

# THE INFLUENCE OF JOB SATISFACTION ON ORGANIZATIONAL COMMITMENT OF THE ACADEMIC STAFF IN ETHIOPIAN POLYTECHNIC COLLEGES

MILION BEKELE DEGEF  
BEFEKADU ZELEKE KIDANE  
*Addis Ababa University, Ethiopia*

## ABSTRACT

*The study examines the link between job satisfaction and organizational commitment among academic staff at the north Shewa Zone Polytechnic Colleges, Ethiopia. The study employed a quantitative methodology and utilized a correlational research design. Researchers selected a total of 264 academic staff members. Two questionnaires, namely the Job Satisfaction Survey and the Organizational Commitment Questionnaire, were used to gather data. Researchers analyzed the data using SPSS version 20, applying statistical methods such as mean score, standard deviation, Pearson  $r$  correlation, and regression analysis. The findings of the study suggest a tenuous yet statistically significant correlation between job satisfaction and the organizational commitment of academic staff in polytechnic colleges. In addition, the regression analysis revealed that the job satisfaction of academic staff had a restricted impact on their three aspects of organizational commitment, namely affective, continuance, and normative, as well as their total commitment. Hence, it is recommended that polytechnic colleges need to aim at improving communication and teamwork, fostering a healthy work atmosphere, and offering chances for professional growth. To further investigate this topic, it is advisable to conduct a qualitative study to ascertain the restricted impact of job satisfaction on organizational commitment and delve into unexplained variables.*

## INTRODUCTION

Job satisfaction is a crucial factor in improving efficiency, reducing employee turnover, and minimizing absenteeism. Furthermore, it substantiated that individuals with a heightened level of affective commitment exhibit prolonged tenure within the organization, and employees experience a sense of desire and emotional connection to their workplace (Motalebi & Marşap, 2020). Besides, both job satisfaction and organizational commitment have a concurrent and substantial negative impact on turnover intention (Ekhsan, 2019). This implies that the more committed and satisfied employees are, the lower is the probability of leaving the organization. Thus, these two elements are vital for the efficiency of organizations in order to retain competent individuals.

According to Hendri (2019), organizational commitment and job satisfaction are factors that affect employee performance. Job satisfaction is also crucial for the performance of educational organizations. Organizational effectiveness depends on the capable performance of its employees. Nugroho et al. (2020) also suggested that educational institutions address factors that contribute to academic staff job satisfaction, including income, opportunities for advancement, collegiality, and appropriate supervision. Thus, both job satisfaction and organizational commitment are crucial determinants of the efficacy of an educational institution and the performance of its academic staff.

Researchers conducted studies in different echelons of educational organizations. In both private and government higher educational institutions, there were strong connections between job satisfaction and employee commitment. For example, Bashir and Gani's (2020); Sari and Seniat's (2020); and Cahyono et al.'s (2020) studies depicted a positive relationship between job satisfaction and organizational commitment in universities in varied contexts. Babalola's (2016)

study proposed that job satisfaction is a crucial factor for organizational commitment in African countries, particularly in Oyo State, Nigeria. Getahun et al. (2016) conducted a study in Ethiopia that revealed a positive correlation between teachers' job satisfaction and organizational commitment in primary schools, while Abebe and Markos (2016) also demonstrated this correlation within public higher education.

The aforementioned studies in different countries indicated that there was a link between job satisfaction and organizational commitment in different levels of educational organizations at dissimilar extents. But there were limited studies in polytechnic colleges (PTCs) in an Ethiopian context.

## **REVIEW OF LITERATURE**

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

Researchers have conducted several studies on the relationship between job satisfaction and organizational commitment in various organizations and contexts. For instance, Khan and Jan (2015) in hospitals; Ismail and Razak (2016) in the Fire and Rescue Department; Candelario et al. (2020) on employees of government agencies; Ferdus and Kabir (2018) in private banks; Pham Thi et al. (2021) in small and medium-sized enterprises; and Ebraze et al. (2019) in the ministry of health and medical education. The findings of these studies indicated that the job satisfaction of employees had an impact on their organizational commitment. Therefore, it is evidenced that a satisfied employee demonstrates dedication to the organization.

Research studies have also examined the correlation between job satisfaction and organizational commitment in various educational institutions. According to a study by Gopinath (2020) in higher education institutions, the organizational commitment of academic leaders in Tamil Nadu universities had an impact on their job satisfaction. Mahmood Aziz et al.'s (2021) study also revealed a direct relationship between job satisfaction and organizational commitment in private institutions located in the Kurdistan area of Iraq. The study noted that employee satisfaction positively correlates with increased levels of organizational commitment. Moreover, improving job satisfaction has the potential to lead to a rise in organizational commitment.

Job satisfaction and organizational commitment have a strong and statistically significant association at higher education institutions in Vietnam (Nguyen et al., 2021). This research offers a complete methodology for Vietnamese higher education institutions (HEIs) to enhance staff performance and retention. It achieves this by analyzing the various factors that influence satisfaction and organizational commitment, which in turn impact performance outcomes. Cahyono et al.'s (2020) study also found that job satisfaction significantly and favorably influences lecturers' organizational commitment in a private higher education institution. In addition, Sari and Seniati (2020) identified a notable and favorable association between the employment satisfaction of academics and their organizational dedication. Bashir and Gani (2020) have found that job satisfaction significantly affects the organizational commitment of university professors in India.

