now.	3.01	1.09	60.2
13.	Right now, staying with my organization is a matter of necessity as much as desire.	3.9	0.78	78.1
14.	I feel that I have very few options to consider leaving this organization.	2.58	1.07	51.5
15.	One of the few serious consequences of leaving this organization would be the scarcity of available alternatives.	2.9	0.73	58.1
16.	One of the major reasons I continue to work for this organization is that leaving would require considerable personal sacrifice another organization may not match the overall benefits I have here.	2.80	1.05	56.1
Total Paragraphs		3.20	1.01	60.1

It is noticeable that all the averages between (2.80 to 3.9) and this gives an indication that the statistical averages not excess of (4.5 and above) indicate the

presence of a high level of continuance commitment. As we seen from the above table that no paragraphs have got a high estimate, while paragraphs (5, 12) have got Neutrals estimate , but the paragraphs (10, 11, 14, 15, 16) have got not satisfied estimate, while as the paragraph ( 13) have got a slightly estimate, and no paragraphs have got a satisfied estimate. The total score of all paragraphs at continuance commitment for academics staff have Neutrals' estimate.

**Table 4.6 Averages, SD Depending on the Normative Commitment of Academics Staff**

No	Paragraph	Mean	SD	Percentage
17.	I think that people these days move from company to company too often.	3.42	.71	74.1
18.	I do not believe that a person must always be loyal to his or her organization.	3.66	.65	76.3
19.	Jumping from organization to organization does not seem at all unethical to me.	3.56	.56	78.1
20.	One of the major reasons I continue to work in this organization is that I believe loyalty is important and therefore feel a sense of moral obligation to remain.	3.1	.90	65.4
21.	If I got another offer for a better job elsewhere I would not feel it was right to leave my organization.	4.1	.67	80.1
22.	I was taught to believe in the value of remaining loyal to one organization.	3.7	.56	75.1
23.	Things were better in the days when people stayed in one organization for most of their careers.	2.8	1.02	59.2
24.	I do not think that to be a 'company man' or 'company woman' is sensible anymore.	3.0	.96	63.4
Total Paragraphs		3.41	0.75	71.46

It is noticeable that all the averages between (2.80 to 4.1) and this gives an indication that the statistical averages not excess of (4.5 and above) indicate the presence of a high level of normative commitment. As we seen from the above table that no paragraphs have got a high estimate, while paragraphs (17, 20, 24) have got Neutrals estimate , but the paragraph (23) have got not satisfied estimate, while as the paragraphs (18, 19, 22) have got a slightly estimate, and paragraph (21) have got a

satisfied estimate. The total score of all paragraphs at normative commitment for Academics staff have Neutrals' estimate.

**Table 4.7 Averages, SD Depending on the Organizational Commitment of Academics staff**

No	Paragraph	Mean	SD	Percentage
1.	Affective commitment	3.51	0.88	74.87
2.	Continuance commitment	3.20	1.01	60.1
3.	Normative commitment	3.41	0.75	71.46
	Organizational commitment	3.40	0.88	68.81

It is noticeable that all the averages between (3.2 to 3.51) and this give an indication that the statistical averages in excess of (3 to 3.49) indicate the presence of a neutrals level of organizational commitment.

**Q3: Does Job Satisfaction Exist Amongst Palestine Technical College Administrative Support Staff?**

To answer the study question the researcher used the averages, standard deviations, and percentages and rating the degree of job satisfaction. The following ranking the degree of job satisfaction has adopted as follows: that based on the scale in terms of averages, as shown in the following rating:

Level	Below 3	3 - 3.49	3.50 - 3.99	4.00 - 4.49	4.50 and above
Average	Not satisfied	Neutral (neither satisfied or dissatisfied)	Slightly moderately satisfied	Satisfied	Highly satisfied

**Table 4.8 Averages, SD Depending on the Job Satisfaction of Administrative Support Staff**

No	Paragraph	Mean	SD	Percentage
1.	Being able to keep busy all the time (Activity)	3.05	1.1	61
2.	The chance to work alone on the job (Independence)	3.3	1.12	65.2

3.	The chance to do different things from time to time (Varieties)	4.1	0.6	83.6
4.	The chance to be somebody in the community (Social Status)	4	0.79	80.3
5.	The way my boss handles his/her subordinates (Supervision/ human relations)	3.4	0.9	76.3
6.	The competence of my supervisor in making decisions (Supervision/ technical)	3.93	1.01	78.9
7.	Being able to do things that don't go against my conscience (Moral values)	3.86	0.75	78.2
8.	The way my job provides for steady employment (Security)	2.5	1.12	63.2
9.	The chance to do things for other people (Social service)	3.56	0.84	75.2
10.	The chance to tell people what to do (Authority)	4.12	0.57	85.7
11.	The chance to do something that makes use of my abilities (Ability)	4.11	0.66	84.7
12.	The way company policies are put into practice (Policies and practices)	3	1.14	59.1
13.	My pay and the amount of work I do (Compensation)	2.6	1.02	56.7
14.	The chances for advancement in this job (Advancement)	3.2	1.2	63
15.	The freedom to use my own judgment (Responsibility)	3.01	0.78	78.5
16.	The chance to try my own methods of doing the job. (Creativity)	4.02	0.6	85.9
17.	The working conditions (Working conditions)	2.85	1.21	56.9
18.	The way my colleagues get along with each other (Co-workers)	3.25	0.75	75.7
19.	The praise I get for doing a good job. (Recognition)	3.01	1	65.7
20.	The feeling of accomplishment I get from the job (Achievement)	3.78	0.74	78.1
Total to all Paragraphs		3.53	0.89	72.59

It is noticeable that all the averages between (2.5 to 4.12) and this gives an indication that the statistical averages not in excess of (4.5 and above) indicate the

presence of a high level of job satisfaction. As we seen from the above table that paragraphs (8,13,17) have got a not satisfied estimate, while as the paragraphs (1,2,5,12,14,15,18,19) have a Neutrals, and (6,7,9,20) have got a slightly estimate, while as (3, 4, 10, 11,16) have got a satisfied estimate. The total score of all paragraphs at job satisfaction for administrative support staff have slightly estimate.

#### **Q4: Does Organizational Commitment Exist Amongst Palestine Technical College Administrative Support Staff.**

To answer the study question the researcher used the averages, standard deviations, and percentages and rating the degree of job satisfaction. The following ranking the degree of job satisfaction has adopted as follows: that based on the scale in terms of averages, as shown in the following rating:

Level	Below 3	3 - 3.49	3.50 - 3.99	4.00 - 4.49	4.50 and above
Average	Not satisfied	Neutral (neither satisfied or dissatisfied	Slightly moderately satisfied	Satisfied	Highly satisfied

**Table 4.9 Averages, SD Depending on the Affective Commitment of Administrative Support Staff**

No	Variables	Mean	SD	Percentage
1.	I would be very happy to spend the rest of my career with this organization.	3.2	0.9	78.2
2.	I enjoy discussing about my organization with people outside it.	3.9	0.86	80.4
3.	I really feel as if this organization's problems are my own.	3.2	0.67	77.4
4.	I think that I could easily become as attached to another organization as I am to this one.	4	0.92	79.3
5.	I do not feel like 'part of the family' at my organization.	2.9	1.02	69.4
6.	I do not feel 'emotionally attached' to this organization.	2.3	1.11	59.3
7.	This organization has a great deal of personal meaning for me.	2.9	0.84	78.1

8.	I do not feel a 'strong' sense of belonging to my organization.	1.5	1.01	58.1
Total Paragraphs		3.2	0.91	72.52

It is noticeable that all the averages between (1.5 to 4) and this gives an indication that the statistical averages not excess of (4.5 and above) indicate the presence of a high level of affective commitment. As we seen from the above table that no paragraphs have got a high estimate, while paragraphs (1,3) have got Neutrals estimate , but the paragraphs (5,6,7,8) have got not satisfied estimate, while as the paragraph (2) have got a slightly estimate, and paragraph (5) have got a satisfied estimate. The total score of all paragraphs at affective commitment for administrative support staff have Naturals estimate.

