

# The Contribution of Job Satisfaction to Organizational Commitment: The case of Universities in Al-Gezira State – Sudan

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## ***ABSTRACT***

*This paper aims to examine the contribution of job satisfaction to the organizational commitment among faculty members at Al-Gezira state Universities in Sudan. The study employed a convergent design or parallel mixed method design. The study population was taken from the faculty members of public Al-Gezira state Universities, in which questionnaire was distributed to faculty members of the universities. Semi-structured interview was employed for qualitative data collection. A sample of (178) faculty members was selected at Gezira state Universities by stratified sampling techniques. T-tests, ANNOVA, regressions were used to test the research hypotheses. The results of the study revealed that all the dimensions of job satisfaction and the dimensions of organizational commitment are statistical significance in estimating job satisfaction's contribution to organizational commitment, and the dimensions of job satisfaction directly affect the dimensions of organizational commitment in estimating job contribution of job satisfaction to organizational commitment among faculty members at Al-Gezira Universities. Moreover, there is a statistically significant difference in job satisfaction among faculty members at Al-Gezira Universities. The study depicted that the difference appeared in pay, promotion, growth physical and environmental facility dimension. Furthermore, there is a statistical difference in organizational commitment Universities of Al-Gezira state when the general organizational commitment is considered. The study recommends for considerations of the salaries, bonuses, and material incentives obtained by faculty members and increasing them in a way that contributes to improving the level of job satisfaction and organizational commitment of faculty members.*

Keywords: *Job satisfaction, Continuance Commitment, Organizational commitment, normative commitment, Affective commitment.*

## Introduction

### 1.1 Background of the Study:

Around the globe, it is a fact that a person with a high level of job satisfaction has a positive attitude towards the job. In contrast, a person who is dissatisfied with the job has a negative attitude. When people speak of employee attitude, they usually refer to job satisfaction (Robbins & Coulter, 2004). Concerning the concept of job satisfaction and what it represents, there is a lack of consensus about and how employees' satisfaction can be assessed. Therefore, a definition of job satisfaction depends on the nature and importance of work as a universal human activity must be well-thought-out (Mullins, 2002).

Asserting job satisfaction is a complex and multidimensional notion that can mean different things to different people. Some definitions of job satisfaction that will suit the nature of the research will be presented: Job satisfaction is multidimensional, enduring, essential, and highly researched concept in the field of organizational behavior. The concept of job satisfaction is a consequence of the human relations movement, which began with the classic Hawthorne studies in the late 1920s. Job satisfaction is one of the most studied concepts in industrial and organizational psychology and the sociology of work and occupations (Mullinge, 2000).

Organizational commitment is one of the foremost goals considering the organization's efforts regarding maintaining its existence (Yavuz, 2010). Organizational commitment is the level of allegiance an employee feels for his employer (Demirel & Goc, 2013). Further, it highlighted that employees with a greater organizational commitment level and are more productive, and compatible. Also, they have more loyalty towards their work, possess more responsibility, and satisfaction resultantly cost less (Demirel & Goc, 2013).

Firestone and Rosenblum (1988) explained that performing teaching depends on satisfaction and committed faculty numbers are more productive. Devoted faculty members have a strong association with their institution, and students are committed to their subject. Teaching needs closeness to the students, occupation, and uniformity of an ethical standard. Committed teachers exhibit such an attitude that helps attain organizational goals and prefer to do at the maximum level for the growth and development of educational institutions. In recent years there has been a large diversity in organizational commitment among various occupational groups, including University faculty

Job satisfaction is essential to professors because the teaching profession is very tough responsibility. The professors cannot do their job correctly unless they are satisfied with the job (cited by the Arabian magazine for educational research, 1992). Therefore, organizational commitment is closely linked to job satisfaction. They are two sides of a single coin. They are not separated from each other, but basically, job satisfaction is the means that leads to organizational commitment (Yousaf & Mrksich 2000).

In Sudan, public and private institutions are educating society. Different universities are paying different salaries to their faculty because of workload, working relationship, pay package, ownership change, and other benefits that cause variation in the level of commitment. Minimum compensation, rising inflation, a lower scale, and grade up-gradation are the factors that cause lesser organizational commitment in the teaching profession (Evans, 1998).