Furthermore, Ingsih et al. (2020) found that income and workplace environment have a significant influence on job satisfaction. Moreover, the amalgamation of remuneration, work setting, and contentment with the job explained 97.4% of the disparity in organizational dedication. Batugal (2019) also established that job satisfaction predicts organizational commitment. The results are crucial for improving organizational commitment and exploring various strategies to increase job satisfaction among the academic members of the St. Paul University System. In contrast, Romi et al. (2020) found that job satisfaction does not have a statistically significant impact on organizational commitment by using structural equation modeling among higher education lecturers in Indonesia.

This implies that there are inconsistent results regarding studies of the relationship between job satisfaction and organizational commitment.

Manalo et al. (2020) employed structural equation modeling (SEM) to investigate the influence of motivation and job satisfaction on organizational commitment and work engagement among teachers in private secondary schools. The results indicated that motivation and job satisfaction had notable and favorable impacts on both organizational commitment and work engagement. Instructors who possess a strong sense of motivation and satisfaction in their career also exhibit a notable level of dedication and loyalty to their organization.

With regard to polytechnics, the Loan (2020) study revealed that many elements of organizational commitment, including normative commitment, continuance commitment, and emotional commitment, exert a substantial and positive impact on job satisfaction. Enhancing job satisfaction among Polytechnic personnel is dependent on strengthening organizational commitment. While Omar, Salleh, et al.'s (2020) study acknowledges the importance of dedication in relation to job satisfaction, it also highlights a lack of studies specifically focused on polytechnic personnel.

In an Ethiopian context, the study conducted by Getahun et al. (2016) revealed a positive correlation between teachers' job satisfaction and organizational commitment in primary schools located in Bonga Town. The study also suggested that educational leaders should establish a favorable climate to bolster teachers' organizational commitment. In addition, in order to augment teachers' job satisfaction, educational leaders should include teachers in the decision-making process and offer capacity-building training specifically tailored to the subject matter at the school level. Besides, Abebe and Markos (2016) demonstrate a positive correlation between job satisfaction and organizational commitment within the setting of public higher education. The study recommended that the university prioritize promotion, fringe benefits, and contingent rewards in order to enhance instructors' job satisfaction inside the educational institution.

Hence, the aforementioned studies have demonstrated a correlation between job satisfaction and organizational commitment to different extents and contexts. However, there needs to be more research in developing nations like Ethiopia, particularly regarding the influence of job satisfaction among academic staff on their organizational commitment to polytechnic colleges with different cultural backgrounds. Furthermore, the findings of these studies exhibited discrepancies, with the majority originating from domains beyond technical and vocational education.

### **Factors influencing Job Satisfaction and Organizational Commitment**

Several studies found that there were links between job satisfaction and organizational commitment to different extents and contexts. Besides, there are many factors that can affect these two variables. For instance, the Mwesigwa et al. (2020) study showed that a number of factors, such as job satisfaction, academic staff age, length of service, position level, and leadership styles used, have an impact on organizational commitment among academic staff in public institutions. The Nguyen et al. (2021) study confirms that several external factors, including job characteristics, supervision, working conditions, salary, and recognition, have a substantial and beneficial impact on job satisfaction.

Organizational culture influences both commitment and job satisfaction. According to the findings of Batugal's (2019) study, fostering an organizational culture that values and respects each member of the staff ultimately results in increased levels of employee job satisfaction and organizational commitment. Enhanced job satisfaction and a more favorable organizational culture correlate with greater organizational commitment. Batugal and Tindowen's (2019) research also illustrates that among the four distinct categories of culture, clan culture has a marginally positive

influence on educators' job satisfaction and a substantial positive influence on their organizational commitment.

Additionally, leadership is a component that influences job satisfaction. Cahyono et al.'s (2020) research provides evidence that several elements of transformational leadership, such as the idealistic effect, customized consideration, and intellectual stimulation, significantly and positively influence job satisfaction. Babalola's (2016) study found that job satisfaction, the quality of supervisor-employee interactions, and the laissez-faire leadership style significantly influenced organizational commitment. Besides, Metaferia et al.'s (2023) study empirically demonstrates that transformational leadership significantly predicts instructors' organizational commitment in the Ethiopian context. Furthermore, the research suggests that enhancing the execution of transformational leadership can enhance educators' dedication to the institution, leading to superior academic achievements.

Abebe and Markos (2016) study in Ethiopia suggested various job satisfaction-related factors, such as promotion, supervision, fringe benefits, contingent rewards, task nature, and communication, influence organizational commitment. Furthermore, the study have found that employees who possess higher educational qualifications, have been with the organization longer, are married, and are older exhibit greater levels of commitment. Conversely, Getahun et al. (2016) identified gender as the only demographic variable that demonstrated a significant and positive correlation with job satisfaction in their research.