**Table 4.10 Averages, SD Depending on the Continuance Commitment of Administrative Support Staff**

No	Variables	Mean	SD	Percentage
9.	I am not afraid of what might happen if I quit my job without having another one lined up.	3.2	0.99	60.5
10.	It would be very hard for me to leave my organization right now, even if I wanted to.	2.7	1.15	57.4
11.	Too much in my life would be disrupted if I decided to leave my organization now.	2.67	1.05	55.7
12.	It would not be too costly for me to leave my organization now.	3.4	1.05	60.2
13.	Right now, staying with my organization is a matter of necessity as much as desire.	3.7	0.76	77.5
14.	I feel that I have very few options to consider leaving this organization.	2.7	0.95	55.5
15.	One of the few serious consequences of leaving this organization would be the scarcity of available alternatives.	2.8	0.71	58.4
16.	One of the major reasons I continue to work for this organization is that leaving would require considerable personal sacrifice another organization might not match the overall benefits I have here.	2.4	1.09	56.2
Total Paragraphs		2.92	0.96	60.17



It is noticeable that all the averages between (2.4 to 3.7) and this gives an indication that the statistical averages not excess of (4.5 and above) indicate the presence of a high level of a continuance commitment. As we seen from the above table that no paragraphs have got a high estimate, while paragraphs (9,12) have got Neutrals estimate , but the paragraphs (10,11,14,15,16) have got not satisfied estimate, while as the paragraphs (13) have got a slightly estimate, and no paragraphs have got a satisfied estimate. The total score of all paragraphs at Continuance commitment for administrative support staff have not satisfied estimate.

**Table 4.11 Averages, SD Depending on the Normative Commitment of Administrative Support Staff**

No	Paragraph	Mean	SD	Percentage
17.	I think that people these days move from company to company too often.	3.7	0.69	73.9
18.	I do not believe that a person must always be loyal to his or her organization.	3.4	0.68	75.9
19.	Jumping from organization to organization does not seem at all unethical to me.	3.5	0.62	78.3
20.	One of the major reasons I continue to work in this organization is that I believe loyalty is important and therefore feel a sense of moral obligation to remain.	3.2	0.92	65.1
21.	If I got another offer for a better job elsewhere, I would not feel it was right to leave my organization.	4.3	0.69	80.4
22.	I was taught to believe in the value of remaining loyal to one organization.	3.4	0.58	74.1
23.	Things were better in the days when people stayed in one organization for most of their careers.	2.8	1.12	59.1
24.	I do not think that to be a 'company man' or 'company woman' is sensible anymore.	3.6	0.92	64.1
Total Paragraphs		3.5	0.77	71.36

It is noticeable that all the averages between (2.8 to 4.3) and this gives an indication that the statistical averages not excess of (4.5 and above) indicate the presence of a high level of normative commitment. As we seen from the above table that no paragraphs have got a high estimate, while paragraphs (18,20,22) have got Neutrals estimate , but the paragraph (23) have got not satisfied estimate, while as the paragraphs (17,19,24) have got a slightly estimate, and paragraph (21) have got a satisfied estimate. The total score of all paragraphs at normative commitment for administrative support staff have slightly estimate.

**Table 4.12 Averages, SD Depending on the Organizational Commitment of Administrative Support Staff**

No	Paragraph	Mean	SD	Percentage
1.	Affective commitment	3.20	0.91	72.52
2.	Continuance commitment	2.92	0.96	60.17
3.	Normative commitment	3.50	0.77	71.36
	Organizational commitment	3.20	0.88	68.02

As we seen from the table above it is noticeable that all the averages between (2.92 to 3.50) and this give an indication that the statistical averages in excess of (3 to 3.49) indicate the presence of a neutral level of organizational commitment.

**Q4: Is there any Difference between Job Satisfaction and Organizational Commitment Exist amongst Administrative Support Staff and Academic staff at Palestine Technical College?**

*Correlation Analysis*

Inter-correlations coefficients (r) have calculated by the means of Pearson's Product Moment. According to Cohen (1988), r raging from 0.10 to 0.29 indicating a low degree of correlation, r 0.30 to 0.49 indicating a moderate degree of correlation and r raging from 0.50 to 1.00 a high degree of correlation. Table (4.13) shows the summary of the results. The result indicates that there are positive significant relationship between affective commitment, continuance commitment and normative

commitment on job satisfaction that the greater the job satisfaction increased organizational commitment.

( $r = .389$ ,  $n = 164$ ,  $p < .001$ ;  $r = .318$ ,  $n = 164$ ,  $p < .001$ ,  $r = .332$ ,  $n = 164$ ,  $p < .001$ )

**Table 4.13 Pearson's Correlation Coefficients of the Study Variables (N=164)**

The Field	Person's Correlation	Significant
Affective commitment	0.389**	.001
Continuance commitment	0.318**	.001
Normative commitment	0.332**	.001
Job satisfaction	0.390**	.001
Organizational Commitment	0.357**	.001

\*\* Correlation is significant at the 0.01 level

#### **Q5: Does any Significant Differences Exist in the Level of Job Satisfaction and Organizational Commitment with Regard to Demographic Characteristics?**

- Gender

To find the results have been used Independent -t- test, Results illustrated in the following table (4.14)

**Table 4.14 Test results (T- test) depending on Gender**

The Field	Male (74)		Female(90)		T-value	Significant
	SD	Mean	SD	Mean		
Job satisfaction	0.60	3.41	0.49	3.43	0.45	0.88
Affective commitment	0.55	3.77	0.46	3.75	0.57	0.85
Continuance commitment	0.79	3.36	0.67	3.31	0.35	0.72
Normative Commitment	0.78	3.18	0.57	3.33	0.68	0.26
Total of Job satisfaction	0.60	3.41	0.49	3.43	0.32	0.88
Total of organizational Commitment	0.71	3.44	0.57	3.46	0.53	0.61

\* Statistically at the significance level (0.05)

It is seen from the above table that the value of (t) calculated less than the value (T) tabulated on job satisfaction and job commitment, that mean there are no statistically significant differences at ( $\alpha = 0.05$ ), because the differences between the average of male and female was very little significance level as It is shown in the table.

*- Qualification*

In order to answer the question researcher used the One Way ANOVA test and that the results shown in the table (4.16), While the table (4.15) show averages variable depending on the qualifications as follows:

**Table 4.15 Test Results (Mean and SD) Depending on Qualification**

The Field	PHD		Master		BA		Diploma	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Job satisfaction	3.60	0.74	3.43	0.66	3.35	0.52	3.34	0.64
Affective commitment	3.92	0.55	3.68	0.51	3.73	0.47	3.74	0.87
Continuance commitment	3.40	0.73	3.23	0.81	3.21	0.76	3.27	0.92
Normative Commitment	3.18	0.79	3.12	0.80	3.19	0.97	3.35	.97
Total of Job satisfaction	3.60	0.74	3.43	0.66	3.35	0.52	3.34	0.64
Total of organizational Commitment	3.50	0.69	3.34	0.71	3.38	0.73	3.45	0.92

\* Statistically at the significance level (0.05)

**Table 4.16 Results One-Way ANOVAs depending Qualification**

The Field		Sum of Squares	DF	Mean Square	F	*Sig.
Job satisfaction	Between Groups	1.593	3	0.398	1.142	0.10*
	Within Groups	83.572	160	0.349		
	Total	85.165	163			
Affective commitment	Between Groups	2.878	3	0.719	2.435	0.04
	Within Groups	87.761	160	0.295		
	Total	90.638	163			
Continuance commitment	Between Groups	8.828	3	2.207	3.758	0.05
	Within Groups	174.402	160	0.587		
	Total	183.230	163			

Normative Commitment	Between Groups	5.363	3	1.341	2.539	0.40*
	Within Groups	156.842	160	0.528		
	Total	162.205	163			
Total of Job satisfaction	Between Groups	1.593	3	0.398	1.142	0.10*
	Within Groups	83.572	160	0.349		
	Total	85.165	163			
Total of organizational Commitment	Between Groups	1.597	3	0.399	1.289	0.27*
	Within Groups	92.026	160	0.310		
	Total	93.623	163			

\* Statistically at the significance level (0.05)

Seen from the above table that the value of (F) calculated less than the value of (F) Tabulated on job satisfaction but for the areas of organizational commitment, there were statistically significant differences the level of (0.05 = ).

To find out to whom of returning the differences, researcher used the test (LSD) to enables to make direct comparisons between two means from two individual groups. Any difference larger than the LSD has considered a significant result. The result shows in tables (17, 18, and 19).

