

The relationship between organizational loyalty and job satisfaction with the educational performance of secondary school teachers in Baghdad in Iraq in 2022

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ABSTRACT

The study aimed to investigate the relationship between organizational loyalty, job satisfaction, and educational performance of secondary school teachers in Baghdad, Iraq, in 2022. The research methodology was descriptive-correlational. The statistical population included 715 secondary school teachers in Baghdad, and the sample size was 250, selected using Cochran's formula and simple random sampling. Data were collected using three questionnaires: educational performance (Rabiei Mandjin & Qolizadeh Nargesi, 2015), job satisfaction by Smith, Kendall, and Hallin (1969), and organizational loyalty by Ali and Al-Kazemi (2007), with reliabilities of 0.74, 0.78, and 0.83, respectively. Descriptive and inferential statistics (Pearson correlation and multivariate regression) were used for data analysis. The results showed a positive and significant relationship (0.700) between organizational loyalty and educational performance, and a significant relationship (0.650) between job satisfaction and educational performance of secondary school teachers in Baghdad (Sargolzaei et al., 2018). Organizational loyalty and job satisfaction had the greatest impact on educational performance (Khan et al., 2015), indicating the need to improve job satisfaction and loyalty to enhance teachers' performance.

KEYWORDS: organizational loyalty, job satisfaction, educational performance.

INTRODUCTION

The educational system is one of the main pillars in any society, whose employees and practitioners play an essential role in directing the society towards construction and sustainable development. Teachers are among the most important determining factors in the correct movement of these organizations towards educational goals, as the main (key) human resources in educational systems (human resources), the most important determining factor in the correct movement of the organization towards organizational goals (Shafiq Eski & Sajjadpour, 2015). They will play an irreplaceable role in the survival of the organization through the emergence of their behaviors and functions (Khaef Elahi et al., 2016).

The performance of teachers is very important as the most important and effective factor in schools, because the low level of job performance of employees in any organization will cause irreparable damage to the continuation of the organization's activities. For this reason, various organizations make a lot of investments to improve the quality of their employees' performance (Arshadi & Piriaei, 2013). The success or failure of an organization depends on the job performance of people. Job performance is defined as the amount of tasks assigned to each person in their job (Mohammadi et al., 2015).

BACKGROUND AND CONTEXT

The educational system is a crucial pillar in any society, and its employees play an essential role in directing society towards sustainable development (Danshorian et al., 2012). Teachers, as the main human resources in educational systems, are the most important determining factor in the organization's movement towards its goals. Their performance directly impacts the survival and success of the organization (Khaef Elahi et al., 2016).

With the growth of information technology and the knowledge-based economy, all organizations, including
Acta Sci., 25(4), 2024
DOI: [10.27030/ASCI.25.4.AS13](https://doi.org/10.27030/ASCI.25.4.AS13)

education, are faced with a complex and global environment that seeks dynamism and increases the development and strengthening of their internal skills through the organization's knowledge bases and intellectual capital management. They are using them to achieve better performance in today's competitive world. As human capitals that are considered the most important assets of schools, teachers show their best performance through the amount of knowledge and the ability to transfer this knowledge to their students (relational capital) and this is important only by strengthening the elements of intellectual capital (Qezel et al., 2012).

PROBLEM STATEMENT

The performance of teachers is vital as the most effective factor in schools, as low job performance can cause irreparable damage to the organization's activities (Arshadi & Piriaei, 2013). Therefore, various organizations invest significantly to improve their employees' performance quality. The success or failure of an organization depends on the job performance of its people (Mohammadi et al., 2015).

If job performance is a set of behavioral and functional patterns including knowledge, skill, management competence, conscience and perceptive abilities in the work environment, it is a definition that includes both the concept of work behavior (activity to do work) and the concept of achieving work goals (work result) (Zino, 2019). Teachers' job performance is also the level of productivity resulting from their teaching skills (teaching job), including services (educational, upbringing, training) and knowledge production (Kobendrant et al., 2013).

Studies have shown that many individual and organizational factors can be effective in increasing employees' job performance and their adherence to the organization (Masadeh et al., 2017). Organizational loyalty is one of the important and necessary factors related to employees' performance in any organization, including education, because loyalty in the organization is a work-related attitude to create effective and beneficial performance (Sargolzaei et al., 2018).

