

UNIVERSITY OF BAHRAIN

**College of Business
Administration**



**Department of
Management and
Marketing**

**The Role of Job Autonomy in Creating
Organizational Commitment: Evidence
from the Ministry of Youth and Sport
Affairs**

**A Thesis Submitted in Partial Fulfilment of the Requirements for the
M.Sc. Degree in Human Resources Management**

**Submitted by
Budoor Sayed Haider Alawi
20121254**

**Supervised by
Prof. Muwafaw Alkubaisi
(Professor)
University of Bahrain**

**Kingdom of Bahrain
October 2021**

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جامعة البحرين

October 2021



Dissertation Deposit Form

Author Name:	Budoor Sayed Haider Saleh Alawi		
Email:	Bedoorhs@gmail.com	Contact No:	33324114
College:	Business administration		
Department:	Management & Marketing		
Thesis Title:	The Role of Job Autonomy in Creating Organizational Commitment: Evidence from the Ministry of Youth and Sport Affairs		
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Student Name: Budoor Sayed Haider Alawi	Student ID: 20121254
Department: Management & Marketing	College: Business administration
Program: Masters in Human Resource Management	
Thesis Title: The Role of Job Autonomy in Creating Organizational Commitment: Evidence from the Ministry of Youth and Sport Affairs	
Supervisor Name: Prof. Muwafaq Al-Kubaisi	Student GPA: 3.5

The Discussion Committee met on **17-Nov.-21** In [Click here to enter text..](#) Upon discussing the student whose details are stated above in public, the discussion committee recommends the following:

The student is awarded a grade **A** in the thesis subject.

- ☐ Without making any changes to the thesis.
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Discussion Committee Members Approval:

Name

Signature

1. Prof. Muwafaq AlKubais (Advisor)
2. Dr. Mehdi Mili (Internal Examiner)
3. Dr. Firend Al. Rasch (External Examiner)

ABSTRACT

Purpose of study: Since the 1970s, job autonomy has been a topic of great interest in the literature on organizational behavior and employees' engagement. Job autonomy is related to employees' involvement, organizational commitment, job satisfaction, and higher productivity. This study explores the relationship between job autonomy as an independent variable and organizational commitment as a dependent variable. Also, the study emphasizes the impact of job autonomy and job satisfaction as a moderator in creating organizational commitment. The study focuses on employees of the Ministry of Youth and Sports Affairs in the kingdom of Bahrain.

Methodology and Design: A quantitative research method was used to answer the questions presented in the study. The data used in the study comes from pre-set surveys tackling job autonomy in various originations and fields. Research Primary data is collected through structured questionnaires and online surveys based on the Likert scale (five-point evaluation scale) through questionnaire design. The sample size is 200 selected from the Ministry of Youth and Sports Affairs employees, including upper management, middle management, and frontline employees. A random sampling method is conducted to determine respondents. Word and Excel are utilized to conduct surveys, and IBM Statistical Package (SPSS) is utilized to study the data results. Many statistical techniques were used in this study, such as multiple regression analysis and hypotheses testing for job autonomy's impact in increasing organizational commitment.

Finding: The study revealed that job satisfaction is associated with organizational commitment and job autonomy. It also found that job autonomy is associated with job satisfaction.

Keywords: Job autonomy – Job Satisfaction – Organizational commitment – Work schedule – Work Procedures – Empowerment – Accountability – Feedback

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List of Abbreviation

Abbreviation	Full Name
JA	Job Autonomy
OC	Organizational Commitment
JS	Job Satisfaction
WS	Work Schedule
WP	Work Procedures
EM	Empowerment
AC	Accountability
FB	Feedback
STD	Self-Determination Theory

Chapter One

The Introduction

1.1. Background of the Study

Humans have been known to be the most intelligent creatures on earth since the dawn of time. So, it shows through all previous eras and centuries how humans have been evolving, developing, and creating different civilizations over the years. As a result, humankind is the only species that can control the world and make it a more vital place to live.

In today's modern world, human beings are still in charge. Better yet, people are still innovating and developing knowledge. The world has reached the point where people are now helping to develop and enhance each other.

One of the most effective methods to improve an employee's skills is by creating job autonomy. This concept allows employees to set their work conditions and goals.

Autonomy term was first introduced in the 18th century by the philosopher Immanuel Kant. However, the word itself comes from the ancient Greek culture, which means Self-rule. After that, researchers and developers started emerging autonomy in many jobs and fields to test how this strategy can affect various organizations. Also, researchers have tested to what extent autonomy can influence the employees.

Therefore, autonomy over the years has been proven to affect organizations and employees positively if appropriately applied. It has now become an essential asset in all areas, especially within outstanding organizations.

According to many case studies that verified the importance of autonomy, it can increase the organization and employees' productivity. Also, autonomy can enhance performance, increase profit and benefits, increase employees' loyalty and create competitive advantages.

With the complexity of tasks increasing, organizations now expect their employees to be more engaged and dedicated. This is because they are expected to be part of the organization's success. When dissatisfaction occurs, resignation is not the only solution because finding and changing jobs is not trivial. It is more important that employees turn their careers into the position they desire most (Wrzesniewski, 2015).

Work engagement is a process that helps employees develop and sustain positive work outcomes. It can be used to measure and improve the productivity of an organization (Bakker et al., 2012), dynamic behavior (Salanova and Schaufeli, 2008), general satisfaction (Hakanen and Schaufeli, 2012), and mental health (Schaufeli et al., 2008) and is indirectly correlated to cynicism and burnout (Schaufeli and Bakker, 2004).

In addition, work commitment is a positive result of the refinement of employees' work, as evidenced by work redesign studies. However, work commitments are inseparable from the type of work done by employees, leading to work design theory. Studies have shown that job autonomy reduces staff turnover, increasing job satisfaction (Price, 2000) and organizational commitment (Chudoba et al., 2007). When employees feel a high degree of autonomy at work, they see it as a support system provided by their organization (Eisenberger et al., 1999), reducing turnover rates and increasing job satisfaction levels (Spector, 1986). Compared to employees without autonomy, when employees are provided with job autonomy, they will be

more loyal to their organization and satisfied with their jobs. Also, Early research found that job autonomy is directly related to job performance (Morgeson et al., 2006).