Some decades ago, they considered socially the teaching profession a low prestige job in less developed countries. However, in recent years, this profession is becoming a lucrative one because of attractive packages in teaching. In Sudan, teaching institutions are divided into two broad categories, i.e., Public and Private sectors. The different environments, salary packages, workloads, and other incentives are also different from institutions to institutions and cause variation in organizational commitment (Yousaf & Mrksich 2000). This study investigates how much the degree of job satisfaction among faculty members reflected and impacted their organizational commitment in public universities of Al-Gezira state in Sudan.

## **1.2. Statement of the Problem**

Job satisfaction has been an issue of concern for many researchers because of its connection with critical aspects of organizational performance, such as turnover, absenteeism, and organizational effectiveness. Yavuz (2010) stated that organizational commitment is one of the foremost goals considering the organization's efforts regarding maintaining its existence. Demirel and Goc (2013) highlighted that employees with a greater organizational commitment level are more productive, compatible, and have more loyalty towards their work, and possess more responsibility.

Firestone and Rosenblum (1988) explained that performing teaching faculty depends on satisfaction and obligation and committed faculty numbers. Therefore, these two concepts are essential to be studied together in higher education institutions, who are educating society.

Fessehatsion and Bahta (2016) revealed that salaries and wages, promotion chances, company policies, environmental work factors affect job satisfaction for faculty members. Similarly, Evans (1998) asserted that minimum compensation, rising inflation, and a lower scale affect organizational commitment for faculty members. Taher and Ali (2012) noticed some adverse effects associated with low satisfaction and the organizational commitment of some faculty members in Sudanese universities. This includes the lack of production and weak scientific and professional development because of the absence of integrated incentives for self and professional development in most universities—there in higher education.

Another study by Azeem and Akhtar (2014) indicates that job satisfaction and organizational commitment were positively related in higher education in Sudan. Malik and Naem (2010) indicated that satisfaction with work-itself, quality of supervision, and pay satisfaction had a significant favourable influence on the organizational commitment of

faculty members. They had a high degree of organizational commitment and satisfaction with work itself, supervision, salary, co-workers, and opportunities for promotion. In the light of the above perspectives, the researcher was motivated to address job satisfaction and organizational commitment at Al-Gezira state Universities in focus.

Accordingly, the study is seeking answers to the following research questions:

1. How far does job satisfaction contribute to organizational commitment among faculty members at Al-Gezira state Universities?
2. Is there a significant difference in job satisfaction among faculty members at Al-Gezira Universities?
3. Is there a significant difference in organizational commitment among faculty members- Al-Gezira state Universities?

### **1.3. Objectives of the study**

The general objective of this study is to examine the contribution of job satisfaction to the organizational commitments among faculty members at Al-Gezira state Universities in Sudan.

## 2. Methodology

This study used a convergent design or parallel mixed method design because it permits researchers to triangulate results from the separate quantitative and qualitative components of the research, thereby allows to confirm, cross-validate, or corroborate and then merges the two sets of the results into an overall interpretation within a single study (Teddlie, & Tashakkori, 2009).

This method is the most popular model in educational research but also the one that demonstrates and fills the data gaps of the other as well (Creswell, 2012). This method is chosen because the researcher seeks to build on the strengths of both quantitative and qualitative data to perfectly address the research questions and to obtain different but complementary data on the same topic to best understand the research problem. By means of convergent design, the researchers strive to obtain different but complementary data on the same topic to best understand the research problem. It is also argued that by assessing both outcomes of a study quantitative as well as the process qualitative, we can develop a complex picture of social phenomenon (Greene, & Caracelli, 1997).

In this study, first, the quantitative data was being collected through a self-reporting questionnaire that includes nine sub-measures of job satisfaction (Pay, growth promotion Supervision, co-workers, work itself, work conditions, workload, physical environment, Autonomy). There are three components to organizational commitment (affective, continuity, and normative). Then, based on the figures in the quantitative data, qualitative information was collected through an interview in order to further interpret and explain the quantitative results related to job satisfaction and organizational commitment of faculty members.

