

THE INFLUENCE OF ORGANIZATIONAL COMMITMENT AND EMPLOYEE ENGAGEMENT ON JOB SATISFACTION AMONG LECTURERS

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Abstract. Job satisfaction is a critical component in motivating employees and is fundamentally associated with an organization's success. This commitment is crucial for maintaining a stable workforce and ensuring continuity in achieving organizational objectives, particularly in the context of educational institutions where faculty engagement directly impacts student outcomes. Employees who feel committed to their organization are more likely to take initiative, contribute to a collaborative work environment, and support organizational goals. Thus, this study examines the relationships between organisational commitment, employee engagement, and job satisfaction among lecturers at private universities in Malaysia. Regarding the methodology, this study applied a quantitative approach. This study employed questionnaires to gather data from lecturers in selected private universities. Descriptive and inferential statistics revealed significant correlations between organisational commitment, engagement, and job satisfaction. The findings indicate that higher levels of commitment and engagement are associated with greater job satisfaction, highlighting the importance of fostering these factors to enhance employee retention and institutional success. This research provides valuable insights for educational institutions aiming to create supportive environments that foster lecturer commitment and engagement. The implications point to the need for policies that promote organisational loyalty and actively engage lecturers, potentially benefiting both educational outcomes and institutional success.

Keywords: *organisational commitment, employee engagement, job satisfaction, lecturers, private universities*

Introduction

Job satisfaction is a critical component in motivating employees and is fundamentally linked to an organization's overall success (Sypniewska et al., 2023). Employees who are satisfied with their jobs are more likely to exhibit positive behaviors, such as higher productivity and commitment to their roles. Conversely, job dissatisfaction can lead to disengagement, absenteeism, and other negative workplace behaviors, such as increased turnover and poor performance (Dziuba et al., 2020). As organizations strive to achieve their goals and improve their performance, understanding the factors that contribute to job satisfaction becomes increasingly important. A motivated workforce not only enhances individual productivity but also fosters a more positive organizational culture. One of the key elements influencing job satisfaction is organizational commitment, which reflects an employee's emotional attachment to, identification with, and involvement in the organization. High levels of organizational commitment are associated with lower turnover rates and increased employee engagement, thereby enhancing job satisfaction (Kmieciak, 2022). Employees who feel committed to their organization are more likely to take initiative, contribute to a collaborative work environment, and support organizational goals. This commitment is crucial for maintaining a stable workforce and ensuring continuity in achieving

organizational objectives, particularly in the context of educational institutions where faculty engagement directly impacts student outcomes.

In the Malaysian context, recent research highlights the importance of flexible working hours and work-life balance as significant factors contributing to job satisfaction (Ida, 2020). Many Malaysian employees expressed a desire for improved work conditions, particularly in terms of compensation and supportive management practices. While a substantial percentage of respondents reported being satisfied with their jobs, there remains a notable group that sees room for improvement. This underscores the necessity for organizations to actively engage with their employees, listen to their concerns, and implement changes that can enhance their job satisfaction and overall well-being. This research aims to examine the relationships between organizational commitment, employee engagement, and job satisfaction specifically among lecturers in private universities. It hypothesizes that both organizational commitment and employee engagement positively influence job satisfaction among lecturers. By addressing this gap in the existing literature, the findings of this study can offer valuable insights for educational leaders and human resource practitioners. Understanding these relationships can inform the development of targeted strategies to enhance lecturer well-being, improve workplace conditions, and ultimately contribute to better educational outcomes for students. The implications of this research extend beyond individual satisfaction, potentially influencing the overall effectiveness and sustainability of the private education sector in Malaysia.

Literature review

The relationship between organisational commitment and job satisfaction

Previous studies on the relationship between organisational commitment and job satisfaction have mostly indicated a positive link between the two variables, though some discrepancies are noted. Syardiansah et al. (2024) found that both commitment and satisfaction positively influence employee performance, while a positive organisational atmosphere resulting from mutual commitment. Further, Rasyiddin and Siahaan (2022) demonstrated that organisational culture and motivation influence job satisfaction and commitment, though job satisfaction alone did not affect organisational commitment. This supported by Wua et al. (2022) by showing organisational culture's impact on job satisfaction, performance, and commitment. Other studies, like Bashir and Gani (2020), emphasized job satisfaction's role in shaping organisational commitment, especially among university teachers. Mohapatra et al. (2019) also reported a strong positive relationship between organisational commitment and job satisfaction. Dalkrani and Dimitriadis (2018) revealed that job characteristics and work environment are primary factors in fostering commitment in Greek employees, while Badu et al. (2018) supported the role of organisational culture in enhancing satisfaction and commitment.