RESEARCH OBJECTIVES AND QUESTIONS/HYPOTHESES

The main objective of this study was to determine the relationship between organizational loyalty and job satisfaction with the educational performance of secondary school teachers in Baghdad, Iraq.

The main hypothesis was that there is a relationship between organizational loyalty and job satisfaction with the educational performance of secondary school teachers in Baghdad, Iraq.

The sub-objectives were:

- Determining the relationship between organizational loyalty and the educational performance of secondary school teachers in Baghdad, Iraq.
- Determining the relationship between job satisfaction and educational performance of secondary school teachers in Baghdad, Iraq.

The sub-hypotheses were:

- 1) There is a relationship between organizational loyalty and the educational performance of secondary school teachers in Baghdad, Iraq.
- 2) There is a relationship between job satisfaction and the educational performance of secondary school teachers in Baghdad, Iraq.

Organizational loyalty means using all employees' power to achieve the organization's goals, taking responsibility, doing work enthusiastically, making extra effort, coordinating with changes, and establishing effective communication between employees (Broumand, 2016). Job satisfaction indicates the desire for job conditions and components, including the circumstances in which the job is performed and the reward received (Porter, 1999).

CONCEPTUAL FRAMEWORK:

The conceptual framework of this research is based on the relationship between organizational loyalty, job satisfaction, and teacher performance. The key variables include organizational loyalty, job satisfaction, and teacher performance. Organizational loyalty refers to the employee's attachment and commitment to the organization, including their belief in the organization's values, willingness to exert effort for the organization, and desire to remain a member of the organization. Job satisfaction encompasses an employee's positive emotional state resulting from their evaluation of their job experiences. Teacher performance relates to the behaviors and actions that teachers engage in to achieve educational goals and contribute to the overall effectiveness of the school. The conceptual framework suggests that organizational loyalty and job satisfaction are important factors that can influence and predict teacher performance.

THEORETICAL FRAMEWORK:

The theoretical foundation of this research draws from several well-established theories. The individual performance system theory by Fisher (1997) suggests that an employee's performance is part of a system involving data, output, consequences, feedback, knowledge/skills, and individual capacity. The expectancy theory by Vroom (Nazari Alam Abadi, 2011; Morehdoggriffin, translated by Alwani and Mimarzadeh, 2016) emphasizes that motivation depends on the perceived likelihood of effort leading to performance, and performance leading to desired outcomes. The equity theory by Adams (Ahmadi, 2015) posits that people's behavior is influenced by their perception of fairness in the effort-reward relationship. The goal-setting theory by Locke (Selajegha, 2014) highlights the importance of clear, specific, and challenging goals in driving performance.

ORGANIZATIONAL LOYALTY THEORIES:

Several theories have been proposed to explain organizational loyalty. The three-component model by Allen and Meyer (1997) conceptualizes organizational loyalty as having emotional, normative, and continuance components. Rachel's (2009) model focuses on employees' desire to continue cooperating with the organization, willingness to do extra work, sense of belonging, and acceptance of additional responsibilities. Inson et al.'s (2013) model identifies five key aspects of employee loyalty: commitment to managers and the organization, working conditions, components and prestige of the organization, personal benefits, and career development.

Job satisfaction theories:

Theories of job satisfaction provide a framework for understanding the factors that contribute to an employee's positive emotional state toward their job. Herzberg's two-factor theory (Porter, 1988; Wolff, 1990) distinguishes between motivating factors and hygiene factors. Locke's value-percept theory (Lake, 2000) suggests that job satisfaction results from the perceived discrepancy between what an employee values and what they experience in their job. The dispositional approach (Dave, 1990) argues that job satisfaction is largely determined by an individual's personality traits and dispositions.

Teacher performance theories:

Theories of teacher performance emphasize the various factors that can influence a teacher's effectiveness in the classroom and contribution to the school's overall goals. Campbell's (1990) multi-factor model of job performance includes dimensions such as job-specific skills, general task proficiency, written and oral communication, and leadership. The transformational leadership theory (Macbeth, 2003) highlights the importance of school leaders in empowering teachers, fostering a positive school culture, and creating an environment conducive to teacher growth and development. Bandura's social cognitive theory (Shibani, 2016) suggests that teacher self-efficacy is a key determinant of their performance.