Strengthening organizational commitment, specifically in terms of normative commitment, continuity commitment, and affective commitment, is a prerequisite for increasing job satisfaction among polytechnic personnel (Omar, Salleh, et al., 2020). Additionally, the Omar, Rafie, et al. (2020) study revealed that it is critical to improve the performance of polytechnic personnel by increasing their job satisfaction. Thus, various factors affect job satisfaction and organizational commitment, nevertheless studies in the context of polytechnic colleges in Ethiopia are scarce.

## **STATEMENT OF THE PROBLEM**

It is clear that human resources are integral to the formulation and implementation of all strategic decisions undertaken by organizations. Talented and skilled individuals are crucial for the proper functioning of any organization, particularly those in the educational sector. Consequently, administrators have the responsibility of formulating efficient techniques that enhance employees' contentment and dedication to the organization (Nguyen et al., 2021). Job satisfaction significantly impacts employees' organizational commitment in educational institutions (Abebe & Markos, 2016; Getahun et al., 2016; Yunarti et al., 2020). Educational institutions should take into account the correlation between job satisfaction and the organizational commitment of academic staff.

While studies suggest that satisfied employees are likely to be dedicated to the organization, practical observations have shown turnover among academic staff. Besides, there were challenges in finding qualified and competent academic staff in the study field (Tamrat, 2022). This could be attributed to insufficient focus on the job satisfaction of academic staff in polytechnic colleges. However, the new educational policy in Ethiopia, MOE (2023), prioritizes technical vocational education and training (TVET) to enhance the quality of education.

Omar, Rafie, et al. (2020) demonstrate a strong and positive relationship between job satisfaction and employee performance. This implies that improving job satisfaction among employees at Polytechnic College is critical in order to enhance their performance. Widodo and Damayanti (2020) also found that job satisfaction has a direct impact on organizational commitment at Indonesian vocational schools, alongside factors such as incentives and personality traits. But Romi et al. (2020) found that job satisfaction had no statistically significant effect on organizational

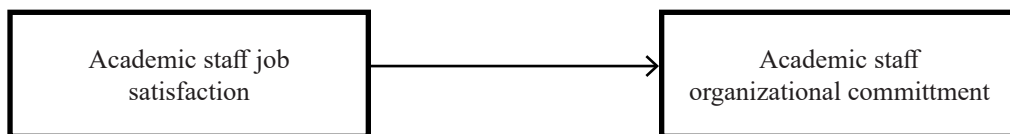
commitment. This suggests that the findings of studies on job satisfaction and organizational commitment were inconsistent. Besides, a local study by Getahun et al. (2016) suggested further investigation of the variables due to the incongruity of the results with existing theories and findings of the study in educational organizations.

Moreover, as noted by Loan (2020), there is a scarcity of research on the impact of job satisfaction on employee commitment in non-western nations. Omar, Salleh, et al. (2020) also noted a lack of study of the link between organizational commitment and job satisfaction, specifically among polytechnic staff. Because the aforementioned studies were conducted in a different setting with different cultural factors than the one in Ethiopia, it is important to find a link between job satisfaction and the organizational commitment of academic staff in polytechnic colleges in developing countries, especially in Ethiopia.

### CONCEPTUAL FRAMEWORK

In the study, as indicated in Figure 1, academic staff job satisfaction is considered an independent variable, and organizational commitment is considered a dependent variable.

*Figure 1 Conceptual framework*



Organizational commitment is a variable that comprises affective, normative and continuance commitment. Affective commitment is an employee's desire to stay with the organization in which they have great interest. Continuance commitment is defined as an employee wanting to stay with the organization in order to continue considering the cost of leaving. Normative commitment is also defined as employees having an obligation to remain in the organization. Organizational commitment questionnaires can measure these factors (Allen & Meyer, 1990). Job satisfaction is characterized by whether an employee of an organization is satisfied or dissatisfied at polytechnic colleges. It can be measured with a job satisfaction survey. It consists of nine facets, such as pay, promotion, supervision, fringe benefits, coworkers, operating procedure, contingent reward, communication, and nature of work (Spector, 1985). According to the review of related literature, several research results indicate that there is a link between two variables in different local and international contexts.

### OBJECTIVE OF THE STUDY

The general objective of the research study is to examine the influence of academic staff job satisfaction on organizational commitment at North Shewa Polytechnic Colleges in Ethiopia.

## **RESEARCH QUESTIONS**

In order to achieve the objective of the study, the following fundamental questions were formulated:

1. What is the relationship between academic staff job satisfaction and organizational commitment at polytechnic colleges?
  - 1.1 Is there a relationship between academic staff job satisfaction and affective commitment?
  - 1.2 Is there a relationship between academic staff job satisfaction and continuance commitment?
  - 1.3 Is there a relationship between academic staff job satisfaction and normative commitment?
2. To what extent does academic staff job satisfaction influence organizational commitment in polytechnic colleges?
  - 2.1 To what extent does academic staff job satisfaction influence affective commitment?
  - 2.2 To what extent does academic staff job satisfaction influence continuance commitment?
  - 2.3 To what extent does academic staff job satisfaction influence normative commitment?

## **SIGNIFICANCES OF THE STUDY**

The study will have the following practical, policy, and theoretical significance: Gaining insight into the correlation between job satisfaction and organizational commitment holds practical significance for academic institutions. The results of this research can provide valuable guidance to administrators, human resources experts, and policymakers in creating impactful policies and interventions to improve employee engagement, satisfaction, and organizational commitment. This insight can enhance decision-making processes pertaining to recruiting, retention, professional development, and organizational culture.

