

ORGANIZATIONAL COMMITMENT, JOB SATISFACTION AND PERFORMANCE: A COMPARATIVE STUDY BETWEEN SUBJECT SPECIALISTS AND LECTURERS

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Abstract

This study attempts to compare the organizational commitment, job satisfaction and performance of Subject Specialists and Lecturers. The study was comparative in nature. All the Subject Specialists of 79 government higher secondary schools and all the Lecturers of 69 government colleges of Sargodha Division were the population of the current study. Cluster stratified proportional simple random sampling technique was used to select sample. Two questionnaires were used to measure organizational commitment and job satisfaction. To determine performance, three years (2012-2014) annual results of all the government higher secondary schools and government colleges of Sargodha Division were analysed. Questionnaires were validated through expert opinion and field testing. Alpha values for Organizational Commitment Scale (OCS) and Job Satisfaction Scale (JSS) were 0.84 and 0.85 respectively. Total 515 (155 Subject Specialists and 360 Lecturers) questionnaires were distributed. Total response rate of the respondents was 86%. Response rate of Subject Specialists was 90% and Lecturers' 84%. Data were analysed using mean score, percentage and independent sample t-test. The results of the study showed that Subject specialist have higher level of organizational commitment than Lecturers. Both Subject Specialist and Lecturers have same level of job satisfaction. Performance of subject Specialists was better than Lecturers.

Keywords: Organizational commitment, job satisfaction, performance, Subject Specialists, Lecturers

1. Introduction

Teachers' organizational commitment is essential to creating a productive and long-lasting learning environment. Since they form the backbone of academic institutions, teachers' commitment and feeling of community have a big influence on both student achievements and institutional success. Key elements such leadership styles, institutional culture, innovation, and job satisfaction have been highlighted in recent research that have examined different facets of teacher organizational commitment (Biber, 2025; Riza et al., 2025).

According to research, encouraging teachers' strong dedication also improves educational institutions' overall performance, especially in higher education settings (Yue, Alias, & Hamid, 2025). Additionally, there has been an increase in interest in the connection between

organizational commitment and outside variables such service quality and sustainability in education (Al-Refaei et al., 2024). Since they form the backbone of academic institutions, teachers' commitment and feeling of community have a big influence on both student achievements and institutional success. Key elements such leadership styles, institutional culture, innovation, and job satisfaction have been highlighted in recent research that have examined different facets of teacher organizational commitment (Biber, 2025; Riza et al., 2025). According to research, encouraging teachers' strong dedication also improves educational institutions' overall performance, especially in higher education settings (Yue, Alias, & Hamid, 2025). Additionally, there has been an increase in interest in the connection between organizational commitment and outside variables such service quality and sustainability in the educational sector (Visamitanan & Assarut, 2024). For educational organizations to succeed in the long run, policies and tactics that increase teachers' commitment must be developed with an understanding of these effects.

In educational institutions, job satisfaction has a significant impact on instructors' motivation, performance, and general well-being. Teachers who are happy with their jobs are more likely to be involved, dedicated, and successful in helping students succeed. Numerous factors, such as leadership styles, organizational culture, job promotions, and self-efficacy, have been identified in recent studies as drivers of job satisfaction (Yu et al., 2025; Utomo et al., 2025). Additionally, studies indicate that the relationship between leadership and teacher performance is mediated by job satisfaction, which emphasizes the need of supportive work settings (Firmansyah, Sudadio, & Juansah, 2025). Additionally, teachers' job satisfaction and overall contribution to institutional quality are greatly influenced by their personality qualities, perceived organizational support, and job involvement (Li et al., 2025).

The interaction of leadership behaviour, work surroundings, and motivation, further teachers who are happy with their jobs are more likely to be involved, dedicated, and successful in helping students succeed. Numerous factors, such as leadership styles, organizational culture, job promotions, and self-efficacy, have been identified in recent studies as drivers of job satisfaction (Yu et al., 2025; Utomo et al., 2025). Additionally, studies indicate that the relationship between leadership and teacher performance is mediated by job satisfaction, which emphasizes the need of supportive work settings (Firmansyah, Sudadio, & Juansah, 2025). Additionally, teachers' job satisfaction and overall contribution to institutional quality are greatly influenced by their personality qualities, perceived organizational support, and job involvement (Li et al., 2025; Al-Refaei et al., 2024). The significance of developing strategies that improve job satisfaction to guarantee high-quality education is further underscored by the interaction between motivation, work environments, and leadership behaviour (Putra & Kudri, 2024; Sinaga, 2024). Understanding these factors can help educational institutions cultivate a thriving and productive teaching workforce.