Employees with jobs and tasks that have no meaning or purpose have little opportunity to learn and experience burnout earlier than employees who are goal-oriented in their jobs (Spreitzer et al., 2005). Wrzesniewski and Dutton (2001) believe that in today's dynamic environment, job designing helps achieve and promote organizational agility; it also helps create competitive advantages for the organization. For employees to combine their motivation, strengths, and enthusiasm with their work, Spreitzer (2005) suggests using job remodeling as a remedy. Job designing is a powerful tool for organizations to retain their elite and talented employees. It is also beneficial to organizations that provide services to customers because it can help organizations respond to rapid changes within the marketplace.

In Bahrain, we believe that every position and job within an organization comes with significant responsibilities. The appointed person to each post must be given a certain amount of autonomy in accomplishing tasks to handle all challenges that might accompany their jobs. Therefore, the government sector in Bahrain provides equal opportunities for employees to prove themselves within their organizations. The government sector continually creates an autonomous environment to help employees obtain new skills and develop existing capabilities to add value to their organizations.

One of the most influential leaders in Bahrain is H.H. Shaikh Nasser Bin Hamad Alkhalifa. He has established an essential rule to follow in the government sector, which says "create a fair and open competitive

environment." Therefore, H.E. Aymen Tawfiq Almoayed, the Minister of Youth and Sports Affairs, has adopted this rule and made it the ministry's primary strategy. Which increases productivity and enhances performance, as well as creates a commitment. Also, this rule tends to generate a loyalty-based relationship between the organization and its employees. That is the main reason why the Ministry of Youth and Sports Affairs is chosen for this study.

The employees within the ministry are also keen to follow the strategies adopted by top management during their daily tasks. Thus, the study's primary purpose is to explore and examine how the ministry utilizes job autonomy to create organizational commitment. Not to mention measuring employees' perceptions of job autonomy and the level of their organizational commitment.

1.2. Research Problem

One of the biggest dilemmas that organizations should consider is employees' attitude toward their organization. There might be many reasons that could cause a lack of motivation. This lack can lead to organizational commitment, dissatisfaction, frustration among employees, and high turnover rates. In this regard, finding solutions in reducing this problem that may limit organizational success is essential to all organizations.

The study may have implications for positive social change by determining how different levels of job autonomy and job satisfaction can influence organizational commitment.

1.3. Purpose of study

The study aims to examine the relationship between job autonomy and the organizational commitment of employees. It explores the various factors that can influence the relationship between the two variables. Also, the study tests the role of job satisfaction as a moderator between the variables. In addition, the study aims to reduce the research and knowledge gap in Bahrain in the arena of job autonomy.

Previous researchers have described the fact that job autonomy has a positive impact on various work outcomes. According to Naqvi et al. (2013), autonomy is defined as the extent to which the workplace offers employees broad independence and freedom in planning daily work and in designing the procedures to be used. It is the process of doing your job independently with all the authority you have over a job, as with the enhanced knowledge and skills of employees, positive results can be achieved that can ultimately lead the organization to better performance. As a result, establishing an autonomous environment will allow employees to be more creative and derivative toward their jobs; therefore, organizational commitment will be affected (Johannsen and Zak, 2020).

1.4. Research Questions

The research question aims to investigate the role of autonomy in creating an organizational commitment. It also explores the effectiveness of job satisfaction in moderating commitment. Job autonomy is a state of mind and body that is generally considered superior to the individual. (Parker, 1995). Autonomy is an emotional development that can be evaluated based on what we observe people do (Spriggs, 1998). It may include intentional behavior,

acceptance, and uncontrolled behavior (Graaf, 2006). When the term autonomy is tackled, regardless of business, researchers begin to know that it is expected behavior they can be aware of and can decide what to do (O'Neill, 1984). There are many reasons why job autonomy is used for making independent choices. (Sneddon, 2001), and they make decisions based on their considerations (Henkel, 2005; McKnight, 1993). This concept shows that job autonomy allows employees to make their own decisions and select the methods and technologies they use to perform their daily tasks. (Morgeson et al., 2005). Also, it values decisions based on experience rather than position power (Gerwin and Moffat, 1997). Similar views on job autonomy are considered the degree to which an organization allows freedom and care in action (Dee et al., 2000). It raises additional questions about the ethical standards of employees. (Lützn and Nordin, 1994). Whereas when it comes to organizational culture, job autonomy is a high point position. It is considered an indicator of workability and responsibility and might incentivize more reliable and capable performance (Schwalbe, 1985).

The research questions for this study are the following:

- 1.4.1. To what extent do employees of the Ministry of Youth and Sports Affairs have job autonomy?
- 1.4.2. To what extent does job autonomy positively affect employees of the Ministry of Youth and Sports Affairs?
- 1.4.3. Is there a direct correlation between organizational commitment and job autonomy?
- 1.4.4. Is job satisfaction an effective moderator between job autonomy and organizational commitment?

1.5. Research Hypotheses:

H1: The relationship between job autonomy and organizational commitment is significant.

H1a: Employees' work schedules have a significant effect on organizational commitment.

H1b: There is a significant effect of employees' work procedures on organizational commitment.

H1c: There is a significant effect of employees' empowerment on organizational commitment.

H1d: There is a significant effect of employees' accountability on organizational commitment.

H1e: There is a significant effect of employees' feedback on organizational commitment.

H2: Job autonomy has a significant effect on job satisfaction

H3: Job satisfaction is an effective significant moderator between job autonomy and organizational commitment.