### 2.1. Sample and Sampling Techniques

The sample of the study was taken from Al-Gezira state Universities professors (886) based on the Ministry of Higher Education and Scientific Research Sudan (Statistics 2019). A sample of the overall number of faculty members from twenty-five colleges was randomly selected. The stratified sampling techniques were used to select number of (178) faculty members from the total population (886).

**2.2. Data Collection Instruments:** In this study, the instruments to be used for collecting data are a self-reporting questionnaire for quantitative data and semi-structured interview was employed for qualitative data collection .

**2.3. Techniques of Data Analysis:** The quantitative data was be gathered through a questionnaire and are be coded by using Statistical Package for Social Sciences (SPSS) version 25 and evaluated by statistical analysis through independent samples t-test and regression. A one-sample t-test was employed to question one to examine the degree of job satisfaction and organizational commitment among faculty members at Al-Gezira University. Similarly, it was being used for questions two and three identify the level of job satisfaction among faculty members at Al-Gezira state Universities.

It has also identified the level of organizational commitment among faculty members in university at state Al-Gezira. A regression analysis was employed to question four and five to find out if there is a significant difference in job satisfaction among faculty members at Al-Gezira state Universities and if there is a significant difference in organizational commitment among faculty members at Al-Gezira state Universities. The qualitative data analysis approach (corresponding) can also be used as a triangulation and inference tool for complementary data analysis (Ismail, 2012).

## **2. Literature Review**

### **2.1. Job Satisfaction**

A general concept of job satisfaction is how much one enjoys working (Spector, 1997). Employment satisfaction was described as an appraisal of one's work (i.e., a cognitive variable), an affective reaction to one's employment, or an attitude towards one's work. There is no final definition of job satisfaction factors. In other words, there is a shortage of agreement as to what job satisfaction is and how the satisfaction of workers can be evaluated. Accordingly, before a definition of job satisfaction can be given, the nature and importance of work as a universal human activity must be well-thought-out. Mullins (2002) declared that job satisfaction is a complex and multidimensional notion, which can mean different things to different people. Robert Hoppock (1935) provided the classic description. Hoppock defined job satisfaction as any combination of psychological, physiological and environmental circumstances that cause a person truthfully to say I am satisfied with my job (Hoppock, 1935).

### **2.2. Organizational commitment**

Organizational commitment is described as a psychosomatic state that distinguishes the relationship of the person with the organization with its proposals to continue attachment to the organization. There are three "mind-sets" in the 3-D interaction model in which each explains an individual's interaction with the organization. Effective engagement refers to the understanding of the employees with the organization about the touching relation or appreciation. The dedication to continuity refers to individuals' consciousness about the cost of moving the organization to a new environment. The normative engagement is the understanding of the workers regarding their usual duty or their sense of loyalty to the organization (Khan, & Yar, 2014)

### **2.3. Dimensions of Job Satisfaction**

Perceptions of career satisfaction differ between researchers and scientists. The explanation is linked to the various principles, ideals, convictions, and centers of interest among academics to define the contextual situation circumstances (Ting, 1997) that are regarded as elements in assessing and identifying job satisfaction. Employment satisfaction has several facets and branches, affected by different factors; others are related to the job itself, while some are connected to workgroup and job climate (Borjas, 1979).

Smith, Kendall, and Hullin (1969) identified that the essence of job satisfaction could be captured by measuring five facets (dimensions) of a job-work itself, pay, promotions, co-workers, and supervision, and relationship with their workmates. They argue that of all

these job facets, the enjoyment with the job itself indicated the most excellent correlation to high job satisfaction levels.

*The Relationship between Job Satisfaction and Organizational commitment*

Several studies conducted on the nature of the relationship between organizational commitment and job satisfaction, which indicated a statistical relationship. The reasoning behind this is that employees who are pleased with their employees are more likely to stay, a good association between job satisfaction and corporate commitment (Siddiq&Tokabri, 2018).

**2.4. Sudan's Higher Education**

That Sudan's higher education sector faces many administrative and financial challenges particularly following the so-called "Higher Education Revolution" of the 1990s. Such problems include, among other factors, a growing number of universities and high demand for facilities, a growing number of students studying in these universities, and fewer teaching personnel employed (Gasim, 2010).