**Table 4.17 (LSD) Test Depending on the Field Job Satisfaction**

The Field	PhD	Master	BA	Diploma
PhD		-.12	-.11	-.03*
Master			-.49	-.018*
BA				-.023*
Diploma				

\* Statistically significant at = 0.05

//Signal Negative means an inverse relationship

It has seen from the above table that there are statistically significant differences between the groups as follows:

- (PhD, Diploma) for Diploma
- (Mater, Diploma) for Diploma
- (BA, Diploma) for Diploma

**Table 4.18 (LSD) Test Depending on the Field Normative Commitment**

The Field	PhD	Master	BA	Diploma
PhD		.03	-.13	-.035*
Master			-.19	-0.4*
BA				-.038*
Diploma				

\* Statistically significant at  $\alpha = 0.05$

//Signal Negative means an inverse relationship

It has seen from the above table that there are statistically significant differences between the groups as follows:

- (PhD, Diploma) in favor Diploma
- (Master, Diploma) in favor Diploma
- (BA, Diploma) in favor Diploma

**Table 4.19 (LSD) Test Depending on the Field Normative Commitment**

The Field	PhD	Master	BA	Diploma
PhD		.047*	.032*	.043*
Master			.01	.12
BA				.11
Diploma				

\* Statistically significant at  $\alpha = 0.05$

//Signal Negative means an inverse relationship

It has seen from the above table that there are statistically significant differences between the groups as follows:

- (PhD, Master) in favor PhD
- (PhD, BA) in favor PhD
- (PhD, Diploma) in favor PhD

*- Marital status*

To find the results have been used Independent -t- test, Results illustrated in the following table (4.20)

**Table 4.20 Test results (T- test) depending on marital status**

The Field	Married(110)		Not Married (54)		T-value	Sig.
	SD	Mean	SD	Mean		
Job satisfaction	4.28	.64	3.77	0.46	0.206	0.81
Affective commitment	3.6	.69	3.36	0.67	0.160	0.70
Continuance commitment	4.2	.88	3.18	0.57	0.311	0.65
Normative Commitment	3.4	.78	3.41	0.49	.96	0.26
Total of Job satisfaction	4.28	.64	3.77	0.46	0.206	0.81
Total of organizational Commitment	3.73	0.78	3.31	0.57	0.47	0.53

\* Statistically significant at the significance level (0.05)

It is seen from the above table that the value of (t) calculated less than the value (T) tabulated on job satisfaction and job commitment , that mean there are not statistically significant differences at ( $\alpha = 0.05$ ), because the differences, between the average of married and not married was very little significance level as It is shown in the table.

*- Position*

To find the results have been used Independent -t- test, Results illustrated in the following table (4.21)

**Table 4.21 Test Results (T- test) Depending on Position**

The Field	Academic(80)		Administrative		T-value	Sig.
	SD	Mean	SD	Mean		
Job satisfaction	0.602	3.41	0.496	3.43	-0.148	0.88*

Affective commitment	0.559	3.77	0.463	3.75	0.188	0.85
Continuance commitment	0.793	3.36	0.674	3.31	0.353	0.72
Normative Commitment	0.787	3.18	0.576	3.33	-1.109	0.26*
Total of Job satisfaction	0.602	3.41	0.496	3.43	-0.148	0.88*
Total of organizational Commitment	0.68	3.43	0.55	3.45	-0.17	0.67*

\* Statistically significant at the significance level (0.05)

It has seen from the above table that the value of (t) calculated less than the value (T) tabulated on job satisfaction and job commitment, that mean there are statistically significant differences at ( $\alpha = 0.05$ ), because the differences, between the average of Academic staff and administrative support staff significance level as It is shown in the table

- *Year of Experience in the Sector*

In order to answer the question researcher used the One Way ANOVA test and that the results shown in the table (4.23), While the table (4.22) show averages variable depending on the Experience in the sector as follows:

**Table 4.22 Test Results (Mean and SD) Depending on Year of Experience in the Sector**

The Field	Less than 1		1 to 4		5 to 9		10 to 14		15 to 19		20 or more	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Job satisfaction	3.47	0.59	3.44	0.60	3.33	0.56	3.35	0.60	3.85	0.56	3.85	0.50
Affective commitment	3.61	0.55	3.68	0.54	3.64	0.74	3.40	0.74	3.16	0.79	3.39	0.78
Continuance commitment	3.23	0.67	2.99	0.78	3.05	0.76	2.86	0.72	2.99	0.79	2.67	0.66
Normative Commitment	2.72	0.69	3.13	0.54	3.38	0.56	3.90	0.53	3.98	0.32	3.56	4.01
Total of Job satisfaction	3.47	0.59	3.44	0.60	3.33	0.56	3.35	0.60	3.85	0.56	3.85	0.50
Total of organizational Commitment	3.19	0.64	3.27	0.62	3.36	0.69	3.39	0.66	3.38	0.63	3.21	1.82



**Table 14.23 Results One way ANOVAs Analysis Depending Year Experience in the Sector**

The Field		Sum of Squares	DF	Mean Square	F	Sig.
Job satisfaction	Between Groups	4.63	4	1.54	5.17	0.02*
	Within Groups	88.99	159	0.29		
	Total	93.62	163			
Affective commitment	Between Groups	2.88	4	0.96	3.26	0.02*
	Within Groups	87.75	159	0.26		
	Total	90.63	163			
Continuance commitment	Between Groups	15.17	4	5.05	8.972	0.01*
	Within Groups	168.05	159	0.56		
	Total	183.23	163			
Normative Commitment	Between Groups	7.04	4	2.34	4.11	0.03*
	Within Groups	170.10	159	0.57		
	Total	177.14	163			
Total of Job satisfaction	Between Groups	4.63	4	1.54	5.17	0.02*
	Within Groups	88.99	159	0.29		
	Total	93.62	163			
Total of organizational Commitment	Between Groups	1.17	4	0.39	4.531	0.04*
	Within Groups	25.75	159	0.086		
	Total	26.92	163			

\* Statistically significant at the significance level (0.05)

Seen from the above table that the value of (F) calculated greater than the value of (F) Tabulated on job satisfaction and Affective commitment and continuance commitment and normative commitment (organizational commitment), there were statistically significant differences the level of (0.05 = ).

To find out to whom of returning the differences, researcher used the test (LSD) to enables to make direct comparisons between two means from two individual groups. Any difference larger than the LSD has considered a significant result. The result shows in tables (24, 25, 26, 27, and 28).

**Table 4.24 (LSD) Test Depending on the Field Job Satisfaction**

The Field	Less than 1	1 to 4	5 to 9	10 to 14	15 to 19	More than 20
Less than 1		0.05	0.031*	0.025*	0.027*	-0.06
1 to 4			-0.016*	-0.013*	-0.108	-0.07
5 to 9				-0.07	.032*	0.027*
10 to 14					0.14	.017
15 to 19						0.03
More than 10						

\* Statistically significant at  $\alpha = 0.05$

//Signal Negative means an inverse relationship

It has seen from the above table that there are statistically significant differences between the groups as follows:

- (less than 1, 5 to 9) in favor less than 1
- (less than 1, 10 to 14) in favor less than 1
- (less than 1, 15 to 19) in favor less than 1
- (1 to 4, 5 to 9) in favor (5 to 9)
- (1 to 4, 10 to 14) in favor (10 to 14)
- (5 to 9, 15 to 19) in favor (5 to 9)
- (5 to 9, more than 20) in favor (5 to 9)

**Table 4.25 (LSD) Test Depending on the Field Affective Commitment**

The Field	Less than 1	1 to 4	5 to 9	10 to 14	15 to 19	More than 20
Less than 1		-0.016*	-0.07	0.031*	0.019*	0.04
1 to 4			0.19	0.027*	-0.12	0.032*
5 to 9				0.039*	0.3	-0.15
10 to 14					-0.019*	0.18
15 to 19						-0.23
More than						

<b>10</b>						
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\* Statistically significant at  $\alpha = 0.05$

//Signal Negative means an inverse relationship

It has seen from the above table that there are statistically significant differences between the groups as follows:

- (less than 1, 1to4) in favor (1 to 4)
- (less than 1, 10 to 14) in favor less than 1
- (less than 1, 15 to 19) in favor less than 1
- (1 to 4, 10 to 14) in favor (1 to 4)
- (1 to 4, More than 20) in favor (1 to 4)
- (5 to 9, 10 to 14) in favor (5 to 9)
- (10 to 14, 15 to 19) in favor (15 to 19)

**Table 4.26 (LSD) Test Depending on the Field Continuance Commitment**

The Field	Less than 1	1 to 4	5 to 9	10 to 14	15 to 19	More than 20
<b>Less than 1</b>		0.15	0.039*	0.033*	0.24	0.18
<b>1 to 4</b>			-0.1	-0.04*	0.012*	0.16
<b>5 to 9</b>				-0.022*	0.30	0.12
<b>10 to 14</b>					0.03*	-0.11
<b>15 to 19</b>						-0.50
<b>More than 10</b>						

\* Statistically significant at  $\alpha = 0.05$

//Signal Negative means an inverse relationship

It has seen from the above table that there are statistically significant differences between the groups as follows:

- (less than 1, 5 to 9) in favor less than 1
- (less than 1, 10 to 14) in favor less than 1
- (1 to 4, 10 to 14) in favor (10 to 14)

- (1 to 4, 15 to 19) in favor (1 to 4)
- (5 to 9, 10 to 14) in favor (10 to 14)
- (10 to 14, 15 to 19) in favor (10 to 14)

**Table 4.27 (LSD) Test Depending on the Field Normative Commitment**

The Field	Less than 1	1 to 4	5 to 9	10 to 14	15 to 19	More than 20
Less than 1		0.023*	0.2	-0.03*	0.12	0.048*
1 to 4			- 0.11	0.024*	0.36	0.032*
5 to 9				-0.03	0.021*	-0.11
10 to 14					0.12	-0.15
15 to 19						-0.013*
More than 10						