The relationship between employee engagement and job satisfaction

Recent studies have increasingly highlighted the critical role of employee engagement in influencing job satisfaction and performance. Hidayat (2023) found that both engagement and the workplace environment significantly affect job satisfaction. Similarly, Tahir (2023) showed that engagement is a key link to employee performance, supported by a review of thirteen previous studies. Noercahyo et al. (2021) suggested

that engagement positively affects job satisfaction but not organisational performance. Ali and Anwar (2021) emphasized that engagement reflects a positive workplace attitude and commitment, noting the role of challenges in increasing engagement. Ramadhany et al. (2020) found that job satisfaction fuels engagement, which in turn boosts performance. Additionally, studies by Fidyah and Setiawati (2020) reported a strong link between a positive work environment, engagement, and business outcomes, emphasizing that embedding engagement in organisational culture promotes productivity. Arifin et al. (2019) further advocated for employee involvement in job satisfaction initiatives to strengthen engagement, and Djoemadi et al. (2019) showed that job satisfaction drives engagement, particularly in telecom sectors.

The relationship of organisational commitment and employee engagement on job satisfaction

Recent research underscores the importance of employee engagement in boosting organisational performance and commitment. Mansor et al. (2023) found a strong positive link between engagement and organisational performance. Ahakwa et al. (2021), in a study of 700 bank employees in Ghana, discovered that job satisfaction enhances the relationship between engagement and organisational commitment. However, Sutiye et al. (2020) observed that, while job satisfaction does not significantly impact organisational commitment among banking employees in Padang, engagement does play a vital role in strengthening their commitment (*Figure 1*).

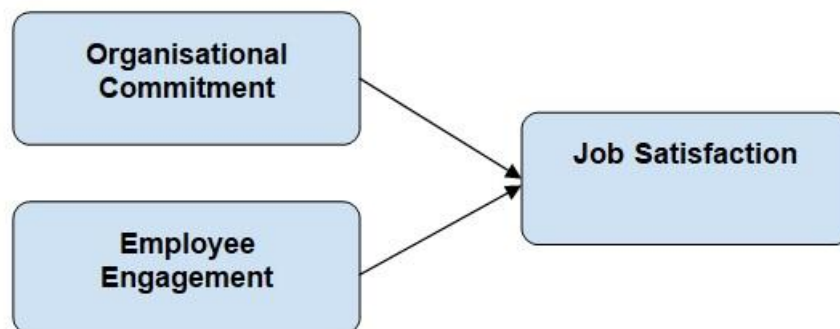


Figure 1. Conceptual framework research.

Materials and Methods

This study employs a quantitative research design to explore the relationships between organizational commitment, employee engagement, and job satisfaction among private university lecturers in Malaysia. Quantitative research focuses on collecting and analyzing numerical data to identify patterns and make predictions (Bhandari, 2023). It utilizes methodologies incorporating statistical analyses such as hypothesis testing and questionnaires with limited predetermined responses. A cross-sectional study design is utilized, allowing for the collection of data from a population at a single point in time, which is cost-effective and straightforward, providing valuable preliminary evidence for further research (Capili, 2021; Wang and Cheng, 2020). The sampling method employed in this research involved selecting a portion of the population using a non-probability technique, specifically convenience sampling. This method focuses on participants who are readily available within the organization (Golzar et al., 2022). The

targeted respondents were lecturers from private universities, primarily located in Kuala Lumpur and Selangor, representing a high density of such institutions. The sample consisted of Malaysian lecturers aged 23 years and older, ensuring that the insights gathered reflect the experiences of individuals actively engaged in private higher education (Rathakrishnan et al., 2016). According to the Krejcie and Morgan table, a sample size of 379 was determined to be appropriate for this study. However, only 116 responses were received due to some limitations.