There is a shortage of federal funding for these colleges. Historically, the funding for higher education in Sudan came from the Government, which continued until the birth of the "higher education revolution" in 1990. In the early 1990s, a series of national conferences were held to address significant changes in Sudan's political institutions, economy, the peace process, and higher education Gasim, 2010).

A conference on higher education recommended reform to Sudan's higher education system. This reform was generally referred to as the "higher education revolution" and was designed to Arabic's, Islamise, and expands Sudanese higher education in unprecedented ways. The higher education revolution also aimed to expand the higher education in Sudan to meet its economic development needs and keep up with the growing population (Gasim, 2010).

**3. Results**

For the sake of clarity, the presentation of the results is organized according to basic questions.

. The regression method is applied to examine the contribution of job satisfaction to organizational commitment in AL-GEZIRA state Universities.

**Table.1. Contribution of job satisfaction to organizational commitment among faculty members at Al-Gezira Universities**

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.642 <sup>a</sup>	.412	.381	4.75253

a. Predictors: (Constant), WORK, PAY, WORKLOAD, PHYSI ENVI, AUTONOMY, SUPERVISION, RECOG, PROMOTION, COWORKER

The model summary shows that the R square is good (R=41%) showing that the independent variables of job satisfaction explain the dependent variable by 41%. The model is good and helps to estimate the organizational commitment.

**Table .2.Reggression Results**

**ANOVA<sup>a</sup>**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2662.699	9	295.855	13.099	.000 <sup>b</sup>
	Residual	3794.537	168	22.587		
	Total	6457.236	177			

a. Dependent Variable: 41

b. Predictors: (Constant), WORK, PAY, WORKLOAD, PHYSI ENVI, AUTONOMY, SUPERVISION, RECOG, PROMOTIO, COWORKER

In the table above, the study found that the F-value is statistically significant showing that the included variable is relevant and helpful for the estimation of the model. The regression results indicated that the dimensions of job satisfaction jointly significantly predicted the organizational commitment (F (9, 168) = 13.099; p <0.05). So, the result of ANOVA is significant. This means that the regression is significant relations and there is a relationship between job satisfaction and organizational commitment.

**Tabl .3. Job satisfaction variables Coefficients**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.153	6.107		0.844	.400
	PAY	.512	.286	.111	1.794	.075
	RECOG	.531	.258	.182	2.061	.041
	PROMOTION	.828	.244	.453	3.399	.001
	COWORKER	.029	.273	.014	.107	.915
	PHYSI ENVI.	.997	.222	.383	4.492	.000
	AUTONOMY	.446	.235	.184	1.895	.060
	SUPERVISION	.688	.110	.413	6.280	.000
	WORKLOAD	.801	.333	.278	2.403	.017
	WORK	.831	.223	.266	3.731	.000

In the regression result Table 3 above shows the differences in job satisfaction dimensions in Al-Gezira state University faculty members. According to the estimates, the study found



that there was a statistically significant difference in the Universities of AL-Gezira job satisfaction dimension in which the study found that dimensions of the Pay ( $p=0.75$ ), and Autonomy ( $p=0.06$ ) and Recognition ( $p=.041$ ) are found to affect organizational commitment positively.

The study revealed that, when the pay dimension of job satisfaction increases by one unit, organizational commitment increases by 0.51 units. The promotion and growth dimension of job satisfaction is found to be positively and statistically significant to affect the organizational commitment because the p-value is 0.001, which significant at 5% and 10%. When the dimension of Promotion and growth increases by one unit, organizational commitment decreases by 0.82. This might be due to the distribution Promotion and growth dimension in the data set.

Recognition and supervision are statistically significant at all levels of significance ( $P=0.00$ ). It indicates that supervision of job satisfaction affects organizational commitment positively and significantly. When job satisfaction in supervision increases by one unit, organizational commitment increases by 0.668. On the other side, physical & environmental facility also affects positively and significantly the organizational commitment of the universities faculties since the p-value is statistically significant at all levels of significance ( $p=0.000$ ).