Implementing well-crafted policies can enhance leadership and management practices at academic institutions. Efficient leadership has a vital role in promoting job satisfaction and organizational commitment among academic staff. Educational planners and policymakers have the capacity to offer training and development programs for leaders, create standards for leadership conduct, and encourage responsibility and openness in decision-making procedures to enhance satisfaction and organizational commitment.

An understanding of the correlation between job satisfaction and organizational commitment might provide valuable insights for developing strategies to retain and attract highly skilled academic staff. Colleges can boost job satisfaction and organizational commitment by understanding the contributing variables and implementing focused tactics to promote a favorable work environment. Consequently, this can enhance the rate at which employees stay in the workforce and entice highly skilled employees to enter the academic sector. The findings of the study can also enlighten current theories and frameworks and potentially pave the way for the creation of novel models or hypotheses.

## METHODOLOGY

### Study Setting

The objective of this research is to investigate the correlation between job satisfaction and the organizational commitment of academic staff in the polytechnic colleges of the North Shewa zone of Ethiopia. The zone is approximately 130 kilometers from the Ethiopian capital. Ethiopia proposes technical vocational education and training (TVET) establishments at distinct levels, including centers, colleges, and polytechnics, to offer a variety of training levels. TVET colleges offer instruction from level 1 to level 4, while polytechnic colleges provide instruction and training from level 1 to level 5 (MOE, 2008). However, the new educational policy, MOE (2023), has elevated the five levels of training provided in polytechnic colleges to eight levels (I–VIII). According to MOE's (2008) national TVET strategy, public TVET institutions in the education sector focused on producing middle-level technical graduates at the post-Grade 10 level. It has now improved to the post-12th grade level in Ethiopia (MOE, 2023).

In regard to the qualifications of academic staff, they are expected to be qualified at three levels, A, B, and C, in accordance with the five levels of training (I-V) designated for TVET education; Level A indicates that an academic staff member possesses a Masters of Art or Master of Science (MA/MSC) who provides instruction and training for level five (V) trainees. Level IV TVET trainees are required to receive instruction from trainers who have at least a B-level qualification and hold a bachelor's degree. Level C academic staffs, which possess an equivalent college diploma, provide instruction and training at Levels I, II, and III. Hence, the academic staff who have been providing training and leveled as A, B, and C level teachers are termed TVET 'trainers' or instructors. As part of the Ethiopian new education and training policy, MOE (2023), the TVET academic staff possess up to a third-level education (PhD) level.

Some of the challenges identified in the Ethiopian educational development roadmap with regard to the TVET sector were: the dearth of qualified and driven academic staff in TVET; the lack of academic staff's practical experience in the industrial sector; and the lack of sufficient salaries, rewards, and incentives for academic staff. Furthermore, lack of dedication from both academic staff and students is observed towards collaborative training initiatives with the industry sector. Moreover, academic staff has access to a restricted program for ongoing systematic professional development (Teferra et al., 2018). Polytechnic colleges in the research area that offer education and training from levels one to eight also face these socio-economic challenges. Consequently, this could potentially impact the job satisfaction and organizational commitment of academic professionals.

### Research Design

The study followed the quantitative method. It is appropriate for studying problems using numerical questionnaires (Gay et al., 2012). Researchers used a correlational research design to explore the relationship between academic staff job satisfaction and organizational commitment. The design is used to determine the magnitude and direction of the relationship between dependent and independent variables. But the design cannot prove causality (Cohen et al., 2018). Previous researchers, such as Motalebi and Marşap (2020) and Candelario et al. (2020) employed a correlational research design, and Getahun et al. (2016) followed the research design in an Ethiopian context.



## Participants

The study was conducted at three polytechnic colleges in the North Shewa Zone. Researchers selected 264 academic staff members to participate in the study using stratified simple random selection approaches to ensure equal inclusion of all academic staff members in polytechnic colleges. The polytechnic colleges' departments were used to perform random sampling within specific groups or strata. Subsequently, we autonomously choose random samples from each department to ensure the incorporation of every stratum in the sample. Researchers also estimated the sample size using Cohen et al.'s sample size determination table, accounting for a 95% confidence level (Cohen et al., 2018).

## Data Collection Instrument

To measure academic staff organizational commitment, the study employed a 5-point Likert scale, Allen and Meyer's organizational commitment questionnaire (OCQ), which includes affective, normative, and continuance commitment (Allen & Meyer, 1990). Studies such as Donald et al. (2016), Batugal and Tindowen (2019), Motalebi and Marşap (2020), Allida (2021), and Candelario et al. (2020) used Allen and Meyer's organizational commitment questionnaire. In the local context, Getahun et al. (2016) and Metaferia et al. (2023) used JSS and OCQ to collect and analyze data.