\* Statistically significant at  $\alpha = 0.05$

//Signal Negative means an inverse relationship

It has seen from the above table that there are statistically significant differences between the groups as follows:

- (less than 1, 1 to 4) in favor less than 1
- (less than 1, 10 to 14) in favor (10 to 14)
- (less than 1, More than 20) in favor less than 1
- (1 to 4, 10 to 14) in favor (1 to 4)
- (1 to 4, More than 20) in favor (1 to 4)
- (5 to 9, 15 to 19) in favor (5 to 9)
- (15to 19, More than 20) in favor more than 20

**Table 4.28 (LSD) Test Depending on the Field Organizational Commitment**

The Field	Less than 1	1 to 4	5 to 9	10 to 14	15 to 19	More than 20
Less than 1		0.02*	0.13	-0.03*	0.06*	0.034*

<b>1 to 4</b>			0.11	-0.12	0.05*	0.051*
<b>5 to 9</b>				0.02	-0.041*	-0.072*
<b>10 to 14</b>					0.31	0.061*
<b>15 to 19</b>						0.13
<b>More than 10</b>						

\* Statistically significant at  $\alpha = 0.05$

//Signal Negative means an inverse relationship

It has seen from the above table that there are statistically significant differences between the groups as follows:

- (less than 1, 1 to 4) in favor less than 1
- (less than 1, 10 to 14) in favor 10 to 14
- (less than 1, 15 to 19) in favor less than 1
- (less than 1, More than 20) in favor less than 1
- (1 to 4, 15 to 19) in favor (1 to 4)
- (1to 4, more than 20) in favor (1 to 4)
- (5 to 9, 15 to 19) in favor (15 to 19)
- (5 to 9, more than 20) in favor more than 20
- (10 to 14, more than 20) in favor (10 to 14)

- *Year of Experience in the Current Job*

In order to answer the question researcher used the One Way ANOVA test and that the results shown in the table (4.30), While the table (4.29) show averages variable depending on the Experience in the current job as follows:

**Table 4.29 Test Results (Mean and SD) Depending on Year of Experience in the Current Job**

The Field	Less than 1		1 to 4		5 to 9		10 to 14		15 to 19		20 or more	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Job satisfaction	3.30	0.59	3.45	0.55	3.76	0.52	3.66	0.53	3.25	0.54	3.56	0.66
Affective commitment	3.65	0.58	3.85	0.47	4.13	0.37	3.68	0.54	3.83	0.41	3.71	0.65
Continuance commitment	3.16	0.82	3.49	0.68	3.91	0.61	3.24	0.81	3.36	0.64	3.37	0.77
Normative Commitment	2.95	0.76	3.33	0.69	3.71	0.61	3.01	0.74	3.23	0.63	3.44	0.84
Total of Job satisfaction	3.30	0.59	3.45	0.55	3.76	0.52	3.66	0.53	3.25	0.54	3.56	0.66
Total of organizational Commitment	3.25	0.72	3.56	0.61	3.92	0.53	3.31	0.70	3.47	0.56	3.51	0.75

**Table 4.30 Results One way ANOVAs Analysis Depending Year Experience in the Current job**

The Field		Sum of Squares	DF	Mean Square	F	*Sig.
Job satisfaction	Between Groups	9.21	4	1.84	6.46	0.01*
	Within Groups	84.40	159	0.285		
	Total	93.62	163			
Affective commitment	Between Groups	6.43	4	1.28	3.86	0.02*
	Within Groups	98.72	159	0.33		
	Total	105.16	163			
Continuance commitment	Between Groups	0.51	4	0.10	1.16	0.32
	Within Groups	26.40	159	0.089		
	Total	26.91	163			
Normative Commitment	Between Groups	18.93	4	3.78	7.08	0.01*
	Within Groups	158.21	159	0.56		
	Total	177.14	163			

Total of Job satisfaction	Between Groups	9.21	4	1.84	6.46	0.01*
	Within Groups	84.40	159	0.285		
	Total	93.62	163			
Total of organizational Commitment	Between Groups	8.62	4	1.72	4.03	0.01*
	Within Groups	94.44	159	0.32		
	Total	103.07	163			

\* Statistically significant at the significance level (0.05)

Seen from the above table that the value of (F) calculated less than the value of (F) Tabulated on continuance commitment, While job satisfaction and Affective commitment and normative commitment (organizational commitment), there were greater than value of (F) Tabulated that mean's statistically significant differences the level of (0.05 = ).

To find out to whom of returning the differences, researcher used the test (LSD) to enables to make direct comparisons between two means from two individual groups. Any difference larger than the LSD has considered a significant result. The result shows in tables (31, 32, 33, and 34).

**Table 4.31 (LSD) Test Depending on the Field Job Satisfaction**

The Field	Less than 1	1 to 4	5 to 9	10 to 14	15 to 19	More than 20
Less than 1		-0.14	-0.045*	-0.06	0.04	-0.026*
1 to 4			-0.085*	0.19	0.11	0.31
5 to 9				0.039*	0.019*	0.050*
10 to 14					0.11	-0.20
15 to 19						-0.020*
More than 10						

\* Statistically significant at = 0.05

//Signal Negative means an inverse relationship

It has seen from the above table that there are statistically significant differences between the groups as follows:

- (less than 1, 5 to 9) in favor (5 to 9)
- (less than 1, More than 20) in favor more than 20
- (1 to 4,5to 9) in favor (5 to 9)

- (5 to 9, 10 to 14) in favor (5 to 9)
- (5 to 9, 15 to 19) in favor (5 to 9)
- (5 to 9, More than 20) in favor (5 to 9)
- (15 to 19, More than 20) in favor more than 20

**Table 4.32(LSD) Test Depending on the Field Affective Commitment**

The Field	Less than 1	1 to 4	5 to 9	10 to 14	15 to 19	More than 20
Less than 1		-0.019*	-0.047*	-0.25	-0.18	-0.6
1 to 4			-0.027*	0.17	0.015	0.13
5 to 9				0.045*	0.029*	0.041*
10 to 14					-0.15	0.3
15 to 19						0.11
More than 10						

\* Statistically significant at  $\alpha = 0.05$

//Signal Negative means an inverse relationship

It has seen from the above table that there are statistically significant differences between the groups as follows:

- (less than 1, 1 to 4) in favor 1 to 4)
- (less than 1, 5 to 9) in favor (5 to 9)
- (1 to 4, 5 to 9) in favor (5 to 9)
- (5 to 9, 10 to 14) in favor (5 to 9)
- (5 to 9, 15 to 19) in favor (5 to 9)
- (5 to 9, More than 20) in favor (5 to 9)



**Table (4.33) (LSD) Test Depending on the Field Normative Commitment**

The Field	Less than 1	1 to 4	5 to 9	10 to 14	15 to 19	More than 20
Less than 1		-0.033*	-0.075*	-0.07	-0.19	-0.20
1 to 4			-0.045*	0.25	0.13	0.12
5 to 9				0.067*	0.055*	0.054*
10 to 14					-0.11	-0.13
15 to 19						-0.11
More than 10						

\* Statistically significant at  $\alpha = 0.05$

//Signal Negative means an inverse relationship

It has seen from the above table that there are statistically significant differences between the groups as follows:

- (less than 1, 1 to 4) in favor (1 to 4)
- (less than 1, 5 to 9) in favor (5 to 9)
- (1 to 4, 5 to 9) in favor (5 to 9)
- (5 to 9, 10 to 14) in favor (5 to 9)
- (5 to 9, 15 to 19) in favor (5 to 9)
- (5 to 9, more than 20) in favor (5 to 9)

**Table 4.34 (LSD) Test Depending on the Field Organizational Commitment**

The Field	Less than 1	1 to 4	5 to 9	10 to 14	15 to 19	More than 20
Less than 1		- 0.038*	- 0.076*	-0.6	-0.27	-0.049*
1 to 4			- 0.037*	0.031*	0.10	-0.11
5 to 9				0.69*	0.048*	0.26
10 to 14					-0.21	-0.043*
15 to 19						-0.20
More than 10						

\* Statistically significant at  $\alpha = 0.05$

//Signal Negative means an inverse relationship

It has seen from the above table that there are statistically significant differences between the groups as follows:

- (less than 1, 1 to 4) in favor (1 to 4)
- (less than 1, 5 to 9) in favor (5 to 9)
- (less than 1, More than 20) in favor (more than 20)
- (1 to 4, 5 to 9) in favor (5 to 9)
- (1 to 4, 10 to 14) in favor (1 to 4)
- (5 to 9, 10 to 14) in favor (5 to 9)
- (5 to 9, 15 to 19) in favor (5 to 9)
- (10 to 14, more than 20) in favor (more than 20)
  