When job satisfaction in physical & environmental facilities increases by one unit, organizational commitment increases by 0.99. The work itself also affects positively and statistically the organizational commitment. Similarly, a change in workload by one unit increases the organizational commitment by 0.81. The workload is also statistically significant in affecting the organizational commitment positively ( $p=0.017$ ). When workload increases by one unit organizational commitment would increase by 0.81. The only factor that doesn't affect the organizational commitment is the co-worker relationship because it is insignificant at all levels of significance ( $P=0.915$ ).

**Table.4.Degree of difference of Job satisfaction in AL-GEZIRA state Universities**

<i>Choices</i>	Al-Gezira (Prob>chi2)			Statistical difference b/n universities
	<i>Sex</i>	<i>Academic rank</i>	<i>Experiences</i>	
The Pay	<b>0.039</b>	0.004	0.737	<b>0.088</b>
Recognition	0.710 0	0.935	0.991	0.468
Promotion & Growth	0.999	0.819	0.762	0.854
Co-worker relationship	0.847 6	0.222	0.784	0.608
Physical & environment facility	0.897 4	0.843	0.981	0.239
Autonomy	0.999	0.622	0.875	0.883
Work it self	0.551 3	0.985	0.589	0.546
Work load	0.760 4	0.999	0.807	0.072
Supervision	0.668 0	0.6680	0.694	0.024
<b>Total Job satisfaction</b>	<b>0.984 0</b>	<b>0.1840</b>	<b>0.945</b>	<b>0.009</b>

Table 4 above shows the differences in job satisfaction dimensions in Al-Gezira Universities; the study used the ANOVA statistical test technique due to the fact that the factors we consider have more than two options. According to the estimate, the study found that there was a statistical difference in the faculty members of University of Gezira state job satisfaction dimension in PAY (prob> chi2 = 0.088). On the other hand, the study found that there is a distinction between males and females in the pay dimension of the University of the Gezira (probability = 0.004). However, there is no statistical difference in the salary across the different levels of academic rank and level of experience at the University because of the probability value is greater than 1%, 5%, and 10%.

It was found also that the dimension of reinforcement and growth is not significant in the Universities of Gezira state indicating that there is no statistical difference in promotion and growth in the university because the p-value is greater than 1%, 5%, and 10%. Likewise, we found that the dimension of promotion and growth is the same across

different levels of academic ranks and level of experiences in the university because the likelihood value is insignificant at 1%, 5%, and 10%.

With regard to the coworkers' relationship dimension, the study found that it was not significant in the Universities of Gezira indicating no statistical difference in the coworker relationship of the University because the p-value value is greater than 1%, 5%, and 10%. Likewise, this study found that the co-worker relationship dimension is the same across different levels of academic ranks and level of expertise in faculty members of the Universities because the likelihood value is insignificant at 1%, 5%, and 10%.

It was found that the physical and environmental facility dimension is not significant in the University of Gezira indicating that there is no statistical difference in the relationship of co-workers at the Universities of Gezira state because the p-value value is greater than 1%, 5%, and 10%. Likewise, the found that the physical and environmental attachment dimension was found to be the same across different levels of academic ranks and level of expertise in universities because the likelihood value is insignificant at 1%, 5%, and 10%.

It was found that the autonomy dimension is not important in the Universities of Gezira state indicating that there is no statistical difference in the relationship of co-workers at the universities, because the p-value value is greater than 1%, 5%, and 10%. Likewise, we found that the dimension of autonomy is present at different levels of academic ranks and levels of expertise in the Universities of Gezira because the probability value is insignificant at 1%, 5%, and 10%.

It was found that the work dimension itself is negligible at the Universities of Gezira indicating that there is no statistical difference in promotion and growth between the universities because the p-value is greater than 1%, 5%, and 10%. Likewise, we found that the same work dimension is the same across different levels of academic ranks and level of experience in university because the likelihood value is insignificant at 1%, 5%, and 10%.

On the other hand, WORKLOAD (prob> chi2 = 0.072); statistically significant, which indicates the existence of statistically significant differences in the Universities. However, we found that the workload is the same across different academic levels, experience level, and gender because the p-value is not statistically significant in Gezira University at all levels of significance, 1%, 5%, and 10%.