To assess academic staff job satisfaction, the study employed a Spector (1985) job satisfaction survey. It is a 6-point Likert scale with 36-item questionnaires that include nine facets of job satisfaction. In their local study, Abebe and Markos (2016) also used Spector's (1985) job satisfaction survey (JSS). They tested the validity of the questionnaires with the aforementioned local and other country studies and found them to be valid. The researchers analyzed the reliability of both questionnaire items and found that the results for each factor of job satisfaction and organizational commitment were above 0.75. According to Singh (2007), it was reliable. Both Allen and Meyer's organizational commitment questionnaire and Spector's job satisfaction survey have been used in international and Ethiopian contexts. Many research studies checked the validity and reliability of the data gathering tools, confirming the validity and reliability of the results.

## Data Collection Procedure

The study used the two types of questionnaires mentioned above to collect data from the academic staff. The questionnaires were disseminated to the sample of 264 academic staff of polytechnic colleges, soliciting their cooperation in response. Out of the 264 academic staff, 221 participated in the study by returning the questionnaires. Hence, the number of participants was adequate for the purpose of analyzing and deriving conclusions from the study (Cohen et al., 2018).

## Data Analysis Technique

Researchers used descriptive statistics, such as means and standard deviations to analyze the extent of academic staff organizational commitment and job satisfaction. Investigators also used the Pearson  $r$  correlation coefficient to evaluate the link between two variables. Local context Getahun et al. (2016) used Pearson  $r$  to analyze the data on local context, and Allida (2021) also used the mean and correlation to analyze the data. Linear regression analysis was also used to analyze data to demonstrate the extent of the influence of academic staff job satisfaction on their organizational commitment to colleges. Previous studies such as Donald et al. (2016), Khan and Jan (2015), and Motalebi and Marşap (2020) also analyzed their data using correlation and regression analysis.



## DATA RELATED FINDINGS

### The Link between Academic Staff Job Satisfaction and the Three Components of Commitment

Table 1 shows the link between academic staff job satisfaction and three types of organizational commitment. Accordingly, the correlation value ( $r = 0.15$ ) and two-tailed significance ( $p = 0.03$ ) indicate a positive, albeit weak, relationship between job satisfaction and affective commitment. The p-value suggests that the presence of this link is improbable to be a result of random chance. Therefore, we can deduce a weak positive correlation between job satisfaction and the emotional connection and loyalty (affective commitment) that academic staff members feel towards their college.

*Table 1 Link between academic staff job satisfaction and three types of commitment*

		Affective Commitment	Continuance Commitment	Normative Commitment
Job	Pearson r	.15*	.11	.16*
Satisfaction	Sig. (2-tailed)	.03	.09	.02
	N	221	221	221

\*. Correlation is significant at the 0.05 level (2-tailed).

The correlation coefficient ( $r = 0.11$ ) suggests a positive but weak relationship between job satisfaction and continuance commitment. However, the two-tailed significance ( $p = 0.09$ ) exceeds the conventional threshold of 0.05 for statistical significance. Therefore, based on this research, there is insufficient evidence to establish a significant association between job satisfaction and continuance commitment at polytechnic colleges. The correlation coefficient ( $r = 0.16$ ) indicates a weak but positive relationship between job satisfaction and normative commitment. The statistically significant two-tailed significance ( $p = 0.02$ ) indicates that it is highly unlikely to attribute the presence of this association to random chance. Therefore, we can deduce that a weak positive correlation exists between job satisfaction and normative commitment, referring to the sense of duty and ethical responsibility academic staff members feel towards their polytechnic colleges.

### The Link between Academic Staff Job Satisfaction and organizational Commitment

Table 2 displays the correlation between the job satisfaction of academic staff and their total organizational commitment.

*Table 2 Link between academic staff job satisfaction and overall organizational commitment*

Variable	Organizational commitment	
Academic staff job	Pearson correlation	.20*
satisfaction	Sig. (2-tailed)	.00
	N	221

\*. Correlation is significant at the 0.05 level (2-tailed).

According to this information, the correlation value ( $r = 0.20$ ) suggests a positive but weak relationship between job satisfaction and organizational commitment. The two-tailed p-value of 0.00, indicating statistical significance, implies that the likelihood of this association occurring by chance is extremely low. Consequently, based on this analysis, there is evidence of a weak positive association between the job satisfaction and dedication of academic staff in colleges. The presence of a weak positive connection suggests that there may be other relevant elements that have a stronger impact on devotion than job satisfaction.

### The Influence of Academic Staff Job Satisfaction on Affective Commitment

According to Table 3, the R-squared value of 0.022 suggests that job satisfaction, the independent variable, can explain approximately 2.2% of the variation in affective commitment, the dependent variable. In essence, job satisfaction only accounts for a minimal portion of the variations in academic staff's affective commitment among academic staff members. The ANOVA results indicate that the regression model, which includes job satisfaction as an independent variable, is statistically significant at the 0.05 level of significance ( $p < 0.05$ ). Furthermore, the F-value (4.83) indicates that the model has a relatively low degree of significance, highlighting the limited capacity of academic staff job satisfaction to predict affective commitment in colleges.