1.6. Research Objectives

1.6.1. To explore how much autonomy is provided to employees in the Ministry of Youth and Sports Affairs.

1.6.2. To explore the level of organizational commitment in the Ministry of Youth and Sports Affairs.

1.6.3. To assess the association between job autonomy and organizational commitment.

1.6.4. To assess the relationship between job autonomy and job satisfaction as a moderator to achieve organizational commitment.

1.7. Theoretical Framework

Understanding the various factors that can affect an academic's commitment is necessary to improve their abilities to evaluate and manage their work. (Breugh, 1985). job autonomy includes three aspects. First, they have work methods, work schedules, and standards to evaluate performance (Breugh, 1985). This study used five subscales: work schedule, work procedures, empowerment, accountability, and feedback. The framework of this research was designed, as shown in figure 1.1, to test organizational commitment as an outcome that emerged from job autonomy. Employees who are provided autonomy benefits such as empowerment and freedom in organizing work schedules and work procedures will develop a feeling of commitment to the organization. However, these benefits come with responsibilities such as accountability and feedback from superiors.

Therefore, the framework variables complete each other through testing whether the privileges and duties of job autonomy can affect positively or negatively organizational commitment.

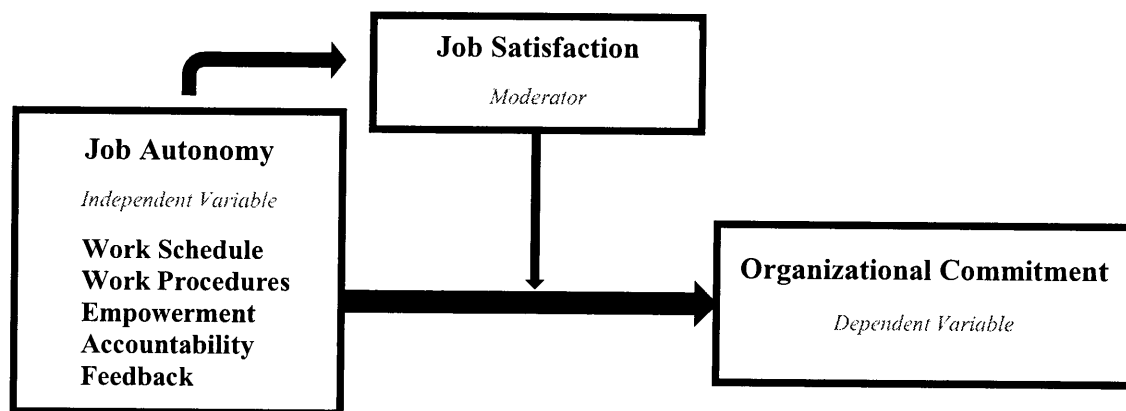


Figure 1.1 Research Theoretical Framework

1.8. Research Significance

Studies have shown that when employees are given autonomy, they must act convincingly. (Coeckelbergh, 2006). job autonomy refers to the ability for employees to set their terms and conditions of employment. This can be achieved by allowing them to define their rights and responsibilities. (Driedonks et al., 2010). However, sometimes this causes organizations and employees to exaggerate the value of autonomy (Crisp, 1989). It is suggested that if an employee has high job autonomy, then the restrictions must be enforced. (Brenkert, 1998).

This study aims to analyze the link between job satisfaction and the organizational commitment of the Bahrain Youth and Sports Ministry. The construction of work autonomy has been neglected in previous studies conducted in Bahrain. This paper aims to provide an academic framework to understand the relationship between job autonomy and organizational commitments. It is the first attempt to study this relationship. This research chose previous studies to examine job autonomy because it is well known that

the Ministry of Youth and Sports Affairs is well known for its autonomous environment in terms of its nature and design.

Due to global competition's rapid emergence and evolution, various industries have experienced significant changes in their operations and processes. This has affected employees' job autonomy. (Brunetti, 2001; Kim and Loadman, 1994; Klecker and Loadman, 1996; Ulriksen, 1996). Job autonomy is one of the significant factors that can directly or indirectly influence job satisfaction (Aydin and Ceylan, 2009). Therefore, organizations need to provide an autonomous environment for their employees because it allows them to be creative and inspires them to take proactive actions. Employees must be given autonomy and authorized to solve problems independently and be more involved in decision-making (Melenyzer, 1990; Short, 1994). However, it is surprising that the Kingdom of Bahrain has neglected the study of job autonomy and job designing. This study will be the first to tackle the topic of gender equality in the country.

This study aims to collect details about the various activities carried out by the Youth and Sports Ministry. Thus, it will help the employees develop and grow within the agency. Also, this study will redound to the benefit of the governmental sector by creating a real-life case study on how to invest in employees by developing strategies that reinforce governmental action.

Due to the Covid-19 pandemic, rapid and unprecedented changes occurred in all of our lives. Threats to the health and well-being of people, physically and mentally, increased due to both individual and socio-structural factors. Therefore, employees within the organization have been affected greatly during the pandemic. This study will help in identifying if the organizational commitment of the Ministry of Youth and Sports Affairs employees is

affected due to the high level of job autonomy, especially during the “working from home” phase.

1.9. Study's Setting

This quantitative study will take place at the Ministry of Youth and Sports Affairs. Which all employees within the ministry will be surveyed to collect accurate and equivalent primary data. The Ministry of Youth and Sports Affairs in Bahrain is responsible for creating, organizing, and hosting local and international programs and events. The targeted audience for this entity is Bahraini youth from ages 0-35 years old. The ministry aims to enhance and develop the skills and knowledge of Bahraini youth through educational and interactive programs and events in all fields. Employees of the Ministry derive from various demographic grounds, which will help obtain data from different opinions and backgrounds. Also, the ministry is known to have almost equal ratios of male and female employees. Therefore, the collected data will not face difficulties when it comes to gender variances. The study will focus on analyzing literature on job autonomy and organizational commitment.