Likewise, we found supervision (prob> chi2 = 0.024) to be statistically significant at the Universities. This indicates that supervision differs in general at the University of Gezira. This indicates that supervision is treated equally for all workers regardless of gender, academic rank, and level of experience at AlGezira state Universities because the probability value is greater than 1%, 5%, and 10%.

**Table.5. Statistical difference of organizational Commitment at AL-GEZIRA University**

	Al-Gezira (Prob>chi2)			Statistical difference b/n universities
<i>Choices</i>	<i>Sex</i>	<i>Academic rank</i>	<i>Experiences</i>	

<b>Affective commitment</b>	0.984	0.136	0.443	0.818
<b>Continuance Commitment</b>	0.4121	0.632	0.768	0.093
<b>Normative Commitment</b>	0.996	0.119	0.594	0.674
<b>Total Organizational Commitment</b>				0.982

According to the result table above, we found that there is no statistical difference in organizational Commitment University of Gezira university's in effective and normative commitments. Because the prob > chi2 is greater than 1%, 5% and 10%. However, there is a statistical difference at 1%, 5% 1nd 10% University Continuance commitments. In general, we found that there is a statistical difference in organizational commitment University of Gezira universities when the general organizational commitment is considered (prob>chi2=0.818). This shows that affective commitment is the same for both males and females in the Universities of Gezira state. On the other side, we found that affective commitment is the same across the different academic levels and experience levels due to the P-value is greater than 1%,5%, and 10%.

When we examine the continuance commitment dimensional, we found that organizational commitment is statistically different in Al-Gezira Universities, because the p-value is statistically significant at a 5% level of significance (prob>chi2=0.093). On the other side, we found that continuance Commitment is found to be the same across gender, academic ranks, and experience level at the Universities of Al- Gezira state, because the p-value is greater than 1%,5%, and 10%.

Regarding the normative commitment, the result shows that there is an insignificant University of Gezira because the p-value = 0.92 which is statistically insignificant. On the other side, the normative commitment is the same across gender, academic ranks, and experience level in both universities.

## Discussions and major findings

This study dealt with ((178) questionnaires in the University of Al- Gezira and distributed to the study community, and all the questionnaires were filled out and then presented for analysis. Which is divided the University of Al-Gezira well as the interview contained five questions and included Twelve (12) directors. This study's analysis was based on nine aspects of job satisfaction, namely: pay, recognition, opportunities for growth and promotion, a co-worker relationship, physical environment and facilities, independence at work, work itself, workload, and supervision. On the other hand, the analysis of organizational commitment was based on three aspects. They are effective commitment, continuous commitment, and then normative commitment.

The general objective of this study is to determine the contribution of job satisfaction to the organizational commitment among faculty members at Al-Gezira University in Sudan. The first research question examined contribution of job satisfaction to organizational commitment among faculty members at Al-Gezira University. The second research question examined to what extent Statistical difference of Job satisfaction in AL-GEZIRA University.

The third research question examined Statistical difference of organizational Commitment at AL-GEZIRA University.

In the regression result we found that dimensions of supervision are statistically significant at all levels of significance ( $P= 0.00$ ). It indicates that supervision of job satisfaction affects organizational commitment positively and significantly. When job satisfaction in supervision increases by one unit, organizational commitment increases by 0.668 also The promotion and growth dimension of job satisfaction is found to be positively and statistically significant to affect the organizational commitment because the p-value is 0.001 which significant at 5% and 10%. Also The pay ( $p=0.75$ ), and autonomy ( $p=0.06$ ) are found to affect organizational commitment positively and statistically at a 5% and 10% level of significance. When the pay dimension of job satisfaction increases by one unit, organizational commitment increases by 0.51 units. Similarly, a change in workload by one unit increases the organizational commitment by 0.81. The workload is also statistically significant affecting the organizational commitment positively ( $p=0.017$ ). When workload increases by one unit organizational commitment would increase by 0.81. In general, it becomes clear from the above that all the dimensions of job satisfaction and the dimensions of organizational commitment are dimensions of statistical significance, and that the dimensions of job satisfaction directly affect the dimensions of organizational commitment, this confirms that the contribution of job satisfaction to organizational commitment at the University of Al-Gezira was a positive and more than good contribution. There are previous studies that matched results as an in the study (Al-Shihri (2013) Found Statistically significant differences in the overall organizational commitment level of Saudi university staff members that could be related to staff' tenure, academic rank, and university age. also, study by Azeem and Akhtar (2014) Showed a moderate level affect job satisfaction and organizational commitment among the respondents. They also noted that Job satisfaction facets and organizational commitment are found to be positively related.