Table 3 Influence of academic staff job satisfaction on affective commitment

<b>R<sup>2</sup> = 0.022</b>		<b>ANOVA</b>				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.11	1	2.11	4.83	.030 <sup>b</sup>
	Residual	95.98	219	.44		
	Total	98.06	220			

a. Dependent Variable: affective commitment b. Predictors: job satisfaction

<b>Coefficients</b>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.60	.36		4.42	.000
	Job satisfaction	.25	.11	.15	2.20	.030

The unstandardized coefficient for job satisfaction is 0.25. These data indicate that, on average, every additional gain in job satisfaction is associated with a projected rise of 0.25 units in affective commitment. The beta coefficient of 0.15 suggests that job satisfaction has a weak yet positive effect on affective commitment. The t-value of 2.20 suggests that the coefficient for job satisfaction is statistically significant at a significance level of 0.05 ( $p = 0.03$ ). According to the analysis, job satisfaction has a statistically significant impact on academic staff's affective commitment or emotional attachment to their job. However, as the standardized coefficient shows, the impact magnitude is rather small.

## The Influence of Academic Staff Job Satisfaction on Normative Commitment

Table 4 shows an R-squared value of 0.025, indicating that job satisfaction, the independent variable, can account for about 2.5% of the variation in normative commitment, the dependent variable. In essence, job satisfaction is responsible for a limited portion of the variations in normative commitment among academic staff members.

Table 4 Influence of academic staff job satisfaction on normative commitment

<b>R<sup>2</sup> = 0.025</b>		<b>ANOVA</b>				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.58	1	2.58	5.53	.020 <sup>b</sup>
	Residual	102.31	219	.47		
	Total	104.89	220			

a. Dependent Variable: Normative commitment b. Predictors: job satisfaction

<b>Coefficients</b>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. E	Beta		
1	(Constant)	1.61	.37		4.31	.000
	Job satisfaction	.27	.12	.16	2.35	.020

The ANOVA analysis indicates that the regression model, which includes job satisfaction as an independent variable, is statistically significant at the 0.05 significance level ( $p < 0.05$ ). Furthermore, the F-value of 5.53 suggests that the model possesses a weak level of statistical significance, underscoring the limited capacity of academic staff job satisfaction to predict normative commitment.

Table 4's coefficient indicates that the job satisfaction coefficient is 0.27. The statistics suggest that an increase in job satisfaction leads to an average projected gain of 0.27 units in normative commitment among academic staff. After accounting for the standardized variables, the beta coefficient of 0.16 suggests that academic staff job satisfaction has a weak, positive effect on normative commitment. The t-value of 2.35 suggests that the coefficient for job satisfaction is statistically significant at a significance level of  $p = 0.02$ . This correlation only explains a small fraction of the variability in academic staff's normative commitment judgments.

## The Influence of Academic Staff Job Satisfaction on Continuance Commitment

According to Table 5, the R-squared value of 0.013 suggests that job satisfaction, the independent variable, can explain around 1.3% of the variation in continuance commitment, which is the dependent variable. In essence, job satisfaction only accounts for a small portion of the variations in academic staff members' levels of commitment to their jobs. The results indicate that the regression model, which includes job satisfaction as an independent variable, exhibits a greater than 0.05 significance level ( $p = 0.09$ ). This suggests that the statistical significance does not meet the conventional levels of significance. The F-value of 2.84 suggests that the model does not have

a strong level of significance, highlighting the limited ability of job satisfaction to reliably predict continuance commitment.

The coefficient for job satisfaction in Table 5 is 0.19. These study findings indicate that, on average, every additional improvement in job satisfaction among academic staff members is associated with an estimated rise of 0.19 units in their level of commitment to continue working in their current position. The beta coefficient of 0.11 suggests that job satisfaction has a weak, albeit positive, influence on continuance commitment after considering the standardized coefficient. The t-value of 1.69 indicates that the coefficient for job satisfaction is not statistically significant at the 0.05 level ( $p = 0.09$ ). These study findings indicate that there may not be a statistically significant relationship between academic staff job satisfaction and their commitment to continue working in their current positions.

*Table 5 Influence of academic staff job satisfaction on continuance commitment*

<b>R<sup>2</sup> = 0.013</b>		<b>ANOVA</b>				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.32	1	1.32	2.84	.093 <sup>b</sup>
	Residual	101.65	219	.46		
	Total	102.70	220			

a. Dependent Variable: Continuance commitment b. Predictors: job satisfaction

<b>Coefficients</b>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.67	.37		4.49	.000
	Job satisfaction	.19	.12	.11	1.69	.093

### **The Influence of Academic Staff Job Satisfaction on Overall Organizational Commitment**

Table 6 shows that the R-squared value of 0.04 suggests that the independent variable, staff job satisfaction, may explain approximately 4% of the variability in staff organizational commitment, which is the dependent variable. In essence, job satisfaction explains only a minor portion of the variability in the college staff's level of dedication. Besides, the ANOVA results indicate that the regression model, which includes staff job satisfaction as an independent variable, is statistically significant at the 0.05 significance level ( $p = 0.003$ ). The F-value of 9.21 suggests that the model has a weak level of significance, highlighting the limited predictive power of job satisfaction on staff organizational commitment.