1.10. Research Terminology

This study will use the following terms to provide readers with consistent and precise information. Job autonomy is a concept that allows people to complete their work without following a set of procedures or methods. (Breugh, 1985; Hackman and Oldham, 1975). Also, Agich (1995) defined job autonomy as to how employees are given freedom within the workplace. For example, either by providing flexible working schedules, decision-making authority, management support, and problem-solving. According to (Hackman and Oldham, 1976), a work schedule provides employees authority in scheduling and arranging their tasks as per their preferences and timeline. Thus, work

procedures offer employees quotations in choosing their preferred methods in carrying out their functions.

Empowerment is a continuous process that enables people to have equal access to and control their Resources. (Perkins and Zimmerman, 1995).

Accountability refers to the consequences of an individual or department's performance or behavior. Accountability is essential for an organization and its culture. Without it, it is difficult to hold people accountable for their actions because they believe that they will not face any consequences (McGrath and Whitty, 2018).

Feedback is defined as the process by which employees receive a critical evaluation, whether written or oral. Feedback can be obtained from managers, supervisors, and colleagues by providing constructive suggestions and recommendations to employees. Unfortunately, most managers do not give enough feedback, and when they do, they tend to make it negative or too vague, thus losing the importance of feedback (Ramaprasad, 1983).

An organization's commitment is defined as the degree of loyalty shown to its employees. Also, to which extent are employees eager to be more productive for the sake of the organization and tend to have no turnover desire (Meyer, Allen, 1991). Commitment can be defined as the entity that connects, authenticates, or commits to loyalty (Singh and Gupta, 2015). According to Meyer and Herscovitch (2001), commitment is a mandatory guiding behavior. It is not just a motivation to participate in the specific action process or a positive attitude towards the entity. The benefit of encouraging people lies in the way the entity acts. The commitment to the organization shows that there are at least three different ways to conceptualize the organizational

commitment literature. The first method was developed by Becker in 1960 and is called the side-bet theory. Side bets refer to the valuable things that employees invest in the organization. If employees leave the organization, they will lose these values. The second method is a psychological perspective that treats organizational commitment as three components. These components are: 1) Agree with the goals and values of the organization 2) Willingness to focus on helping the organization achieve its objectives 3) Strong desire to maintain organizational membership. The third method is the attribution perspective, which considers commitment as a personal restriction on behavior, the attribution of personal commitment to oneself (Shagholi et al., 2011). Other studies define commitment from an attitude perspective (Mowday et al. 1982) or behavioral perspective (Meyer and Allen, 1997). In 1974, Porter et al. defined an organizational commitment as a belief in and acceptance of the organization's goals and values. A willingness to make considerable contributions on behalf of the organization. (Hunaiti et al., 2009). According to Meyer et al. (2012), this state of mind connects employees with the organization. Another way of looking at organizational commitment is personal identification and attachment to organizational goals and values (Srithongrung, 2011). Job satisfaction can play a critical role as a moderator between job autonomy and organizational commitment. It is how happy and fulfilled the employees are to be in an organization, positively affecting employees' behavior and performance (Taylor et al., 2003).

Job satisfaction is a subjective concept that describes a person's feelings about their work. (Hoppock, 1935). According to Vroom, job satisfaction is linked to the employees' feelings about their work. This means that it is an individual's emotional orientation toward their job role. (Vroom, 1964).

According to Davis et al. (1985), job satisfaction refers to the degree to which employees feel valued at work. It also indicates the degree to which expectations are met. Kaliski (2007) stated that job satisfaction is a subjective feeling that the employee feels satisfied with their work. This is related to the productivity and personal well-being of the workers. It also helps individuals set goals and strategies for attaining them.

Chapter Two

Literature Review

2.1. Introduction

This chapter will then review the various theories and models related to job autonomy. Second, the chapter will explore organizational commitment and discuss its background and results of previous related studies. Third, job satisfaction will be examined and reviewed similarly. Organizations are highly dependent on the workforce they possess. Human resources are considered the main factor that makes the organization work; without them, it will not accomplish goals and objectives or perform its tasks. Attracting and retaining the best talent is the goal of every organization, but it is easier said than done. One of the most challenging factors that organizations face when it comes to human resources is the loss of employees. This article aims to provide a comprehensive review of the literature on the topic.

2.2. Job Autonomy

According to Schwalbe (1985), people often cannot distinguish between autonomy and control, where control is defined as organizing work, tasks, and responsibilities. On the other hand, autonomy is the act of continuously observing a person while allowing them to make free decisions.

Job autonomy was first introduced by Hackman and Oldham (1975), as they stated that it is a degree to which liberty is provided within the workplace to achieve tasks in the best way possible. In other words, the freedom in making

choices, decisions, and workflow within an organization, where employees can unleash their capabilities and possibilities.

This concept refers to the freedom to work as much as possible and make different decisions without being bound by the constraints of the organization. It is considered the basis for cultivating a sense of responsibility. (Hackman and Oldham 1975). To properly perform their duties, they must be given the proper guidance and controls to prevent them from abusing their privileges. This also requires discipline among the staff members. (Downes and Koekemoer, 2011).

Job autonomy can improve an employee's job performance and increase their creativity and innovation. It can also make them more adaptable and productive. (Saragih, 2011).

Different levels of analysis can be performed on job autonomy. For example, Simpson (1985) explained that work autonomy could be investigated individually, professionally, and at organizational levels.

It is important to note that job autonomy is measured based on an individual's perception of autonomy, not on the practice control points. In other words, autonomy is determined by how individuals see themselves as autonomous. (Breugh and Becker, 1987; Hackman and Oldham, 1980).

The profession-level analysis requires groups to self-regulate and defend their members' influence. (Abbott, 1988; Freidson, 1970). An organization's study must involve the use of various control systems to guide and discipline employees. (Edwards, 1979). job autonomy is vital because it allows workers to have the freedom to work. Hodson (2001) emphasized that without a least of control without satisfaction, work becomes unbearable. In 1994, Callanan

and Greenhaus argued that many employees would benefit from a lot of freedom in deciding how to work and setting work schedules. Freidson (1970) suggests that meaningful control of critical job responsibilities is a defining aspect of career analysis.