Human being is the most important resource of any organization to achieve its goals. Human being in educational organizations has critical importance than any other type of organization. Because teaching learning process is related to the human beings, and it cannot be achieved without commitment and satisfaction of teachers (Yu et al., 2025; Utomo et al., 2025). Organizational commitment and Job satisfaction are widely studied factors in management literature (Allen & Meyer, 1990; Ayub & Khaleel, 2024; Harrison, King, & Wang, 2023) which are the sign of performance of employees. These factors are even more important to study in academic institutions.

2. Organizational Commitment

Organizational commitment is a widely researched area in the field of organizational behaviour. Several researchers have studied it as a variable that is related to the behaviour and performance of employees (Ayub & Khaleel, 2024; Wu, Mohammadi, & Izadpanah, 2025). Organizational commitment is the employee's attachment with and participation in the organization. Organizational commitment stands for the attachment that persons make with their organizations they work for. It means that employees are ready to work hard to achieve the organizational goals and that they have strong wish to continue as members of the organization (Saba, Iqbal, & Janjua, 2025). Organizations benefit from the commitment of its employees and their lower degree of job movement, higher level of efficiency or quality of work and lower rate of absenteeism and turnover rates (Faqiri & Mastour, 2024).

It is an attitude that reflects an employee's faithfulness towards organization and a continuing process through which members of an organization communicate their concerns related to the organization, its persistent success and welfare (Ayub & Khaleel, 2024). To expect a high level of commitment from employees, an organization is expected to show a similar or even higher level of commitment to its employees (Saba, Iqbal, & Janjua, 2025). A teacher who has a high level of commitment to his profession and school would make great hard work to make sure students' success and would be more adaptable to the goals and values of the school.

3. Types of Organizational Commitment

Meyer and Allen (1990) proposed a third distinct component of commitment i.e. normative commitment. These three types of commitment are: affective, continuance, and normative (Allen & Meyer, 1990; Canipe, 2006; Turner & Chelladurai, 2005).

3.1 Affective Commitment (AC)

Affective commitment is the employee's emotional attachment to, identification with, and participation in the organization. Affective commitment refers to a positive affection towards the organization that is reflected in a desire to see the organization succeed in its goals and a feeling of pride at being part of the organization (Cohen, 2003). The degree to which an individual is psychologically attached to an employing organization through feelings such as loyalty, affection, worth, belongingness, pleasure and so on. Affective commitment may encourage adherence to the expectations and values of organization (Meyer & Allen, 1997). Affective commitment is important to organizations because of its effect on employee retention, productivity behaviour, and well-being.

3.2 Continuance Commitment (CC)

Continuance commitment is viewed as an awareness of the costs associated with leaving the organization such as loss of prestige, status, or monetary incentives (Meyer & Allen, 1997). Continuance commitment develops because of employees' investments in their organizations. In this situation, the employee thinks that he or she has invested time and efforts and thus is obliged to stay with the organization (Demir, 2013). An employee who has continuance commitment finds it hard to quit his organization because of the fear of the unfamiliar 'opportunity cost' of parting the organization or having little or no alternatives. Employees with high level of this kind of commitment therefore continue as a member of the organization because they need it (Nagar, 2012).

3.3 Normative Commitment (NC)

According to Meyer and Allen (1997), normative commitment is a sense of responsibility of employees to continue job in a particular organization. An employee gets benefits from the employer in exchange for his or her labour. When an employee belief that his or her employer provides more benefits than he or she deserves, that beliefs or feelings increase the normative

commitment. People with higher normative commitment think that they must remain member of the organization (Meyer & Allen, 1997). Normative commitment can increase when an individual feels indebted to his organization for having invested its time and resources on him and feels responsible to repay for the benefits that he gets from the organization by putting effort into the job and staying in the job (Meyer, Allen, & Smith, 1993).

4. Organizational Commitment in Teaching

Organizational commitment provides an appropriate background to enhance quality of education and is a vital factor in schools. Concept of teachers about workplace or the environment they work in, affects their motivational level as well as institutional commitment (Hoy & Miskel, 1991). The teachers, who have commitment, maintain strong psychological relationships to their respective institutions, the subject they teach and with their students at large.