Table 6 The influence of academic staff job satisfaction on overall organizational commitment

<b>R<sup>2</sup> = 0.040</b>		<b>ANOVA</b>				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.97	1	1.97	9.21	.003
	Residual	46.84	219	.21		
	Total	48.81	220			

a. Dependent Variable: Organizational commitment b. Predictors: job satisfaction

<b>Coefficients</b>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.62	.25		6.44	.000
	Job satisfaction	.24	.08	.20	3.03	.003

The coefficient Table 6 also indicates that the unstandardized coefficient for job satisfaction is 0.24. These data show that, on average, a single improvement in academic staff job satisfaction is associated with a 0.24-unit increase in staff organizational commitment. The beta coefficient of 0.20 suggests that there is a positive relationship between job satisfaction and organizational commitment. The t-value of 3.03 indicates that the coefficient for job satisfaction is statistically significant at the 0.05 level ( $p = 0.003$ ). Therefore, the level of job satisfaction among academic staff has a positive and statistically significant influence on their organizational commitment to the college. However, the degree of impact is relatively small. Thus, academic staff job satisfaction is essential to enhancing their organizational commitment in polytechnic colleges.

## DISCUSSIONS

The purpose of the study is to investigate the influence of academic staff job satisfaction on their organizational commitment at North Shewa Polytechnic Colleges. The finding also indicates that there is a positive correlation between academic staff job satisfaction and both affective and normative commitment among academic staff members. The offered statistical significance level does not show a conclusive association between academic staff job satisfaction and continuance commitment. Nevertheless, it is crucial to acknowledge that the magnitude of these associations is very feeble. In the South African context, Donald et al. (2016) found a favorable correlation between various dimensions of organizational commitment, such as affective and continuous commitment, and job satisfaction. The Allida (2021) study also revealed that while there was a modest and favorable association between normative commitment and job satisfaction, emotional commitment exhibited a significant and positive link. Allida also proposed that educational organizations should provide employees with both intrinsic and extrinsic incentives as a means to enhance job satisfaction.

The result is also consistent with Getahun et al.'s (2016) study, which revealed a positive correlation between teachers' job satisfaction and organizational commitment. The finding of this study is also consistent with Abebe and Markos's (2016) study in an Ethiopian context. Nevertheless, the result is not consistent with Yunarti et al.'s (2020) study in Merauke, Indonesia, and Nguyen et al.'s (2021) study in Vietnam, where they found a strong positive link between job satisfaction and

organizational commitment. In order to effectively address students' right to a quality education, Yunarti et al.'s (2020) study proposed that academic leaders prioritize promoting teachers' organizational commitment by increasing their job satisfaction. Thus, a tenuous correlation between academic staff job satisfaction and organizational commitment factors in polytechnic colleges may indicate an inherent problem with the college's culture and climate.

The regression analysis also revealed that staff job satisfaction explains approximately 4% of the variability in staff organizational commitment. Unexplained factors account for the remaining majority of the variance. Hence, the impact of job satisfaction among academic staff on predicting three forms of organizational commitment, as well as the overall organizational commitment of academic staff, only explains a small portion of the variability. This research suggests that as job satisfaction increases, there is a slight increase in organizational commitment. As a result, job satisfaction made a relatively small contribution to the study's prediction and enhancement of staff organizational commitment. This implies that there are some other unexplained variables that predict organizational commitment besides job satisfaction in polytechnic colleges. Academic job satisfaction predicts their commitment, but it is not the primary or dominant factor in this specific scenario.

### **IMPLICATIONS FOR PRACTICE AND EDUCATIONAL PLANNING**

The findings of the study would have implications for educational planners, policymakers, and practitioners. Job satisfaction and organizational commitment are essential for educational organizations since they enhance job performance and help the academic staff stay motivated in their jobs. However, a tenuous correlation between academic staff job satisfaction and commitment suggest that academic staff perceive a less connection to the college's objectives and vision. The findings would have a practical implication for the college to prioritize the improvement of academic staff engagement by actively involving staff members in decision-making processes, promoting transparent communication, and creating avenues for them to share their ideas and knowledge. This participation can foster a feeling of ownership and dedication among the academic staff.

Besides, the weak correlation can impact the college's capacity to attract and retain high-caliber personnel. Potential applicants may be disinclined to join an organization if current employees exhibit a lesser degree of dedication. Hence, the study helps the polytechnic colleges tackle these concerns to cultivate a favorable reputation and establish themselves as an appealing workplace for prospective hires.

In general, educational planners and responsible bodies, such as college administrators and zonal and regional skill and training bureaus, could use the findings of this study to consider extra aspects and ways to boost organizational commitment levels. To improve the overall training process, they might prioritize retention tactics, academic staff engagement, training and professional development, cultivating a positive corporate culture, and conducting regular assessments in polytechnic colleges in order to improve the overall training process.

## **RECOMMENDATIONS FOR FIELD PRACTICES AND FUTURE RESEARCH**

Administrators of polytechnic colleges should develop and enforce effective procedures to guarantee the involvement and dedication of academic staff. Furthermore, educational planners and policymakers should prioritize the development of factors that enhance job satisfaction, such as aligning job roles with individual skills and abilities, fostering supportive relationships between supervisors and employees, ensuring a healthy work environment, offering fair compensation, implementing a transparent and motivating system for rewarding and recognizing achievements, enhancing communication and collaboration, cultivating a positive work environment, providing opportunities for professional development, and addressing any obstacles that impede job satisfaction in collaboration with relevant authorities, such as zonal and regional labor and skill departments.