2.2.1. Self-Determination Theory

the self-determination theory first established the autonomy concept in the 1970s. The theory was grounded and introduced while exploring intrinsic and extrinsic, which the theory then extended into three main groups: autonomy, relationships, and capabilities (Ryan & Deci, 2000).

Studies on self-determination theory show that a person's internal motivations can improve their organization's performance. This theory also states that the more people are motivated to achieve goals, the more they will develop their self-determination. (Ryan, 2009).

According to Ryan and Deci (2000), self-determination theory is a prominent cause of a theory that emphasizes the quality and quantity of motivation. It is based on the notion that the external or internal location of causality influences the determination of motivation (deCharms, 1968). Specifically, SDT suggests that there is a qualitative difference between the autonomous motivation (internal) and the “controlled” motivation type (external). Research has been conducted in multiple areas. These studies emphasize that autonomous motivation is more effective than controlled motivation in several important outcomes, including learning, effective performance, and healthier behaviors (Deci and Ryan, 2012). As far as the workplace is concerned, autonomous motivation is positively correlated with higher job satisfaction and commitment, job performance, and organizational commitment (Lam and Gurland, 2008).

Self-determination theory was first explored by Van den Broek et al. (2011) to understand aspects of workaholism and its relationship with burnout. The researchers found that autonomous motivation is related to overwork and vitality, while controlled motivation is directly related to obsessive work and fatigue. These findings clearly emphasize the importance of considering motivation rather than simple general quantity to ensure that motivational techniques support employee well-being and promote performance. Together, these studies highlight the potential value of understanding and using the self-determination theory's fundamental concepts in organizations.

The concept of SDT states that everyone has the basic needs of autonomy and relationships. The theory proposes that meeting these basic needs will lead to autonomous motivation, mental health, and healthy development. Conversely, frustrating basic needs promote a controlled form of motivation. Research has shown that social backgrounds differ in supporting individual autonomy or maintaining control over their behavior (Deci and Ryan, 2012). Ryan and Deci (2002) proposed four theories to support SDT, and the basic needs theory is one of them. The second basic theory is causal orientation theory, which emphasizes individual differences in motivational orientation. Causality orientation refers to how individuals tend to be autonomous, controlled, or impersonal (unintentional) in various areas of life. Therefore, individual differences in this orientation will be affected by the contextual factors of the situation, especially if the social environment is interpreted as autonomous support (Baard et al., 2004). Orientation of autonomy is directly correlated with self-realization, self-esteem, self-development, and propensity to support autonomy from others (Deci and Ryan, 2012). In addition, it has been shown that environmental factors can determine causation and produce positive

results related to autonomous causal orientation. Thus, the two theories behind STD highlight the understanding of personal motivational factors. As far as the workplace is concerned. This means that organizations need to support meeting needs and promote autonomous causality to improve employee well-being and enhancement (Friedman et al., 2010).

The remaining two theories that form the basis of self-determination theory are related to performance-oriented motivation and further emphasize the importance of autonomy and autonomous motivation forms. Evaluation theory suggests that social context can enhance intrinsic motivation by helping individuals feel more independent and competent. Or, it may undermine intrinsic motivation, leading to individuals being controlled by external accidental factors or lacking motivation (Gagné and Deci, 2005). The self-determination theory makes clear that intrinsic motivation can be improved in both ways. In this study, SDT aimed to explain the relationship between autonomy and the individual's motivation. (Jang et al., 2009). The concept of intrinsic motivation has been used to describe the distinction between intrinsic motivation and extrinsic motivation. This model shows that the former is the mediator of the link between autonomous support and results. In 2009, Kuvaas found evidence that intrinsic motivation may help improve job performance. This evidence shows that promoting intrinsic motivation is critical to achieving the expected performance results. Finally, SDT uses the ultimate basic theory to extend the concept of intrinsic motivation, the theory of organic integration. This theory explains how externally motivated behavior can become an individual's internal motivation when supported by other crucial figures. The process refers to the four types of extrinsic motivation.

These include external regulation, injective regulation, and the valuable result of performance. (Deci and Ryan, 1985).

Finally, the superb developed form of extrinsic motivational behavior is necessary motivation, which arises from behaviors believed to satisfy personal goals consistent with one's own identity (Maltby et al., 2010). SDT proposes that the distinction between identification and integration, not just introspection, depends on the degree of satisfaction of autonomy needs (Gagné and Deci, 2005). These two forms of development of externally motivated behaviors are classified as autonomous behaviors because individuals understand and accept the personal value of activities (Deci and Ryan, 2012). The autonomous form of extrinsic motivation is considered similar to the behavior of intrinsic motivation in its mode of operation (Maltby et al., 2010). Therefore, the SDT shifts from the internal/external distinction between autonomous and controlled motivation. Various factors such as social environment can affect the quality of motivation. It was also revealed that motivation is not a state of adjustment. This is achieved by satisfying or hindering basic needs, influencing personal causality, improving or weakening intrinsic motivation, or influencing the internalization process. When it comes to the workplace, this SDT theme, along with its emphasis on autonomy, implies an intervention goal to increase employee motivation; an autonomous and supportive work environment.

2.2.2. Job characteristics model

In 1976, Hackman and Oldham designed a job model that considers the importance of a task in an employee's life. Expressly, boring and repetitive tasks will limit the motivation influence on employees, whereas challenging tasks will increase motivation. Diversity, autonomy, and decision-making

power are three ways to increase tasks challenges. Job enrichment and job rotation are mainly the two methods to increase diversity and challenges in the workplace. Job characteristics are emotional factors that affect the intrinsic motivation of employees to work by achieving a critical state of mind. The work is based on the pattern of Herzberg's(1966). Turner and Lawrence (1965), Blood and Hulin (1967), Hulin and Blood (1968), and Turner and Lawrence (1965). The relationship between the objective attributes of tasks and the employee's responses to them was studied. (Droar, 2006). In 1975, Hackman and Oldham explained that the job's characteristics must be designed to create the conditions for high performance and personal satisfaction.