Three kinds of teachers' commitment are emphasized in schools. The first one, commitment to teaching, reveals a high psychological commitment in the name of service providers (teachers) for teaching (Li et al., 2025). The second commitment is to learners (Kushman, 1992). Teachers most likely demonstrate great commitment to students' success when they believe there is a relation between achievement and a potential development in their professional prestige and symbolic rewards they get from children, families and principals (Li et al., 2025). Finally, organizational commitment talks about commitment of employees to the organizational place of work. Such commitment in schools discloses teachers' commitment to school and identification with school values and aims (Biber, 2025; Riza et al., 2025).

4.1 Job Satisfaction

Job satisfaction expresses how happy an individual is with his / her job (Imran, Arif, Cheema, & Azeem, 2014). Job satisfaction is defined as the degree to which an individual enjoys his or her work (Li et al., 2025). Job satisfaction reflects how content employees are with the job and their reactions towards their work experiences (Berry, 1997), emotional state or reactions towards the job (Gruneberg, 1979; Landy and Conte, 2004), how positive people feel about their jobs, aspects of their job (Faqiri & Mastour, 2024) and work situations (Wu et al., 2025). Explaining importance of job satisfaction Iqbal (2010) stated that mind satisfaction is the workers' birth right, despite of race, cast, religion, and location of worksite. The performance of satisfied workers remains high as compared to less satisfied because it is an enviable aspiration of organizations (Visamitanan & Assarut, 2024). Previous studies revealed that job satisfaction may be shaped by certain organizational and individual aspects (Al-Refaei, 2024; Faqiri & Mastour, 2024; Wu et al., 2025) and it may perhaps influence many employee traits, attitudes, and behaviours in an organization (Ghazzawi, 2008).

A number of factors are that influence the work satisfaction of the teachers. Alexander, Lichtenstein, Ho, and Ullman (2005) pointed out six components of job satisfaction which are pay, autonomy, task requirements, organizational policies, interactions and professional status. Contributing factors of teachers' job satisfaction are job opportunities, leadership, adequate authority, stress, work standards and fair rewards. Job satisfaction is complex phenomenon with multi facets. It is influenced by the factors like salary, working environment, autonomy, communication, and organizational commitment (Visamitanan & Assarut, 2024).

4.2 Performance

Amin, Shah, Ayaz, and Atta (2013) stated about the teachers and performance that teachers are backbone of any educational activity. Therefore, success or failure of educational activities is dependent to their performance. Teachers' performance is linked directly to the procedure and the product of education. According to Faqiri and Mastour (2024), job performance can be

determined by the level of workers' involvement in the running of the organization. Performance means the degree to which a person performs his roles according to the certain stated standards that organization set (Putra, & Kudri, 2024). Performance is related to the effective teaching. In one sense both (performance and effective teaching) are same effective teaching is called performance of a teacher. But other sense is that effective teaching is one characteristic of performance of the teachers. Effective teaching may be a sign of the performance not a total of it (Atta & Jamil, 2012).

Amin, Shah, Ayaz, and Atta (2013) expressed the view that assessment is an important process that characterizes a system of school. Sinaga (2024) described that assessment is done to determine the existence and the degree of learning in students, for that teachers are considered responsible. Akhtar (2010) pointed out that job satisfaction affects the performance of employees and the goals of organization. Performance of satisfied employees will be excellent. Various research showed that teacher commitment is a vital predictor for teachers' work performance and the quality of education (Al-Refaei et al., 2024).

The main purpose of the study was to determine and compare the job satisfaction level, organizational commitment level and performance of Subject Specialists and Lecturers working in Government Higher Secondary Schools and Government Colleges respectively in Sargodha Division of Punjab. Keeping in view the purposes of the study, six hypotheses and three research questions were investigated.

5. Research Questions

- i. What is the performance of Subject Specialists and Lecturers?
- ii. What is the performance of male Subject Specialists and male Lecturers?
- iii. What is the performance of female Subject Specialists and female Lecturers?