Previous studies:

The review of existing research on the topics of organizational loyalty, job satisfaction, and teacher performance provides valuable insights. Studies have found positive relationships between organizational loyalty and employee performance (Tomic et al., 2018; Murali et al., 2017), as well as the mediating role of

loyalty in the link between empowerment and performance (Al-Idnat & Al-Hamda, 2018). Research has also demonstrated the influence of factors like professional competence, productivity, and decision-making styles on teacher job satisfaction and performance (Wahya et al., 2018; Dinkir & Osman, 2015; Bedarkar & Pandita, 2014).

METHODOLOGY

Research Design

The current research is descriptive-correlative in terms of method and practical in terms of purpose. As stated by Kivy and Kampenhood (2016), "Correlation research, which is a subset of descriptive (non-experimental) research, is done with the aim of showing the relationship between variables." The primary objective of this research is to examine and establish the relationships among various variables, such as educational performance, job satisfaction, and organizational loyalty.

Descriptive research, as Sarmed (2010) explains, "is not limited to better understanding the current conditions or to help the decision-making process" (p. 80). By employing a descriptive-correlative approach, this study aims to provide a comprehensive understanding of the existing conditions and factors influencing educational performance, job satisfaction, and organizational loyalty among secondary school teachers in Baghdad, Iraq. Furthermore, the findings of this research can potentially contribute to informed decision-making processes within the educational sector.

Population and Sampling

The statistical population for this research encompasses all secondary school teachers in Baghdad, Iraq, totaling 715 individuals in the year 1401 (Sarmed, 2010). To determine an appropriate sample size, Cochran's formula was employed, resulting in the selection of 250 participants as the statistical sample.

As Sarmed (2010) states, "To determine the sample size, Cochran's formula was used and 250 people were selected as a sample by simple random sampling method, and the questionnaires were distributed among the statistical sample through porcelain and face-to-face" (p. 80). The simple random sampling method ensures that each member of the population has an equal chance of being selected, thereby minimizing bias and increasing the representativeness of the sample.

The sample size calculation using Cochran's formula takes into account factors such as the desired level of precision, the degree of variability in the population, and the confidence level. By adhering to this statistical approach, the selected sample size of 250 secondary school teachers is expected to provide reliable and generalizable findings for the study.

Data Collection Tools/Instruments

To collect the necessary data for this research, three distinct questionnaires were employed: the educational performance questionnaire, the job satisfaction questionnaire, and the organizational loyalty questionnaire.

The educational performance questionnaire, developed by the researcher in 2009, consists of 27 items measured on a five-point Likert scale. As Sarmed (2010) mentions, "The meaning of teachers' performance is based on an index included in the teachers' evaluation form, which was measured using 27 questions." The validity of this questionnaire was established through face and content validity assessments by subject matter experts, psychologists, and managers. Additionally, its reliability was confirmed with a Cronbach's alpha of 0.92 (Sarmed, 2010).

The job satisfaction questionnaire, originally designed by Smith, Kendall, and Hallin (1969) and later revised to 30 items in 1987, was utilized in this study. As Saatchi et al. (2017) explain, "This questionnaire initially included 72 questions, but due to many questions and reduced efficiency, the number of questions was reduced to 30 in 1987." The questionnaire measures five main dimensions of job satisfaction: nature of work,

supervisor, colleagues, promotion, and pay. Its reliability in this research was confirmed with a Cronbach's alpha of 0.78.

The organizational loyalty questionnaire, introduced by Ali and Al-Kazemi (2007), comprises seven items assessing the respondent's perceived loyalty towards the organization. As stated by Sarmed (2010), "Cronbach's alpha for this questionnaire was declared as 0.81" in the original study. In the current research, the reliability of this questionnaire was established with a Cronbach's alpha of 0.83.

Data Analysis Methods

The data analysis process for this research involved both descriptive and inferential statistical techniques. Descriptive statistics, including tables, frequency charts, central indicators such as mean and standard deviation, were employed to summarize and present the data in a meaningful manner.

As Sarmed (2010) emphasizes, "For proper statistical analysis, first the data related to the hypotheses were checked for normality using the Kolmogorov-Smirnov test." This step is crucial in determining the appropriate statistical tests to be used for inferential analysis, as the normality of data distribution is a key assumption underlying many parametric statistical techniques.

Based on the results of the normality test, suitable inferential statistical methods were selected. Sarmed (2010) states, "According to the results of the data normality test, the appropriate statistical hypothesis test was used." In this research, the Pearson correlation test was employed to investigate the relationships between variables, such as educational performance, job satisfaction, and organizational loyalty.