Due to the high unexplained variance in predicting the three types of organizational commitment and the overall organizational commitment based on the predictor (academic staff job satisfaction), considering more variables is crucial, especially the mediating and moderating variables, and more advanced statistical analysis is needed. Furthermore, qualitative research is needed in this scenario to ascertain the underlying causes of the weak correlation and acquire a more profound comprehension of the prevailing dynamics for future research.

## **CONCLUSIONS**

The objective of the research is to investigate the correlation between job satisfaction and organizational commitment among academic staff in polytechnic colleges. The findings of the study indicated that the weak correlation between academic staff job satisfaction and commitment suggests that external factors, such as job market conditions or the availability of other employment prospects might have a substantial influence on determining organizational commitment. Academic staff's organizational commitment to the polytechnic college may decrease if they perceive more favorable alternatives outside, regardless of their level of job satisfaction. Furthermore, the individual's distinct values, motives, and career goals may have a greater impact on their organizational commitment to the college, thus overshadowing the significance of academic staff job satisfaction.

Moreover, a weak correlation between job satisfaction and organizational commitment also suggests that academic staff might lack motivation and satisfaction in their respective positions and responsibilities due to a higher percentage of unexplained variables. This might have a negative impact on the performance and training capacity of academic staff in polytechnic colleges. Moreover, academic staff may choose to remain employed even if they are dissatisfied with their current roles. This could lead to a higher rate of employee turnover since individuals may be more likely to leave the organization when they find better opportunities elsewhere.



## REFERENCES

- Abebe, T., & Markos, S. (2016). The relationship between job satisfaction and organizational commitment in public higher education institution: The case of Arba-Minch University, Ethiopia. *International Journal of Research in Business Management*, 4(8), 2347–4572.
- Allen, N. J., & Meyer, J. P. (1990). The measurement and antecedents of affective, continuance and normative commitment to the organization. *Journal of Occupational Psychology*, 63, 1–18.
- Allida, W. (2021). The relationship between job satisfaction and organizational commitment among employees of a selected tertiary educational institution in Northwest Haiti. *East African Journal of Education and Social Sciences (EAJESS)*, 2(1), 33–40.  
<https://doi.org/10.46606/eajess2021v02i01.0063>
- Babalola, S. S. (2016). The effect of leadership style, job satisfaction and employee-supervisor relationship on job performance and organizational commitment. *Journal of Applied Business Research (JABR)*, 32(3), 935–946. <https://doi.org/10.19030/jabr.v32i3.9667>
- Bashir, B., & Gani, A. (2020). Testing the effects of job satisfaction on organizational commitment. *Journal of Management Development*, 39(4), 525–542.
- Batugal, M. L. C. (2019). Organizational Culture, Commitment and Job Satisfaction of Faculty in Private-Sectarian Higher Education Institutions (HEIs). *World Journal of Education*, 9(2), 123–135. <https://doi.org/10.5430/wje.v9n2p123>
- Batugal, M. L. C., & Tindowen, D. J. C. (2019). Influence of organizational culture on teachers' organizational commitment and job satisfaction: The case of catholic higher education institutions in the Philippines. *Universal Journal of Educational Research*, 7(11), 2432–2443. <https://doi.org/10.13189/ujer.2019.071121>
- Cahyono, Y., Novitasari, D., Sihotang, M., Aman, M., Fahlevi, M., Nadeak, M., Siahaan, M., Asbari, M., & Purwanto, A. (2020). The effect of transformational leadership dimensions on job satisfaction and organizational commitment: Case studies in private university Lecturers. *Solid State Technology*, 63(1s), 158–184.
- Candelario, L., Tindowen, D., Mendezabal, M. J., & Quilang, P. (2020). Organizational commitment and job satisfaction among government employees. *International Journal of Innovation, Creativity and Change*, 13(10), 1627–1643.
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research Methods in Education*. <http://83.136.219.140:8080/handle/123456789/679>
- Donald, M. F., Lucia, M. E., & Victor, N. M. (2016). The relationship between job satisfaction and organizational commitment among academic staff members in a selected higher education. *Journal of WEI Business and Economics-August*, 5(2).  
<https://www.researchgate.net/profile/Mmbengeni->
- Ebraze, A., Rabbanikhah, F., Manafi, F., & Moradi, R. (2019). Prediction of organizational commitment based on job satisfaction dimensions among employees of the ministry of health and medical education. *Caspian Journal of Health Research*, 4(2), 49–53.  
<https://doi.org/10.29252/cjhr.4.2.49>
- Ekhsan, M. (2019). The influence job satisfaction and organizational commitment on employee turnover intention. *Journal of Business, Management, & Accounting*, 1(1).  
<https://www.researchgate.net/profile/Muhamad->
- Ferdus, Z., & Kabir, T. (2018). Effect of job satisfaction and organizational commitment on OCB: Study on private banks in Bangladesh. *World Journal of Social Sciences*, 8(2), 57–69.
- Gay, L. R., Mills, G. E., & Airasian, P. W. (2012). *Educational research: Competencies for analysis and applications*. Pearson. <https://thuvienso.hoasen.edu.vn/handle/123456789/9427>