The objective of this study is to identify the job characteristics that influence the mental states of employees. These characteristics are linked to job satisfaction and autonomy. This study aims to determine the job's motivational potential score. The researchers believe that job design can help motivate people. The concept of intrinsic motivation is not limited to recognition, integration, and intrinsic structure. It can also be used to describe the various forms of intrinsic motivation. Therefore, there is no way to contrast negative consequences associated with internal injective motivation. The researchers propose that the way to increase internal motivation at work is to design jobs through methods that (1) provide diversity and inclusion and have a positive effect on the lives of others; (2) give employees plenty of freedom. (action theorists call it freedom of decision-making); (3) Performance Feedback provides meaningful feedback on the performance of athletes. The researchers also explained that the intensity of the demand influences the degree to which job characteristics boost job performance. (Sene'cal and Koestner, 1997). SDT

differs from Hackman-Oldham's methods in that it focuses on job characteristics and the importance of the supervisor's style in influencing autonomous motivation. The study of Deci et al. (1989) found that when the upper management receives training, they will be more supportive of autonomy, that is, understand the views of subordinates, encourage their initiative, and provide feedback in a way that supports autonomy. Instead of controlling them, their subordinates become more autonomous. Also, upper management will have more confidence in the organization and show a more positive attitude towards work. Second, SDT ignores the power of necessity as individual differences but regards the orientation of causality as individual differences. This unique difference is crucial because it shows that everyone should meet the needs of ability, autonomy, and affinity, and when satisfied, it will have positive consequences. Third, Hackman and Oldham only consider the internal motivation of employees instead of the trade-off between it and the organization's performance. This means that only individuals who believe that salaries and promotion are not linked to the results of their work can find out how to improve their motivation scores. (Johns et al., 1992).

According to Hackman and Oldham's job characteristics model, high levels of motivation are linked to three:

1. **Meaningfulness of work:** That work is meaningful to the employee, which they can relate to, not a set of repeated actions. This is the basis of intrinsic motivation; the work itself is motivating (rather than just a means to an end).
2. **Responsibility:** any employee within the organization has the opportunity to succeed or fail at work because they have enough flexibility provided.

This will include the ability to make changes and integrate the state an employee has gained at work. It is the extent of how much freedom is given to employees within the job.

3. **Knowledge of outcomes:** This condition is vital for two main reasons. Firstly, it permits employees to comprehend how their work is successful, learning from their mistakes. Secondly, connecting employees emotionally with the product or service customers give more purpose to work.

To elaborate more, each of these critical states derives from specific job characteristics:

1. **Meaning of work:** Work must be considered necessary, and its contribution significantly affects the organization's overall efficiency. This originates from:
 - **Skill variety:** A skilled employee has the necessary skills and talents to work efficiently in a job. It is a vital part of a job and should not be overwhelming.
 - **Task Identity:** A degree that an employee is expected to reach a specific goal or perform an identified task in working. It can identify an employee and the accomplished work they are involved in, making them prouder of the work results.
 - **Task Significance:** It is the extent to which an employee's job can affect their well-being. It is also to identify the task as contributing to a broader range of things, society, or a group that transcends oneself. For example, the theory states that if an employee contributes to the whole company bonus this year, takes care of someone, or does something beneficial for others, the employee will be more motivated to do more.

2. Responsibility: autonomy is a critical component of personal responsibility. It allows individuals to make their own decisions and arrange their tasks.

1. Knowledge of outcomes: it comes from feedback. It is how employees are aware of their performance, effectiveness, and efficiency within the workplace. Feedback could be in the form of one-on-one, a supervisor, a colleague, or a customer. Also, feedback can only be in the form of self-evaluation. It means awareness of employees about how effective their abilities to convert their efforts into performance. This is to provide information that employees can use feedback to enhance their performance. Feedback can come from managers or colleagues, and it can be done individually or within groups.

After understanding these key job characteristics, based on this model, the critical components of the work design can be derived and redesigned as the following:

1. Enable skill variety by establishing variation within work patterns.
2. Assign work to a team to increase the integrity of the organizational productivity and performance.
3. The tasks must be delegated to the lowest possible level to create and maintain autonomy and responsibility.
4. Connect employees to the results of their work by providing regular feedback.