Additionally, multivariate regression analysis was conducted using the step-by-step method to predict changes in the criterion variable (e.g., educational performance) based on the predictor variables (e.g., job satisfaction, organizational loyalty). As mentioned by Sarmed (2010), "The data were analyzed by Pearson correlation test and multivariate regression analysis by step-by-step method (to predict the changes of criterion variable by predictor variables) by spss25 software."

The combination of descriptive and inferential statistical techniques, along with the appropriate data normality checks and reliable statistical software (SPSS25), ensured a rigorous and comprehensive data analysis process for this research.

RESULTS

Demographic Profile of Respondents

The demographic profile of the respondents provides insights into the characteristics of the secondary school teachers who participated in this study. According to Sarmed (2010), the gender distribution of the sample revealed that 152 (60.8%) of the participants were female, while 98 (39.2%) were male. This gender representation aligns with the broader trends in the teaching profession, where females often outnumber males, especially in secondary education.

Regarding work experience, the data analysis showed that 71 (28.4%) of the teachers had between 1 to 10 years of experience, 83 (33.2%) had 11 to 20 years of experience, and 96 (38.4%) had 21 to 30 years of experience. This diverse range of work experience levels ensures a comprehensive perspective on the variables under study, as both novice and veteran teachers are represented in the sample.

The educational attainment of the respondents revealed that 48 (19.2%) did not possess a post-graduate degree, 141 (56.4%) held a bachelor's degree, and 61 (24.4%) had obtained a master's degree or higher. These findings indicate that the majority of the participants possessed a strong academic background, which could potentially influence their educational performance, job satisfaction, and organizational loyalty.

Finally, the age distribution of the respondents showed that 60 (24%) were between 20 and 30 years old, 50 (20%) were between 31 and 40 years old, 82 (32.8%) were between 41 and 50 years old, and 58 (23.2%) were over 50 years old. This age diversity ensures a well-balanced representation of different career stages and life experiences among the participants.

Analysis of Research Variables

The analysis of research variables provides valuable insights into the levels of educational performance, organizational loyalty, and job satisfaction among the secondary school teachers in Baghdad. According to Sarmed (2010), the educational performance variable was measured using a five-point Likert scale, with scores categorized as very low, low, medium, high, and very high. Among the 250 participants, 3 (1.2%) scored very low, 5 (2%) scored low, 43 (17.2%) scored medium, 113 (45.2%) scored high, and 86 (34.4%) scored very high. Notably, a combined total of 199 (79.6%) participants reported a positive (high or very high) educational performance score.

The organizational loyalty variable was also assessed using a five-point Likert scale, with scores categorized into very low, low, medium, high, and very high. The results showed that 9 (3.6%) participants had very low organizational loyalty, 17 (6.8%) had low organizational loyalty, 17 (6.8%) had medium organizational loyalty, 105 (42%) had high organizational loyalty, and 123 (49.2%) had very high organizational loyalty. Collectively, 228 (91.2%) participants exhibited a positive (high or very high) level of organizational loyalty.

Lastly, the job satisfaction variable was measured using a five-point Likert scale, with scores categorized as very low, low, medium, high, and very high. The findings revealed that none of the participants reported very low or low job satisfaction levels. Instead, 42 (16.8%) had medium job satisfaction, 121 (48.4%) had high job satisfaction, and 87 (34.8%) had very high job satisfaction. In total, 208 (83.2%) participants reported positive (high or very high) job satisfaction levels.

Organizational Loyalty

Organizational loyalty emerged as a crucial factor in this study, with the majority of participants exhibiting high or very high levels of loyalty towards their respective institutions. As per Sarmed (2010), the organizational loyalty variable was assessed using a seven-item questionnaire developed by Ali and Al-Kazemi (2007), with a reported Cronbach's alpha of 0.81 in the original study and 0.83 in the current research, indicating strong reliability.

The data analysis revealed that among the 250 secondary school teachers surveyed, only 9 (3.6%) had a very low organizational loyalty score, while 17 (6.8%) had a low score, and 17 (6.8%) had a medium score. Notably, a substantial portion of the participants exhibited high levels of organizational loyalty, with 105 (42%) scoring high and 123 (49.2%) scoring very high. Collectively, a remarkable 91.2% of the participants reported positive (high or very high) organizational loyalty scores.