When a technique we used the ANOVA In general, statistical significant different dimensions of job satisfaction appeared in terms of the presence of statistically significant differences and the absence of differences, this is evident in the following: According to the estimate, we found that there was a statistical difference in the University of Al-Gezira, job satisfaction dimension in PAY (prob> chi2 = 0.088). On the other hand, we found that there is a distinction between males and females in the pay dimension of the University of Al-Gezira (probability = 0.004). However, there is no statistical difference in the salary across the different levels of academic rank and level of experience at the University of Gezira because the probability value is greater than 1%, 5%, and 10%. It was found that the dimension of reinforcement and growth is not significant in the University of Gezira indicating that there is no statistical difference in promotion and growth in the university and it was found that the physical and environmental facility dimension is not significant in the University of Al-Gezira indicating It was found that the autonomy dimension is not important in the University of Al-Gezira indicating that there is no statistical difference in the relationship of co-workers at the university and On the other hand, WORKLOAD (prob> chi2 = 0.072); statistically significant, which indicates the existence of statistically significant differences in the University of Al-Gezira.

Likewise, we found supervision (prob> chi2 = 0.024) to be statistically significant at the University of Al-Gezira. This indicates that supervision differs in general. We found that there is no discrimination in supervision on the basis of gender, academic ranks, and level of experience. This indicates that supervision is treated equally for all workers regardless of gender, academic rank, and level of experience at University of Al-Gezira because the probability value is greater than 1%, 5%, and 10%.

Based on what was stated in the results that there is a significant difference in job satisfaction among faculty members at Al-Gezira University the difference appeared in the following dimensions, PAY and in promotion and growth physical and environmental facility dimension is not significant in the University of Gezira

In general, we found that there is a statistical difference in organizational commitment University of Al-Gezira university when the general organizational commitment is considered (prob>chi2=0.818). This shows that affective commitment is the same for both males and females in the University of Al-Gezira. on the other side, we found that effective commitment is

the same across the different academic levels and experience levels due to the P-value is greater than 1%,5%, and 10%.

When we examine the Continuance Commitment dimensional, we found that organizational commitment is statistically different in Al-Gezira University. Because the p-value is statistically significant at a 5% level of significance ( $\text{prob} > \chi^2 = 0.093$ ). On the other side, we found that Continuance Commitment is found to be the same across gender, academic ranks, and experience level at the University of Gezira because the p-value is greater than 1%,5%, and 10%. Regarding the normative commitment, the result shows that there is an insignificant because the p-value = 0.92 which is statistically insignificant. On the other side, the normative commitment is the same across gender, academic ranks, and experience level in both universities.

#### ***4. Conclusion and the ways forward***

The study indicated that all the dimensions of job satisfaction and the dimensions of organizational commitment are statistical significant relations, and that the dimensions of job satisfaction directly affect the dimensions of organizational commitment. It has also revealed there is a Statistical difference in job satisfaction among faculty members at Al-Gezira state Universities and the difference appeared in the dimensions of PAY. Promotion and growth, physical and environmental facility dimension is not significant in the Universities of AL- Gezira. Moreover, there is a statistical difference in organizational Commitment of Universities ofAL- Gezira when the general organizational commitment is considered. The study recommends that it is critical that concerned bodies should reconsider the salaries, bonuses, and material incentives obtained by faculty members and increasing them in a way that contributes to improving the level of job satisfaction and organizational commitment of faculty members. Moreover, attention must be paid to the physical environment and periodic maintenance in general in all university facilities in order for the effect of attention to be reflected on job satisfaction and organizational commitment.

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