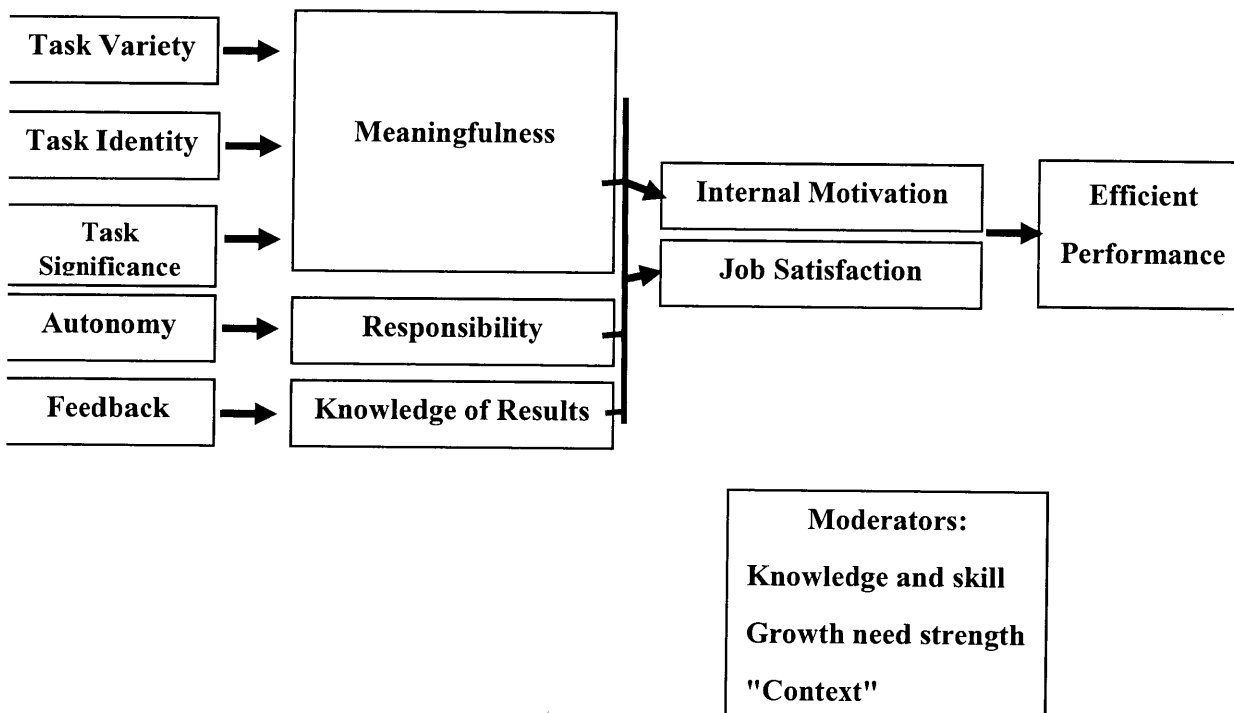


Figure 2.1 Job Characteristics model

2.2.3. Job crafting and designing

Kulik et al. (1987) first observed that employees could craft their job without management supervision. Job crafting was first created by Mike Wrzesniewski and David Dutton in 2001. job crafting refers to the process of meeting the needs and capabilities of employees. (Berg et al., 2013). Similarly, Buck (2010) refers to this structure as hands-on changes in work design rather than detailed agreements negotiated with the organization. This definition is derived from the job demand resource model (Demerouti et al., 2001), extra suitable for practical research.

In addition, to conduct job crafting, job autonomy must be a prerequisite because it is difficult to imagine a "craftsman" redesigning their work without

external constraints (Bakker and Bal 2010). In addition, Ghitulescu (2007) grasped that job crafting has a more robust direct correlation with employees who possess high-quality skills. Skill breadth may be related to job autonomy because organizations provide more freedom for those assigned more complex tasks. In a very different environment, Bakker and Bal (2010) found that dedicated employees are more likely to be active craftsmen in their work. Lyons (2008) pointed out that an organization generates the most benefits when all employees are engaged and involved in work preparation.

However, job designing and crafting is not the only predictor of positive results. Employees may bring unwanted effects for themselves and the organization by excessively implementing job crafting. In a descriptive study, Wellman and Spreitzer (2010) observed how writing could improve the meaning of the academic life of organizational researchers. Although scholars can increase their professional value to themselves, they may sometimes sacrifice their relationships with others. If employees are committed to altering their work style and behavior to improve their performance, this will negatively affect the organization. (Berg et al., 2013). Therefore, the negative impact of job crafting and designing continues to exist on employees and the organization.

As a recently introduced concept in job design, there are relatively few empirical studies on job crafting and designing as the primary determinant of organizational commitment. Nevertheless, many works of literature have considered job crafting to be a mediating influence on various empirical models (Bakker et al., 2012). Naturally telling, an aggressive nature cultivates and reflects its positive work benefits in a self-employed work environment. In 2010, Tims and Bakker proposed that job crafting be an intermediary

between the level of organizational commitment and job autonomy. This concept has been interpreted as a link between the level of commitment and job autonomy.

2.2.4. Employee engagement

In their book, "The Engagement Paradox," Joseph Schaufeli and Jeroen Bakker (2004) defined a satisfying, positive, work-related mindset characterized by focus, dedication, vitality, and passion. In 1997, Maslach and colleagues argued that employee engagement is the opposite of burnout. Engagement and burnout are two different factors that can affect the employee's performance. In other words, the more people engaged, the less they will burn out. Employee engagement can be defined as the process of actively participating in the activities of a corporation or institution. First, commitment is the antecedent of participation; dedication is perception as involvement, approach, and conduct at work (May et al., 2004). Therefore, employee engagement is an exceptional concept with discriminative authenticity.

Employee engagement theories have been checked in very different environments, supporting their universality. For example, Schaufeli et al. (2009) discovered that initial employee engagement is positively correlated with job resources and indirectly associated with absenteeism. Siu et al. (2010) found that employee engagement has a pleasing intermediary effect between the enrichment of family-work and job autonomy and part of the intermediary effect between job autonomy and work-family development. Xanthopoulou and her colleagues (2008) investigated the influence of peer support on flight attendants' engagement. In 2010, Gorgievski and her team found that employee engagement can improve the performance of self-

employed and managerial workers. Employee engagement is a widely used measurement standard that measures the perception of work.

2.2.5. Measurements of job autonomy

There are many ways to measure job autonomy. Still, the main factors that base this measurement have (1) non-equilibrium work conditions, (2) Internal differentiation in dynamics, (3) incomplete closure, (4) Hierarchical and interactive organization of processes, and (5) globalization. These five factors can ease the process of creating an autonomous environment within the workplace and encourage employees to take advantage of it (Collier, 2000).

In addition, Recent research by Johannsen and Zak (2020) has suggested that behavior, productivity, and intrinsic motivation are the most effective measurements of job autonomy. They are stating that autonomy is being self-reported as an employee, and it is crucial to have these measures in order to create a positive autonomous environment.

Furthermore, according to Naqvi et al. (2013), there are several characteristics that an employee must possess for the organization to grant him job autonomy, which is the following:

- 1- Responsibility: an employee must take responsibility for his tasks, decision, actions, and attitude. A high sense of responsibility is one of the factors that encourage employees to accept job autonomy.
- 2- Capabilities: to be offered autonomy, an employee must have the ability to control and embrace this power for the organization's sake and good. Also, an employee must be able to achieve the organizational goals and objectives effectively through autonomy.