- *Age*

In order to answer the question researcher used the One Way ANOVA test and that the results shown in the table (4.36), While the table (4.35) show averages variable depending on the Age as follows:

**Table 4.35** *Test Results (Mean and SD) Depending on Age*

The Field	20 to 29		30 to 39		40 to 49		More than 50	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Job satisfaction	3.68	0.54	3.61	0.55	3.85	0.50	3.85	0.56
Affective commitment	3.64	0.74	3.40	0.74	3.04	0.79	3.16	0.74
Continuance commitment	3.39	0.78	3.23	0.67	2.99	0.78	3.05	0.78
Normative Commitment	2.86	0.72	2.99	0.79	2.67	0.66	2.72	0.69
Total of Job satisfaction	3.68	0.54	3.61	0.55	3.85	0.50	3.85	0.56
Total of organizational Commitment	3.44	0.54	3.38	0.56	3.13	0.53	3.19	0.54

**Table 4.36 Results One way ANOVAs Analysis Depending Age**

The Field		Sum of Squares	DF	Mean Square	F	Sig.
Job satisfaction	Between Groups	1.63	3	0.40	0.693	0.59
	Within Groups	175.50	160	0.59		
	Total	177.13	163			
Affective commitment	Between Groups	1.59	3	0.39	1.28	0.27
	Within Groups	92.02	160	0.31		
	Total	93.61	163			
Continuance commitment	Between Groups	0.68	3	0.17	1.99	0.01*
	Within Groups	26.24	160	0.08		
	Total	26.92	163			
Normative Commitment	Between Groups	5.36	3	1.34	2.539	0.04*
	Within Groups	156.84	160	0.52		
	Total	162.20	163			
Total of Job satisfaction	Between Groups	1.63	3	0.40	0.693	0.59
	Within Groups	175.50	160	0.59		
	Total	177.13	163			
Total of organizational Commitment	Between Groups	2.54	3	0.63	1.81	0.13
	Within Groups	91.70	160	0.39		
	Total	94.24	163			

\* Statistically significant at the significance level (0.05)

Seen from the above table that the value of (F) calculated less than the value of (F) Tabulated on job satisfaction and Affective commitment and organizational commitment, While normative commitment and continuance commitment there were greater than value of (F) Tabulated that mean's statistically significant differences the level of (0.05 = ).

To find out to whom of returning the differences, researcher used the test (LSD) to enables to make direct comparisons between two means from two individual groups. Any difference larger than the LSD has considered a significant result. The result shows in tables (37, 38)

**Table 4.37 (LSD) Test Depending on the Field Continuance Commitment**

The Field	20 to 29	30 to 39	40 to 49	More than 50
20 to 29		0.23	0.056*	0.12
30 to 39			-0.013*	0.32
40 to 49				0.14
More than 50				

\* Statistically significant at  $\alpha = 0.05$

//Signal Negative means an inverse relationship

It has seen from the above table that there are statistically significant differences between the groups as follows:

- (20 to 29, 40 to 49) in favor (20 to 29)
- (30 to 39, 40 to 49) in favor (40 to 49)

**Table 4.38 (LSD) Test depending on the field Normative Commitment**

The Field	20 to 29	30 to 39	40 to 49	More than 50
20 to 29		0.023*	0.12	0.016*
30 to 39			-0.26	-0.022*
40 to 49				0.036*
More than 50				

\* Statistically significant at  $\alpha = 0.05$

//Signal Negative means an inverse relationship

It has seen from the above table that there are statistically significant differences between the groups as follows:

- (20 to 29, 30 to 39) in favor (20 to 29)
- (20 to 29, more than 50) in favor (20 to 29)
- (30 to 39, more than 50) in favor (more than 50)
- (40 to 49, more than 50) in favor (40 to 49)

- *Monthly Salary*

In order to answer the question researcher used the One Way ANOVA test and that the results shown in the table (4.40), While the table (4.39) show averages variable depending on the Monthly salary as follows:

**Table 4.39 Test Results (Mean and SD) Depending on Monthly Salary**

The Field	Less than \$1000		\$1000 to \$1499		\$1500 to \$1999		\$2000 or more	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Job satisfaction	3.75	.76	3.55	.91	3.43	.83	3.05	.89
Affective commitment	3.88	.92	3.76	.95	3.86	.85	3.72	.92
Continuance commitment	3.72	.68	3.50	.80	3.65	.99	3.73	.66
Normative Commitment	3.49	.82	3.79	.73	3.51	.93	3.30	.86
Total of Job satisfaction	3.75	.76	3.55	.91	3.43	.83	3.05	.89
Total of organizational Commitment	3.70	0.81	3.68	0.83	3.67	0.92	3.58	0.81

**Table 4.40 Results One-Way ANOVAs analysis depending Monthly Salary**

The Field		Sum of Squares	DF	Mean Square	F	*Sig.
Job satisfaction	Between Groups	24.38	3	12.19	2.11	0.01*
	Within Groups	162.02	160	.626		
	Total	186.40	163			
Affective commitment	Between Groups	11.20	3	5.60	2.15	0.02*
	Within Groups	191.89	160	.741		
	Total	203.09	163			
Continuance commitment	Between Groups	25.71	3	12.85	1.99	0.02*
	Within Groups	203.37	160	.785		
	Total	203.37	163			

Normative Commitment	Between Groups	18.75	3	9.37	2.53	0.04*
	Within Groups	186.28	160	.719		
	Total	205.03	163			
Total of Job satisfaction	Between Groups	24.38	3	12.19	2.11	0.015*
	Within Groups	162.02	160	.626		
	Total	186.40	163			
Total of organizational Commitment	Between Groups	18.55	3	9.72	2.40	0.044*
	Within Groups	138.00	160	.492		
	Total	156.56	163			

\* Statistically significant at the significance level (0.05)

Seen from the above table that the value of (F) calculated greater than the value of (F) Tabulated on job satisfaction and Affective commitment and organizational commitment, and normative commitment and continuance commitment that mean's statistically significant differences the level of (0.05 = ).

To find out to whom of returning the differences, researcher used the test (LSD) to enables to make direct comparisons between two means from two individual groups. Any difference larger than the LSD has considered a significant result. The result shown in tables (41, 42, 43, 44, 45)

**Table 4.41 (LSD) Test Depending on the Field Job Satisfaction**

The Field	Less than \$1000	\$1000 to \$1499	\$1500 to \$1999	\$2000 or more
Less than \$1000		-0.13	-0.016*	-0.019*
\$1000 to \$1499			-00.23*	-0.016*
\$1500 to \$1999				-0.017*
\$2000 or more				

\*Statistically significant at = 0.05

//Signal Negative means an inverse relationship

It has seen from the above table that there are statistically significant differences between the groups as follows:

- (less than \$1000, \$1500 to 1999) in favor (\$1500 to 1999)
- (less than \$ 1000, \$2000 or more) in favor (\$2000 or more)
- (\$1000 to \$1499, \$1500 to \$1999) in favor (\$1500 to \$1999)
- (\$1000 to \$1499, \$2000 or more) in favor (\$2000 or more)
- (\$1500 to \$1999, \$2000 or more) in favor (\$2000 or more)

**Table 4.42 (LSD) Test Depending on the Field Affective Commitment**

The Field	Less than \$1000	\$1000 to \$1499	\$1500 to \$1999	\$2000 or more
Less than \$1000		-0.023*	-0.021*	-0.026*
\$1000 to \$1499			-0.011*	-.023*
\$1500 to \$1999				-0.060*
\$2000 or more				

\* Statistically significant at  $\alpha = 0.05$

//Signal Negative means an inverse relationship

It has seen from the above table that there are statistically significant differences between the groups as follows:

- (less than \$1000, \$1000 to \$1499) in favor (\$1000 to \$1499)
- (less than \$1000, \$1500 to \$1999) in favor (\$1500 to \$1999)
- (less than \$1000, \$2000 or more) in favor (\$2000 or more)
- (\$1000 to \$1499, \$1500 to \$1999) in favor (\$1500 to \$1999)
- (\$1000 to \$1499, \$2000 or more) in favor (\$2000 or more)
- (\$1500 to \$1999, \$2000 or more) in favor (\$2000 or more)

**Table 4.43 (LSD) Test depending on the Field Continuance Commitment**

The Field	Less than \$1000	\$1000 to \$1499	\$1500 to \$1999	\$2000 or more
Less than \$1000		-0.23*	-0.40*	-0.51*
\$1000 to \$1499			-.11*	-0.14
\$1500 to \$1999				-0.42*
\$2000 or more				

\* Statistically significant at  $\alpha = 0.05$

//Signal Negative means an inverse relationship

It has seen from the above table that there are statistically significant differences between the groups as follows:

- (less than \$1000, \$1000 to \$1499) in favor (\$1000 to \$1499)
- (less than \$1000, \$1500 to \$1999) in favor (\$1500 to \$1999)
- (less than \$1000, \$2000 or more) in favor (\$2000 or more)
- (\$1000 to \$1499, \$1500 to \$1999) in favor (\$1500 to \$1999)
- (\$1500 to \$1999, \$2000 or more) in favor (\$2000 or more)

**Table 4.44 (LSD) Test Depending on the Field Normative Commitment**

<b>The Field *</b>	<b>Less than \$1000</b>	<b>\$1000 to \$1499</b>	<b>\$1500 to \$1999</b>	<b>\$2000 or more</b>
<b>Less than \$1000</b>		-0.023*	-0.057*	-0.012*
<b>\$1000 to \$1499</b>			-0.013*	-0.034*
<b>\$1500 to \$1999</b>				-0.057*
<b>\$2000 or more</b>				

atistically significant at  $\alpha = 0.05$

//Signal Negative means an inverse relationship

It has seen from the above table that there are statistically significant differences between the groups as follows:

- (less than \$1000, \$1000 to \$1499) in favor (\$1000 to \$1499)
- (less than \$1000, \$1500 to \$1999) in favor (\$1500 to \$1999)
- (less than \$1000, \$2000 or more) in favor (\$2000 or more)
- (\$1000 to \$1499, \$1500 to \$1999) in favor (\$1500 to \$1999)
- (\$1000 to \$1499, \$2000 or more) in favor (\$2000 or more)
- (\$1500 to \$1999, \$2000 or more) in favor (\$2000 or more)



**Table 4.45 (LSD) Test Depending on the Field Organizational Commitment**

The Field	Less than \$1000	\$1000 to \$1499	\$1500 to \$1999	\$2000 or more
Less than \$1000		-0.025*	-0.059*	-0.015*
\$1000 to \$1499			-0.013*	-0.031*
\$1500 to \$1999				-0.017*
\$2000 or more				

\* Statistically significant at  $\alpha = 0.05$

//Signal Negative means an inverse relationship

It has seen from the above table that there are statistically significant differences between the groups as follows:

- (less than \$1000, \$1000 to \$1499) in favor (\$1000 to \$1499)
- (less than \$1000, \$1500 to \$1999) in favor (\$1500 to \$1999)
- (less than \$1000, \$2000 or more) in favor (\$2000 or more)
- (\$1000 to \$1499, \$1500 to \$1999) in favor (\$1500 to \$1999)
- (\$1000 to \$1499, \$2000 or more) in favor (\$2000 or more)
- (\$1500 to \$1999, \$2000 or more) in favor (\$2000 or more)

## **CHAPTER 5**

### **DISCUSSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the discussions of the results and the findings based on the analysis conducted throughout the entire study. Recommendations have also presented in order to guide future researcher's determination the relationship between organizational commitment and job satisfaction among employee in the Palestine College.

#### **5.2 Discussion**

The main aim of this study is to investigate the relationship between organizational commitments on job satisfaction. This study attempts to answer the following objectives and questions:

##### **5.2.1 Research Question 1: Does Job Satisfaction Exist Amongst Palestine Technical College Academics Staff?**

The mean scores (Mean) = 3.64 and standard deviations (SD) = .9 for the job satisfaction of academics in Palestine Technical college Ramallah. With a mean score of 3.64 academics, indicate a slightly (moderately satisfied) level of satisfaction for their job, "satisfaction-dissatisfaction" scale with mean scores above 3.50 being more on the "satisfied" side of the scale Pearson and Seiler (1983). In this respect, academics can be said to be satisfied with the most of aspect of their job, however indicating not satisfaction for "the way of my job provides for steady employment" ,"my pay and the amount of work I do" and "The working conditions". "Being able to keep busy all the time", "The chance to work alone on the job", " The way company policies are put into practice ", " The chances for advancement in this job", " The freedom to use my own judgment", and " The praise I get for doing a good job" indicated to neutral satisfied." The way my boss handles his/her subordinates ", "The chance to do things for other

people", and "The way my colleagues get along with each other" indicated to slightly satisfied. While "The chance to do different things from time to time", "The chance to be somebody in the community", "The competence of my supervisor in making decisions", "Being able to do things that don't go against my conscience", "The chance to tell people what to do", and "The chance to do something that makes use of my abilities". Indicated to satisfied. The overall job satisfaction level for academics staff (Mean = 3.64) can be considered slightly (moderately satisfied).

This agrees with Jessie L. Grant study (2006). The results showed that there are 83% of the staff members of the Union of American colleges (moderately Satisfied with their work). In addition, agree with Harem's study (2001) aimed to identify the job satisfaction among faculty members at colleges own community in Jordan. The study results indicated varying levels of job satisfaction in the different fields of work.

### **5.2.2 Research Question 2: Does Organizational Commitment Exist Amongst Palestine Technical College Academics Staff.**

The mean scores (Mean)=3.3 and standard deviations (SD)=.88 for the organizational commitment of academics in Palestine Technical college Ramallah can be seen in Table (5.1) With a mean score of (3.30) academics indicate a Neutral satisfied level of organizational commitment for their job.

**Table 5.1 Averages, SD Depending on the Organizational Commitment of Academic Staff**

No	Variables	Mean	SD	Percentage	Estimate
1.	Affective commitment	3.51	0.88	74.87	Slightly
2.	Continuance commitment	3.30	1.01	60.1	Neutral
3.	Normative commitment	3.41	0.75	71.46	Neutral
	Organizational Commitment	3.30	0.88	68.81	Neutral

When the 18 facets of the job analyzed individually in relation to academic organizational commitment, three of the facets are statistically significant with academic organizational commitment at a 0.05 significance level. These are Affective, Continuance and Normative and as the results indicates that Normative commitment mean = 3.41, SD=.75 and affective commitment mean=3.50 and SD =.88 and Continuance commitment mean =3.30 and SD=1.01 and the organizational commitment mean = 3.30, SD= 0.88. We found the paragraphs "I do not feel 'emotionally attached' to this organization" and "I do not feel a 'strong' sense of belonging to my organization," indicated to not satisfied paragraphs. While "I do not feel like 'part of the family' at my organization" indicated to neutral satisfied. "I would be very happy to spend the rest of my career with this organization", and "I really feel as if this organization's problems are my own," indicated to slightly satisfied. While as "I think that I could easily become as attached to another organization as I am to this one", and "This organization has a great deal of personal meaning for me," indicated to satisfied. "I enjoy discussing about my organization with people outside it," indicated to highly satisfied. The total of all paragraphs are 3.51, indicated to slightly satisfied. This is about affective commitment. In addition we found , "It would be very hard for me to leave my organization right now, even if I wanted to", "Too much in my life would be disrupted if I decided to leave my organization now", " I feel that I have very few options to consider leaving this organization", " One of the few serious consequences of leaving this organization would be the scarcity of available alternatives", and " One of the major reasons I continue to work for this organization is that leaving would require considerable personal sacrifice another organization may not match the overall benefits I have here" indicated to not satisfied paragraphs. While "I am not afraid of what might happen if I quit my job without having another one lined up", and "It wouldn't be too costly for me to leave my organization now" indicated to neutral satisfied. In addition, "Right now, staying with my organization is a matter of necessity as much as desire," indicated to slightly satisfied paragraph. The total of all paragraphs are 3.20, indicated to neutral satisfied. This is about continues commitment. As while as we found,

"Things were better in the days when people stayed in one organization for most of their careers" indicated to not satisfied paragraph. While "I think that people these days move from company to company too often", "One of the major reasons I continue to work in this organization is that I believe loyalty is important and therefore feel a sense of moral obligation to remain", and "I do not think that to be a 'company man' or 'company woman' is sensible anymore". Indicated to neutral satisfied. In addition "I do not believe that a person must always be loyal to his or her organization", "Jumping from organization to organization does not seem at all unethical to me", and "I was taught to believe in the value of remaining loyal to one organization," indicated slightly satisfied. While "If I got another offer for a better job elsewhere I would not feel it was right to leave my organization", indicated to highly satisfied. The total of all paragraphs are 3.41, indicated to slightly (moderately satisfied). This is about normative commitment.

This agree with Yassin's study (2003), aimed to know the degree of organizational commitment and professional of teachers in public schools in Ramallah and Al Bireh city. The results of the statistical analysis that the degree of organizational commitment for teachers in the school and the profession is neutral, and found statistically significant differences in the degree of organizational commitment attributed to the variable year of experience. Also, show that there were no statistically significant differences in the degree of organizational commitment of teachers attributed to the variable sex.