6. Hypotheses

- H₀₁: There is no significant difference between the level of organizational commitment of Subject Specialists and Lecturers.
- H₀₂: There is no significant difference between the level of organizational commitment of male Subject Specialists and male Lecturers.
- H₀₃: There is no significant difference between the level of organizational commitment of female Subject Specialists and female Lecturers.
- H₀₄: There is no significant difference between the level of job satisfaction of Subject Specialists and Lecturers.
- H₀₅: There is no significant difference between the level of job satisfaction of male Subject Specialists and male Lecturers.
- H₀₆: There is no significant difference between the level of job satisfaction of female Subject Specialists and female Lecturers.

7. Methodology

Good research depends upon the strategy adopted by the researcher (Sadiq, 2015). A comparative design was used for this study. There were two types of populations for the current study, (i) Subject Specialists working in all the 79 government higher secondary schools and (ii) Lecturers working in all the 69 government colleges of Sargodha division. Cluster stratified proportional simple random sampling technique was used in this study. Researcher considered each district of Sargodha Division as a cluster. The population of the study in each cluster was in two strata, i) Subject Specialists working in Government Higher Secondary Schools, ii) Lecturers working in Government Colleges. From each cluster (district) 40% (32) Government Higher Secondary Schools and (28) Government Colleges were selected as sample, randomly and proportionally. Annual three years (2012-2014) results of intermediate level of all the 79

government higher secondary schools and all the 69 government colleges of Sargodha Division were analysed to decide and compare the performance of Subject Specialists and Lecturers. Two instruments were developed to measure organizational commitment and job satisfaction.

- i. Organizational Commitment Scale (OCS)
- ii. Job Satisfaction Scale (JSS)

Organizational commitment scale consists of 25 items of three factors (Value Commitment, Effort commitment and Retention Commitment). Job satisfaction scale consists of 48 items of six factors (Principal's Behaviour, Salary, Working Environment, Work Itself, Colleagues' Behaviour and Promotion). Each item of both instruments was to be rated on 5-point Likert scale. Validation of the instruments was done through expert opinion and field testing. Values of reliability coefficient Cronbach Alpha were found out. Alpha values for Organizational Commitment Scale (OCS) and Job Satisfaction Scale (JSS) were 0.84 and 0.85 respectively.

A total of 515 (155 Subject Specialists and 360 Lecturers) questionnaires were distributed. The researcher received 443 questionnaires successfully which consist of 140 Subject Specialists and 303 Lecturers. Thus, total response rate of the respondents was 86%. Response rate of Subject Specialists was 90% and Lecturers' 84%. It is highly acceptable according to Iarossi (2006) that in self-approach administration of questionnaires or face to face approach, 80-85% return rate is good. Collected data were analysed by using different statistical techniques like mean score, percentage and independent sample t-test by using software SPSS version 20.

8. Results

Table 1

Comparison of Organizational Commitment Level between Overall Subject Specialists and Lecturers, Male Subject Specialists and Male Lecturers, Female Subject Specialists and Female Lecturers

	Designation	N	Mean	SD	df	t-value	p-value
Overall	Lecturers	303	3.34	.76	441	-5.85	.000*
	Subject Specialists	140	3.77	.59			
Male	Lecturers	160	3.31	.76	242	-4.38	.000*
	Subject Specialists	84	3.73	.59			
Female	Lecturers	143	3.37	.78	197	-3.948	.000*
	Subject Specialists	56	3.82	.59			

*Significant at $\alpha < .05$

Table 1 shows that there is a significant difference between Lecturers' and Subject Specialists' organizational commitment level as shown by the value of $t = -5.85$ ($p = .000 < .05$). Hence, the null hypothesis (H_{01}), "there is no significant difference between the level of organizational commitment of Subject Specialists and Lecturers" was rejected. Organizational commitment level of Subject Specialists was higher than Lecturers with mean score 3.77 and 3.34 respectively. Similarly, the null hypothesis (H_{02}), "there is no significant difference between the level of organizational commitment of male Subject Specialists and male Lecturers" was also rejected as value of $t = -5.85$ ($p = .000 < .05$). So, organizational commitment level of male Subject Specialists was higher than male Lecturers with mean score 3.73 and 3.31 respectively. In the same way the null hypothesis (H_{03}), "there is no significant difference between the level of organizational commitment of female Subject Specialists and female Lecturers" was rejected

as value of $t = -3.948$ ($p = .000 < .05$). Therefore, organizational commitment level of female Subject Specialists was higher than female Lecturers with mean score 3.82 and 3.37 respectively.