These findings suggest that the secondary school teachers in Baghdad generally feel a strong sense of attachment and commitment to their respective institutions. As Sarmed (2010) notes, "the positivity of the correlation coefficient and the slope of the fitted line indicate a direct relationship between these two variables." This positive correlation between organizational loyalty and educational performance underscores the importance of fostering a supportive and engaging organizational culture that nurtures employee loyalty, which can subsequently enhance educational outcomes.

Job Satisfaction

Job satisfaction emerged as another pivotal factor influencing the educational performance of secondary school teachers in Baghdad. The job satisfaction variable was assessed using the widely recognized job satisfaction questionnaire developed by Smith, Kendall, and Hallin (1969), which was later revised to 30 items in 1987 (Saatchi et al., 2017). This questionnaire measures five main dimensions of job satisfaction: nature of

work, supervisor, colleagues, promotion, and pay.

The data analysis revealed that none of the participants reported very low or low levels of job satisfaction. Instead, 42 (16.8%) had medium job satisfaction, while a substantial portion reported high levels of job satisfaction, with 121 (48.4%) scoring high and 87 (34.8%) scoring very high. Collectively, an impressive 83.2% of the participants exhibited positive (high or very high) job satisfaction levels.

These findings align with the observations of Sarmed (2010), who stated, "The positivity of the correlation coefficient and the slope of the fitted line indicate the existence of a direct relationship between these two variables." The positive correlation between job satisfaction and educational performance highlights the importance of fostering a work environment that promotes job satisfaction among teachers, as this can directly contribute to improved educational outcomes.

Notably, the reliability of the job satisfaction questionnaire in this study was confirmed with a Cronbach's alpha of 0.78, indicating strong internal consistency and reliability of the instrument in measuring the construct of job satisfaction.

Educational Performance

Educational performance emerged as the central focus of this study, with the aim of investigating its relationship with organizational loyalty and job satisfaction among secondary school teachers in Baghdad. The educational performance variable was measured using a 27-item questionnaire developed by the researcher in 2009 (Sarmed, 2010). The validity of this questionnaire was established through face and content validity assessments by subject matter experts, psychologists, and managers, while its reliability was confirmed with a Cronbach's alpha of 0.92, indicating high internal consistency.

The data analysis revealed a diverse range of educational performance levels among the participants. Specifically, 3 (1.2%) scored very low, 5 (2%) scored low, 43 (17.2%) scored medium, 113 (45.2%) scored high, and 86 (34.4%) scored very high. Notably, a combined total of 199 (79.6%) participants reported a positive (high or very high) educational performance score.

These findings suggest that the majority of secondary school teachers in Baghdad exhibit commendable levels of educational performance, which can be attributed to various factors, including organizational loyalty and job satisfaction, as evidenced by the positive correlations observed in this study.

As Sarmed (2010) highlights, "The positivity of the correlation coefficient and the slope of the fitted line indicate a direct relationship between these two variables." The positive correlations between educational performance and organizational loyalty ($r = 0.700$, $p < 0.001$), as well as between educational performance and job satisfaction ($r = 0.650$, $p < 0.001$), underscore the significance of these factors in enhancing educational outcomes.

Hypothesis Testing

The present study aimed to investigate the relationships among organizational loyalty, job satisfaction, and educational performance of secondary school teachers in Baghdad, Iraq. Pearson's correlation analysis is employed to test the first two hypotheses. The results reveal a strong positive correlation ($r=0.700$, $p<0.05$) between organizational loyalty and educational performance, with organizational loyalty explaining 49% of the variation in performance. Similarly, job satisfaction exhibits a strong positive correlation ($r=0.650$, $p<0.05$) with educational performance, accounting for 42.3% of the variation.

To examine the third hypothesis regarding the combined influence of organizational loyalty and job satisfaction on educational performance, multiple regression analysis is conducted. The findings indicate that both organizational loyalty ($\beta=0.480$, $p<0.05$) and job satisfaction ($\beta=0.324$, $p<0.05$) are significant predictors

of educational performance. The overall regression model is statistically significant ($p < 0.05$), with an R^2 of 0.546, suggesting that 54.6% of the variation in educational performance can be explained by organizational loyalty and job satisfaction together. Consequently, the analyses provide substantial evidence to reject the null hypotheses, leading to the conclusion that organizational loyalty and job satisfaction have significant positive relationships with, and are crucial determinants of, the educational performance of secondary school teachers in Baghdad.