The research procedure commenced with a literature review to identify gaps related to organizational commitment, employee engagement, and job satisfaction. Following this, a conceptual framework was developed, drawing on theories such as Herzberg's Hygiene-Motivator Theory. A meticulously designed questionnaire was created using Google Forms to facilitate data collection, incorporating demographic questions and items measuring the key study variables on a 5-point Likert scale. The validity and reliability of the instruments were confirmed through a pilot study involving 42 respondents, yielding Cronbachs alpha values exceeding the acceptable threshold of 0.70 for all scales (Taherdoost, 2022). The self-administered questionnaire enabled efficient data collection, with subsequent analysis conducted using SPSS software to assess the relationships among the variables.

Results and Discussion

Descriptive analysis

Descriptive analysis is conducted to summarize and describe the basic features of the data in a study, providing an overview of the dataset through measures such as frequencies, percentages, means, and standard deviations (Washington et al., 2020). In this study, the researcher only focused on frequencies and percentages for demographic details such as gender, ethnicity, age, and years of working experience. Frequencies and percentages show how many participants fall into each category and the proportion they represent. *Table 1* displays the characteristics of the lecturers participating in the study. The gender distribution is nearly balanced, with 50.9% with (N=57) male lecturers and 49.1% female lecturers with N=59, offering a well-rounded perspective from both genders within the sample. Next is the distribution of respondents by ethnicity. The table shown the highest respondents was represented by malay, (N=71) with percentage of 61.2%, followed by chinese, (N=20) with percentage of 17.2%, followed by indian (N=17) with percentage of 14.7% and last but not least followed by others (N=8) with percentage 6.9%. The distribution of respondents by age is shown in table 4.3.3 for age group. The table shown the highest respondents was represented by age group 23-28 years old, (N=31) with percentage 26.7%, followed by age group 35-40 years old, (N=30) with percentage 25.9%, followed by age group 41-46 years old, (N=23) with percentage 19.8%, followed by age group 29-34 years old, (N=19) with percentage 16.4%, followed by age group 53-58 years old, (N=7) with percentage 6.0%, followed by age group 47-52 years old, (N=4) with percentage 3.4% and last but not least followed by age group 59-64, (N=2) with percentage 1.7%. In terms of work experience, the distribution of respondents by years of work experience is shown in *Table 1*. The table showed the highest respondent was represented by 1-5 years, (N=38) with percentage 32.8%, followed by 11-15 years (N=30) with percentage 25.9%, followed by 6-10 years, (N=21) with percentage 18.1%, followed by both 16-20 years

(N=10) with percentage 8.6% and 26-30 years (N=10) with percentage 8.6%, and last is 21-25 years (N=7) with percentage 6.0%.

Table 1. *The demographic information of lecturers in private universities.*

Category	Frequency (N)	Percentage (%)
Gender		
Male	57	50.9
Female	59	49.1
Ethnicity		
Malay	71	61.2
Chinese	20	17.2
Indian	17	14.7
Others	8	6.9
Age		
23-28	31	26.7
29-34	19	16.4
35-40	30	25.9
41-46	23	19.8
47-52	4	3.4
53-58	7	6.0
59-64	2	1.7
Years of work experience		
1-5	38	32.8
6-10	21	18.1
11-15	30	25.9
16-20	10	8.6
21-25	7	6.0
26-30	10	8.6

Inferential analysis

The relationship of organisational commitment and employee engagement on job satisfaction among lecturers in private university

Table 2 shows this finding is statistically significant because the sig. (2-tailed) value is less than .05 ($p < .001$). There is a strong positive correlation ($r = .854$, $n = 116$) between organizational commitment and job satisfaction among private university lecturers in Malaysia. It can be concluded that H1 is accepted, organisational commitment has positive relationship between job satisfaction among private university lecturers in Malaysia. Besides, there is also a strong positive correlation ($r = .890$, $n = 116$) between employee engagement and job satisfaction among private university lectures in Malaysia. It can be concluded that H2 is accepted, employee engagement has positive relationship between job satisfaction among private university lecturers.