Table 2

Comparison of Job Satisfaction Level between Overall Subject Specialists and Lecturers, Male Subject Specialists and Male Lecturers, Female Subject Specialists and Female Lecturers

	Designation	N	Mean	SD	Df	t-value	p-value
Overall	Lecturers	303	3.53	0.38	441	-.236	.814
	Subject Specialists	140	3.54	0.43			
Male	Lecturers	160	3.52	0.38	242	.244	.808
	Subject Specialists	84	3.51	0.43			
Female	Lecturers	143	3.55	0.38	197	-.779	.437
	Subject Specialists	56	3.60	0.42			

*Significant at $\alpha < .05$

Table 2 indicates that the difference in the level of job satisfaction between Lecturers and Subject Specialists is statistically insignificant as shown by the value of $t = -.236$ ($p = .814 > .05$). This means that the null hypothesis (H_{04}), “there is no significant difference between the level of job satisfaction of Subject Specialists and Lecturers” was failed to reject. It can be concluded that Lecturers and Subject Specialists with mean scores 3.53 and 3.54 have the same level of job satisfaction respectively. Similarly, the null hypothesis (H_{05}), “there is no significant difference between the level of job satisfaction of male Subject Specialists and male Lecturers” was failed to reject as $t = .244$ ($p = .808 > .05$). It can be concluded that male Lecturers and Subject Specialists with Mean = 3.52 and 3.51 have the same level of job satisfaction respectively. Likewise, the null hypothesis (H_{06}), “there is no significant difference between the level of job satisfaction of female Subject Specialists and female Lecturers” was failed to reject as $t = -.779$ ($p = .437 > .05$). It can be concluded that female Lecturers and Subject Specialists with mean scores 3.55 and 3.60 have the same level of job satisfaction respectively.

Table 3

Comparison of Three Years Annual Results of Intermediate Level of Overall Specialists and Lecturers, Male Subject Specialists and Male Lecturers, Female Subject Specialists and Female Lecturers

	Designation	Pass % 2012	Pass % 2013	Pass % 2014	Three Years Mean Score
Overall	Lecturers	53.08	61.34	59.65	58.02
	Subject Specialists	55.02	56.92	64.41	58.78
Male	Lecturers	43.52	51.89	48.72	48.04
	Subject Specialists	42.84	43.60	55.29	47.24
Female	Lecturers	62.65	70.78	70.59	68.01

Subject Specialists	67.20	70.23	73.54	70.32
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Table 3 reveals that in 2012, Subject Specialists' results (55.02%) were better than Lecturers' results (53.08%). In 2013, Lecturers' results (61.34%) were better as compared to Subject Specialists' results (56.92%). In 2014, Subject Specialists' results (64.41%) were better than Lecturers' results (59.65%). Overall, three years result mean 58.78% of Subject Specialists was better than Lecturers' 58.02%. Similarly, in 2012, male Lecturers' results (43.52%) were better than male Subject Specialists' results (42.84%). In 2013 male Lecturers' results (51.89%) were better than male Subject Specialists' results (43.60%). In 2014, male Subject Specialists' results (55.29%) were better than male Lecturers' results (48.72%). Overall, three years result mean 48.04% of male Lecturers was better than male Subject Specialists' 47.24%. In the same way in 2012, female Subject Specialists' results (67.20%) were better than female Lecturers' results (62.65%). In 2013, female Lecturers' results (70.78%) were better as compared to female Subject Specialists' results (70.23%). In 2014, female Subject Specialists' results (73.54%) were better than female Lecturers' results (70.59%). Overall, three years result mean 70.32% of female Subject Specialists was better than female Lecturers' 68.01%.

9. Discussion and Conclusions

The main purpose of this study was to determine and compare the organizational commitment, job satisfaction and performance of Subject specialists and Lecturers. Findings of the study show that Subject Specialists have higher level of organizational commitment as compared to Lecturers which is contrary to the findings of Rauf (2012). Both male and female Subject Specialists have higher level of organizational commitment as compared to male and female Lecturers.

Both Subject Specialists and Lecturers have same level of job satisfaction whereas Rauf (2012) find out in his study that Lecturers have higher level of job satisfaction as compared to Subject Specialists. Male and female Subject Specialists and male and female Lecturers have the same level of job satisfaction. Performance of Subject Specialists was better than Lecturers, though the difference is minor. Performance of male Lecturers was better than male Subject Specialists whereas performance of female Lecturers was better than Female Lecturers.

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