DISCUSSION

Summary and Interpretation of Results

The findings of this study indicate that there is a positive and significant relationship between organizational loyalty and the educational performance of secondary school teachers in Baghdad, Iraq. This suggests that in order to improve teachers' performance, there is a need to improve and increase their organizational loyalty. The results show that teachers who are loyal to their organization tend to be more dynamic, creative, and up-to-date in their teaching methods, continuously seeking to gain new knowledge and skills, leading to improved job performance and a better sense of their assigned duties. Additionally, loyal teachers are more likely to be purposeful, make correct and timely decisions, and benefit from increased learning and strengthening experiences through discussions with colleagues, leading to a positive attitude towards their job duties and more stable performance.

The study also found a relationship between job satisfaction and the educational performance of secondary school teachers in Baghdad, Iraq. This suggests that in order to improve teachers' performance, it is necessary to improve and increase their job satisfaction. The explanation for this relationship is that the more job satisfaction a person has, the more they will like their job, satisfy their needs through it, and have positive feelings towards it. Factors such as satisfaction with salary, promotion, supervision, facilities, and the nature of the work can affect job satisfaction and, consequently, organizational outcomes.

Finally, the study found that the variables of job satisfaction and organizational loyalty can predict the educational performance of secondary school teachers in Baghdad, Iraq. This means that in order to improve teachers' performance, there is a need to improve and increase their job satisfaction and job loyalty. This finding suggests that job satisfaction, as a result of employees' perception, can contribute to their physical and mental health and lead to the recruitment and survival of employees, as well as the improvement of job performance.

Comparison with Previous Studies

The results of this study are consistent with the findings of previous research, such as those conducted by Kurd et al. (1400), Esmaili and Saidzadeh (2018), Javad, Baloch and Hassan (2014), Evan, Abdul Rahman and Long (2014), Fadlaleh (2015), Tomik et al. (2018), Al-Idnat and Al-Hamda (2018), Murali et al. (2017), and Bakutik (2016), which also found a positive relationship between organizational loyalty and employee performance. Similarly, the relationship between job satisfaction and job performance is consistent with the findings of Namazian et al.

Implications of the Study

The findings of this study have several implications for practice. First, organizations should focus on designing effective reward packages and improving the service compensation system to increase job satisfaction and, consequently, job performance. Second, managers should pay more attention to creating effective personal relationships with employees, applying a collaborative and decentralized decision-making style, and considering the intellectual maturity of employees to improve satisfaction with the leadership system and enhance job satisfaction. Third, organizations should promote and strengthen the sense of organizational loyalty among teachers, provide job security, and improve individual and organizational communication to enhance organizational loyalty and improve job performance. Finally, organizations should emphasize merit-based selection and meritocracy for job promotion, create equal and competitive opportunities for employee

advancement, and implement a suitable performance evaluation system to contribute to employee satisfaction and improve their job performance

CONCLUSION AND RECOMMENDATIONS

Conclusion

The results of this study show that there is a positive and significant relationship between organizational loyalty and the educational performance of secondary school teachers in Baghdad, Iraq. There is also a relationship between job satisfaction and the educational performance of these teachers. Furthermore, the variables of job satisfaction and organizational loyalty can predict the educational performance of secondary school teachers in Baghdad, Iraq.

Recommendations for Practice

1. Design effective reward packages, including basic pay components, job benefits, and individual and group rewards, to improve satisfaction with the organization's service compensation system and, consequently, increase job satisfaction and job performance.
2. Managers should focus on creating effective personal relationships with employees, applying a collaborative and decentralized decision-making style, and considering the intellectual maturity of employees to improve satisfaction with the leadership system and enhance job satisfaction.
3. Promote and strengthen the sense of organizational loyalty among teachers, provide job security, and improve individual and organizational communication to enhance organizational loyalty and improve job performance.
4. Emphasize merit-based selection and meritocracy for job promotion, create equal and competitive opportunities for employee advancement, and implement a suitable performance evaluation system to contribute to employee satisfaction and improve their job performance.

Recommendations for Future Research

1. Conduct similar research on teachers in different educational levels, other cities, and employees of other organizations to expand the scope of the findings.
2. Use other methods and tools, such as interviews, to collect data and complement the questionnaire-based approach.

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