### **5.2.3 Research Question 3: Does Job Satisfaction Exist Amongst Palestine Technical College Administrative Support Staff?**

The mean scores (Mean) = 3.53 and standard deviations (SD) = .89 for the job satisfaction of administrative support staff in Palestine Technical college Ramallah. With a mean score of 3.53 academics, indicate a slightly (moderately satisfied) level of satisfaction for their job. In this respect, administrative support staff can say to be satisfied with the most of aspect of their job. However

indicating not satisfaction for "The way my job provides for steady employment", "My pay and the amount of work I do" and "The working conditions". While "Being able to keep busy all the time", "The chance to work alone on the job", "The way my boss handles his/her subordinates", "The way company policies are put into practice", "The chances for advancement in this job", "The freedom to use my own judgment", "The way my colleagues get along with each other", and "The praise I get for doing a good job". Indicated to neutral satisfied. In addition, "The competence of my supervisor in making decisions", "Being able to do things that don't go against my conscience", "The chance to do things for other people", and "The feeling of accomplishment I get from the job". Indicated slightly (moderately satisfied). Moreover "The chance to do different things from time to time", "The chance to be somebody in the community", "The chance to tell people what to do", "The chance to do something that makes use of my abilities", and "The chance to try my own methods of doing the job", indicated to satisfied paragraphs. The overall job satisfaction level for administrative support staff (Mean = 3.53) can be considered slightly (moderately satisfied).

This agrees with Jessie L. Grant study (2006). The results showed that there are 83% of the staff members of the Union of American colleges (Satisfied with their work). In addition, agree with Harem's study (2001) aimed to identify the job satisfaction among faculty members at colleges own community in Jordan. The study results indicated varying levels of job satisfaction in the different fields of work.

This agree with Yassin's study (2003), aimed to know the degree of organizational commitment and professional of teachers in public schools in Ramallah and Al Bireh city. The results of the statistical analysis that the degree of organizational commitment for teachers in the school and the profession is neutral, and found statistically significant differences in the degree of organizational commitment attributed to the variable year of experience. Also, show that there were no statistically significant differences in the degree of organizational commitment of teachers attributed to the variable sex.

### 5.2.4 Research Question 3: Does Organizational Commitment Exist Amongst Palestine Technical College Administrative Support Staff.

The mean scores (Mean) =3.20 and standard deviations (SD) =.88 for the organizational commitment of academics in Palestine Technical college Ramallah can be seen in Table(5.2) With a mean score of (3.20) administrative indicate a neutral level of organizational commitment for their job.

**Table 5.2 Averages, SD Depending on the Organizational Commitment of Administrative Support Staff**

No	Paragraph	Mean	SD	Estimate
1.	Affective commitment	3.20	0.91	Neutral
2.	Continuance commitment	2.92	0.96	Not satisfied
3.	Normative commitment	3.50	0.77	Slightly (moderately satisfied)
Organizational commitment		3.20	0.88	Neutral

When the 18 facets of the job analyzed individually in relation to administrative support staff organizational commitment, three of the facets are statistically significant with administrative support staff organizational commitment at a 0.05 significance level. These are Affective, Continuance and Normative and as the results indicates that Normative commitment mean= 3.50, SD = .77 and affective commitment mean = 3.20, SD = .91 have high level but Continuance commitment mean = 2.92, SD = .96 have Moderate level. When we analyze Affective commitment variable, we found that the "I do not feel like 'part of the family' at my organization", "I do not feel 'emotionally attached' to this organization", "This organization has a great deal of personal meaning for me" and "I do not feel a 'strong' sense of belonging to my organization", indicated to not satisfied paragraphs. While "I would be very happy to spend the rest of my career with this organization" and "I really feel as if this organization's problems are my own," indicated to neutral satisfied. In addition, "I enjoy discussing about my

organization with people outside it" indicated slightly (moderated satisfied). "I do not feel like 'part of the family' at my organization," indicated satisfied. The total of all paragraphs are 3.2, indicated to neutral satisfied. This is about affective commitment. About continues commitment we found "It would be very hard for me to leave my organization right now, even if I wanted to", "Too much in my life would be disrupted if I decided to leave my organization now", "I feel that I have very few options to consider leaving this organization", "One of the few serious consequences of leaving this organization would be the scarcity of available alternatives", and "One of the major reasons I continue to work for this organization is that leaving would require" indicated to not satisfied. While as "I am not afraid of what might happen if I quit my job without having another one lined up" and "It wouldn't be too costly for me to leave my organization now" indicated slightly. The total of all paragraphs are 2.29 indicated not satisfied. In addition, about continuance commitment we found "Things were better in the days when people stayed in one organization for most of their careers" indicated not satisfied. "I do not believe that a person must always be loyal to his or her organization", "One of the major reasons I continue to work in this organization is that I believe loyalty is important therefore feel a sense of moral obligation to remain", and "I was taught to believe in the value of remaining loyal to one organization" indicated neutral satisfied. While "I think that people these days move from company to company too often", "Jumping from organization to organization does not seem at all unethical to me", and "I do not think that to be a 'company man' or 'company woman' is sensible anymore," indicated slightly satisfied. "If I got another offer for a better job elsewhere I would not feel it was right to leave my organization," indicated satisfied. The total of all paragraphs 3.5 indicated slightly satisfied.



### 5.2.5 Research Question 5: Is There any Difference between Job Satisfaction and Organizational Commitment Exist Amongst Administrative Support Staff and Academic Staff at Palestine Technical College?

To answer this question we use Pearson's Correlation Coefficients, The relationship between affective organizational commitment, continuance commitment, and normative organizational commitment were investigating against job satisfaction. Table (5.3) shows the summary of the results. The result indicates that there are positive significant relationship between affective commitment, continuance commitment and normative commitment on job satisfaction that the greater the job satisfaction increased organizational commitment.

( $r = .389$ ,  $n = 164$ ,  $p < .001$ ;  $r = .318$ ,  $n = 164$ ,  $p < .001$ ,  $r = .332$ ,  $n = 164$ ,  $p < .001$ ).

**Table 5.3 Pearson's Correlation Coefficients of the Study Variables (N=164)**

The Field	Person's Correlation	Significant
Affective commitment	0.389**	.001
Continuance commitment	0.318**	.001
Normative commitment	0.332**	.001
Job satisfaction	0.390**	.001
Organizational Commitment	0.357**	0.01

\*\* Correlation is significant at the 0.01 level

It was clear from the statistical findings that there is a direct positive correlation function statistical between job satisfaction and career commitment of the academics and administrative support staff in the Palestinian Technical College Ramallah. The findings of this study are the same to the study by Lok and Crawford (2001), who found that the variable closely to the commitment is job satisfaction.

This agree with Ahmadi's study (2006) the results showed a positive relationship between job satisfaction and Organizational Commitment.

This disagrees with NORIZAN ISMAIL's study (2014) the results indicated that there is no relationship between organizational commitment and job satisfaction among academic staff in higher education institutions.

### **5.2.6 Research Question 6: Does any Significant Differences Exist in the Level of Job Satisfaction and Organizational Commitment with Regard to Demographic Characteristics?**

- *Gender*

Very little statistically significant differences ( $\alpha = 5\%$ ) between organizational commitment and job satisfaction among Academics staff and administrative support staff at the Palestine Technical College for Girls Ramallah due to the variable Gender. To find the results have been used Independent Test (T- test) and the value of total job satisfaction was 56% while the total value of organizational commitment was 45%. Hence it is clear that the Gender variable does not affect the job satisfaction and organizational commitment to the

The researcher believes that the reason is due to the unification of the regulations and laws in the Palestinian universities, as well as the burden of academic, unified system of lectures, exams unified and promotions, and the conditions of the Palestinian community to make the commitment and satisfaction equal to some extent.

This is inconsistent with Muranekh (2004); which proved that there is a correlation between the following variables (qualification, sex, internal work environment, scope of work, some moral incentives, some laws of the Palestine labor, some external work environment) and the level of satisfaction. In addition, it is inconsistent with Hannouna (2006). Showed that there are statistically significant differences about the desire to continue working at the university due to the variable gender, where the differences were in favor of females, and this may be due to the desire that the females workers in the Palestinian universities.

This desire may be attributing to the nature of work at the university, which provides high stability and high position in social terms, in addition to the dearth of career opportunities in other business sector.

#### *-Age*

About Age variable the researcher found that the p-value smaller than the level of significance = 0.05, then there is significant difference among the respondents toward each field due to age. This means that the personal characteristics' age has an effect on each field. For each field, the mean for the category "50 years or more" respondents have the highest among the other age, then it means that the category "50 years or more" respondents is agreed much more than the other age category. This is because employees with more than 50 years tend to stay at a secure job away from changing that young people prefer, also perhaps that those in the high ages achieved high social status at their jobs and they got high positions which granted them higher salaries with less risks and dangers. While employees less than 40 years still have the ambition to change their jobs especially after the experience they got which will qualify them to get better jobs elsewhere. This agrees with the study of Ghali (2015) which approved that there were statistically significant differences between organizational commitment level due to the variable age, where the employees with more than 55 years are most likely have the highest intention to stay at their work, and they are the most committed than others. In addition, it agrees with Kumar & Giri (2009) entitled "The effect of age and experience on job satisfaction and organizational commitment", which found that job satisfaction and organizational commitment among older workers are larger than the younger.