Table 2. *Pearson correlation between organizational commitment, employee engagement, and job satisfaction among private university lecturers.*

Category		Organizational commitment	Employee engagement	Job satisfaction
Organizational commitment	Pearson correlation	1	.830**	.854**
	Sig. (2-tailed)		.000	.000
	N	116	116	116
Employee engamenet	Pearson correlation	.830**	1	.890**
	Sig. (2-tailed)	.000		.000

	N	116	116	116
Job satisfaction	Pearson correlation	.854**	.890**	1
	Sig. (2-tailed)	.000	.000	
	N	116	116	116

Research has consistently shown that organizational commitment is strongly linked to job satisfaction among private university lecturers. Lecturers who feel secure and valued by their institutions tend to report higher satisfaction levels due to reduced job-related stress and anxiety (Ali and Anwar, 2021; Jenkins and Paul Thomlinson, 1992). A strong alignment between personal values and organizational goals further deepens this commitment. When lecturers share similar values with their institutions, they are more likely to experience a sense of purpose and fulfillment, positively impacting job satisfaction (Akdere and Egan, 2020). Additionally, lecturers who are emotionally attached to their organizations demonstrate greater loyalty and positivity toward their roles, which enhances job satisfaction. This emotional engagement fosters a supportive work culture, allowing lecturers to build trusting relationships with their colleagues, which has a positive impact on morale and creates a more fulfilling work environment (Farrukh et al., 2020). A supportive workplace culture also improves work-life balance, further contributing to overall satisfaction. This reinforces a culture of mutual respect and trust, which has been identified as a key contributor to job satisfaction. Employee engagement is another significant factor in enhancing job satisfaction among lecturers. Highly engaged lecturers demonstrate stronger job involvement and motivation, experiencing a sense of purpose and fulfillment that boosts satisfaction (Hoxha and Ramadani, 2024). Engaged lecturers also benefit from recognition and development opportunities, which reinforce their sense of accomplishment and progress. A positive work-life balance is often an outcome of engagement, as organizations that engage their employees provide more flexibility and support, reducing burnout and fostering a satisfying work environment (Latiep, 2023).

This study faces several limitations that may affect its outcomes and generalizability. A primary limitation is the sample size; although the Krejcie and Morgan table indicated a necessary sample size of 379, only 116 responses were received. This smaller sample may reduce the ability to detect significant relationships between variables and undermine the applicability of findings to the broader population. Additionally, the research was conducted within a restricted time frame of 14 weeks, which limited the ability to conduct extensive outreach and follow-up with potential respondents, likely contributing to the lower response rate. Lastly, the online distribution method via Google Forms and messaging platforms like WhatsApp and Telegram resulted in issues such as message ignorance, as questionnaires sent in group chats were often overlooked amidst a high volume of messages. This combination of factors may hinder the reliability of the study's conclusions and its applicability to the wider context. Future research should consider broadening the scope of the study by examining organizational commitment, employee engagement, and job satisfaction in countries with distinct work cultures, as cultural differences significantly influence lecturers' perceptions and behaviors (Hofstede et al., 2014). Investigating these constructs in collectivist cultures, such as Japan or South Korea, could uncover unique dynamics that differ from those in Malaysian private universities, thereby enriching the understanding of these relationships and informing culturally tailored engagement strategies. Additionally, employing a mixed-methods approach that combines quantitative surveys with qualitative methods, such as interviews or focus groups,

would provide a deeper insight into the complex interactions between these variables and reveal underlying motivations for engagement and satisfaction (Johnson, 2024). Finally, the study's findings can guide policymakers and employers in developing initiatives to enhance job satisfaction, such as implementing flexible work arrangements, promoting professional development, and creating supportive workplace cultures (Osborne and Hammoud, 2017). By aligning institutional practices with the insights gained from this research, organizations can better meet lecturers' needs, ultimately fostering higher levels of engagement and satisfaction.

Conclusion

This study explored the relationships between organizational commitment, employee engagement, and job satisfaction among private university lecturers in Malaysia, revealing significant correlations among these factors. The findings suggest that lecturers with high organizational commitment experience greater job satisfaction, primarily due to the job stability and supportive work environment that foster a sense of purpose and emotional attachment to their institution (Kim, 2022; Ali and Anwar, 2021). Additionally, employee engagement emerged as a key contributor to job satisfaction, as engaged lecturers demonstrate higher motivation and stronger connections to their work, which enhances their fulfillment (Hoxha and Ramadani, 2024). The positive social dynamics fostered by engagement, including collaboration and recognition, further reinforce overall satisfaction (Shuck et al., 2011). In conclusion, prioritizing organizational commitment and employee engagement can lead to a more motivated and satisfied workforce in private universities, ultimately benefiting the quality of education.

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Conflict of interest

The authors declare no conflict of interest regarding the research conducted.

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