#### *Qualification*

About Qualification variable that  $P \leq 0.05$  is smaller than the level of significance = 0.05 for each field, then there is significant difference among the respondents toward each field due to educational qualifications. This means that

the personal characteristics' educational qualifications have an effect on each field. For each field, The mean for the category "PHD" respondents have the highest among the other educational qualifications, then it means that the category "PHD" respondents is agreed much more than the other educational qualifications category. This is because of the social status, job level and the rate of the high salaries offered by the Palestinian universities lead to higher desire of intention to stay at the university, so that the employees with bachelor degree feel more responsible toward their job due to the opportunity of success that these institutions can offer. In addition to the ongoing competition between colleagues to get higher positions, also because, the university always encourages and supports them to complete their higher education. This agrees with Hannouna (2006) study and Abu-Nada (2007) study, which showed that the personal characteristics' educational qualification has an effect on field of study.

*- Position*

About the position variable, that  $P > 0.05$  is greater than the level of significance  $= 0.05$  for the fields "Affective commitment and Continuance commitment", then there is insignificant difference among the respondents toward these fields due to job category. This means that the personal characteristics' job category has no effect on these fields. For the other fields,  $P \leq 0.05$  is smaller than the level of significance  $= 0.05$ , then there is significant difference among the respondents toward these fields due to job category. This means that the personal characteristics' job category has an effect on the other fields. This may be attributing to the heavy tasks assigned to the academic administrative employees, where they have to work under pressure to achieve the goals; they give lectures, attend meetings, help students, and participate in administrative work at office. This all can push this category to feel more responsible and more commitment to stay at the university, where they feel more important, attain high social status, and get high experience and salaries. This study is inconsistent with Hannouna (2006) study, which approved that there are no statistically significant differences between employees' category in the Palestinian universities sector regarding the

field of the desire to continue working at the university. The researcher attributed this to that Palestinian universities have the most stable salary and social status in Palestinian society when compared to the jobs available in the local markets, as well as the university has a special status in the minds of the Palestinians, which gives a high degree of confidence of the university staff member, whether academic or administrative.

*-years of experience in the current job*

About the years of experience in the current job that  $P \leq 0.05$  is less than the level of significance  $= 0.05$  for each of the fields, then there is significant difference among the respondents toward each of fields due to years of service. The researcher concluded that the personal characteristics' years of service in the current for the each fields,  $P > 0.05$  is greater than the level of significance  $= 0.05$ , then there is significant difference among the respondents toward these fields due to years of service in the current job. This means that the personal characteristics' years of service in the current job has an effect on the other fields. The mean for the category "20 years or more" respondents have the highest among the other years of service, then it means that the category "20 years or more" respondents is agreed much more than the other years of service category. This is because employees with more than 20 years of service are most likely to achieve the highest progress in their administrative functions, which will be reflected on their intention to stay at the same job and achieve higher and higher positions or to leave for a new job to start over, in addition they have the highest salaries due to their long experience at the university that leads them to adapt to the working conditions. This agrees with Ghali (2015) study which showed that there were statistically significant differences between organizational commitment level due to the variable years of service, where the employees who served more than 20 years at the university are most likely have the highest intention to stay at their work, and they are the most committed than others. However, it is inconsistent with Hannouna (2006) study, which indicated that employees who are serving less than 5 years have the highest intention to continue working at their

jobs, the researcher attributed this to the high ambition that the young people have when starting in a good job, especially when looking at the other jobs available at the local market. Where working at university achieve high social status for employees. Contrary the desire to continue working at university is less for those who served more than 15 years due to the routine of work.

*- Years of experience in the sector*

There are significant differences ( $P\text{-value} > 0.05$ ), between the means of job satisfaction degrees and organizational commitment (affective commitment, continuance commitment, normative commitment), for academics staff and administrative support staff in Palestine technical college toward the no. of service years (1 years and less, from 1 to 4 years, from 5 to 9, from 10 to 14, from 15 to 19, 20 or more). which means that all years of experiences in the sector have not the same levels of job satisfaction and organizational commitment.

There are statistical significant differences between the degrees of job satisfaction and organizational commitment among experiences in the sector, the test of LSD (Least Square Differences) was using to figure out the differences between the categories of number of experiences years in the sector. The test showed that service provider who have serviced 1 years and less have job satisfaction and organizational commitment less than the service provider who have serviced from all categories of number of experiences in the sector and these difference were significant differences, and the result showed that there statistical significant differences between other group.

*-Monthly Salary*

About the years of monthly Salary that the  $P\text{-value} \leq 0.05$  is less than the level of significance  $= 0.05$  for each of the fields, then there is significant difference among the respondents toward each of fields due to monthly income. The researcher concluded that the personal characteristics' monthly salary for the each fields, the  $P\text{-value} > 0.05$  is greater than the level of significance  $= 0.05$ , then

there is significant difference among the respondents toward these fields due to monthly salary. This means that the personal characteristics' monthly salary has an effect on the other fields. The mean for the category "2000\$ or more" respondents have the highest among the other monthly income, then it means that the category "2000\$ or more" respondents is agreed much more than the other monthly salary category. This is because employees with more than 2000\$ are most likely to achieve the highest progress in their administrative function. Which will be reflecting on their intention to stay at the same job and achieve higher and higher positions or to leave for a new job to start over, in addition they have the highest salaries due to their long experience at the university that leads them to adapt to the working conditions.

*-Marital status*

The marital status variable that there were no significant differences (P-value>0.05) between the means of job satisfaction degrees and organizational commitment for academics staff and administrative support staff in Palestine technical college toward marital status (married, not married), which means that all marital status have the same levels of job satisfaction and organizational commitment.

The researcher can be explaining the result that all employees have the same rights even was married or any other marital status, all employees work the same hours and have the same rights from ministry of health. Also there is respecting between employees about this point, our religion determine that there is no difference between any person except in his initiatives to do good work and fear from Allah. In addition, because our society is Muslim, they work and believe in our religion instructions.

### 5.3 Recommendations

The light of the results, which the researchers found, she recommends the following:

- the necessity that ministry of education adoption a plan for administrative planning , including the Palestinian college to ensure the satisfaction of urgent needs of the employees, which guarantees providing of stability job, security, justice and objectivity.
- Development of systems and motives promotion so as to satisfy the needs and ambitions of employees fairly to spread assurance, psychological rest of the employees, and also setting up of a system for promotions and motives of the teaching staff who obtain high academic qualifications and training courses.
- Support scientific research allocations, because that encourages academic staff to do local research useful to the community
- Work to increase the means of communication between the President and subordinates, and hold regular meetings to discuss development plans and taking the opinion of workers on programs and plans before they are issue in order to broaden the base of decision-making, programs and development plans.
- Increase and activate services provided to academic staff and administrative support staff in universities of amenities such as adjustment and heating, computers and others.
- Modifying the salaries system so that commensurate with the cost of living



### **5.3.1 Recommendation for Future Researchers**

- Do some studies concerned with the status of academic and administrative support staff in the Palestinian college, especially those studies that focus on the attention of the university management to increase interest in academic staff.
- A comparative study between the Arab universities and local universities in the organizational commitment and job satisfaction, and its relationship promotions systems
- Finally, we hope to increase that useful studies would be beneficial to the Higher Learning Education Institutions, academic research, as well as students

## **CHAPTER 6**

### **CONCLUSION**

#### **6.1 Conclusion**

The purpose of the research was to analyze the relationship between organizational commitment and job satisfaction among academic staff and administrative support staff in Palestine College. A questionnaire was prepared to gather the information was releasing to employees in workplaces in Palestine College.

The key findings of the research were inconclusive. Findings indicated there are a relationship between organization commitment and job satisfaction and a neutrals' estimate level of organizational commitment and a slightly estimate of job satisfaction among Palestine technical college staff. There is a significant difference on commitment level among Palestine College staff related to following demographical variables: (Age, Qualification, years of experience in the current job, and years of experience in the sector, Position, Monthly salary of these staff). In addition, there is no and very little significant differences on commitment level and satisfaction of these staff related to (Gender, Marital Status).

However, the job satisfaction and organizational commitment are not static, indicating that the employees' opinions change over time. There will always be a dilemma of satisfying all the employees, and it is therefore important that the management properly integrate all their employees into the company, for example through courses and other tools. In the end, it is all about accomplishing the best possible employee job satisfaction and organizational commitment, with the purpose to avoid inefficiency, turnover and absenteeism that can reduce the company's bottom line.