- 3- Trust: to be offered autonomy, an employee must be trustworthy and adequate in conducting his job and relationships between subordinates and supervisors.
- 4- Initiatives: employees who are always first in accomplishing tasks and taking on challenges will thrive if offered autonomy. Initiative employees have a high sense of creativeness and achievement; therefore, they will implement autonomy effectively and efficiently.
- 5- Job performance: employees with high and significant performance can activate and implement autonomy in manners that increase their productivity and performance.

2.2.6. Challenges to job autonomy

Technology developments can create many opportunities for organizations to provide more autonomy to their employees. Therefore, this development creates more challenges within the organization, whether in the culture or geographic locations. Besides, Daft (2010) has presented four structural dimensions limiting autonomy practices: centralizations, specialization, formalization, and the hierarchy of authority. Furthermore, Mintzberg (1980) has also highlighted that effectiveness and efficiency can negatively affect autonomy within the organization.

Culture represents the attitudes, beliefs, and points of view of a society that differs from one to another. It may also differ from individuals and families. Therefore, job autonomy can quickly be impacted by culture. Job autonomy is mainly acknowledged and emphasized by people with high thirst accomplishments, personal achievements, and values. Individuals may welcome job autonomy, but it will face complications and challenges in non-

individualistic and hierarchical societies, eventually demotivating and downgrading employees (Wu et al., 2015).

2.2.7. Dimensions of job autonomy

According to Bhattacharjee (2012), a researcher must first explore and identify its core dimension to investigate any construct. Job autonomy is a construct, consists of several sizes that underpin and support it.

Hackman and Oldham (1976) formulated two core dimensions to job autonomy: work Schedule and work procedures. **(1) Work schedule** is defined as providing employees autonomy to schedule their own tasks' timelines and deadlines. This means that employees will be evaluated, rewarded, or penalized to accomplish work objectives while committing to their work schedule. Organizations take advantage of different work schedules models by changing the working hours, days of the week, and weeks to meet each employee's job tasks and position within the workplace. Previous studies only focused on the negative effects of flexible work schedules. However, it has been proven that these practices can directly impact both the employees and the organization. The following benefits are often associated with flexible work arrangements: job satisfaction, organizational commitment, and employee job autonomy. Employees who have flexible work schedules are committed to their jobs and are happy with their work. (Bond and Galinsky 2006). The ability to work flexible schedules can be attributed to the employees who believe in their organization's values and care about them. (McNall et al., 2010). In addition, it also improves employees' perception of their upper management and their overall positive feelings towards their managers, thereby increasing organizational commitment and job satisfaction.

Although it improves employee satisfaction, it is not the sole reason for their job satisfaction. They may also get satisfaction from other factors such as salary and promotion. It has been stated that the availability of flexible work schedules can negatively affect an organization's commitment. (McNall et al., 2010). Signal theory (Casper and Harris, 2008) and social exchange theory (Blau, 1964) are two theories related to flexible working arrangements that have been presented in recent years. The signals theory and the social exchange theory suggest that flexible working schedules are linked to organizational commitment. Organizations that offer flexible working schedules show that they care about the well-being of their employees. These signs promote more outstanding psychological and emotional commitment to the organization.

Flexible work schedules can help employees get work done in a way that works for both them and the organization. (Rousseau, 2001). Establishing trust among the organization members and providing clear and transparent performance evaluation procedures can help maintain organizational autonomy. (Greenberg et al., 2004). Commenting on the achievements of high-performing employees can also convey a message that these individuals are valued and rewarded for their sustained performance. However, even if the plans are implemented correctly, they do not guarantee that employees will be committed to the organization. There must also be professional discipline among the employees.

Work schedule flexibility can help employees maintain a healthy lifestyle, improving their mental health and well-being. In addition, there has been a solid empirical link between work schedules and various health outcomes. (Steenbergen and Ellemers, 2009). For example, according to a study,

perceived work flexibility can improve a person's sleep behavior and physical activity. (Grzywacz et al., 2008).

(2) Work procedures are defined as providing autonomy to employees in choosing their method of accomplishing tasks and objectives. Employees will be evaluated and rewarded or penalized based on the effectiveness and efficiency of performing their duties. Hackman and Oldham (1976) proposed that if employees had the choice to choose the methods, processes, and procedures to achieve job tasks, job autonomy would increase. According to experts, this concept will improve employee satisfaction and job performance by making them feel like they are not being controlled or surveilled.

Informal and unstructured work procedures can pose a significant challenge when providing job autonomy to employees. Organizational theorists believe that work procedures that employees may follow on their own could lack stability and balance that will eventually undermine organizational goals and control. Given these realities of informal implementation of work procedures at any given time is challenging. Work procedures are very detailed, and some methods require complex technical skills. Due to the complicated details of choosing specific work procedures are often downgraded to solve problems rather than helping employees make accurate decisions (Suchman, 1983).

Conger and Kanungo (1988) added and defined another dimension to job autonomy **(3) empowerment**. The empowerment structure has been explored from two different perspectives; one is relational, and the other is psychological. The psychological relationship between a boss and his followers is one of the factors that influence a leader's actions and behavior. The concept of the empowered relationship involves transferring power from one leader to another. This method works by allowing followers to share

authority with their leaders. This approach doesn't pay attention to the power that followers have. Instead, it focuses on empowering people instead of just transferring it to them.

Empowerment is a management style that enables managers to share their decisions with their subordinates. In the decision-making process, collaboration is not limited to those with formal authority. The key factors are shared power, rewards, and organizational culture in terms of leadership styles, culture, and information systems. This type of collaboration can be very diverse. Many factors can affect the decision-making process. A decision-making process is a process that involves many steps and procedures. There are various stages in the decision-making process, divided into three phases: identifying the problem, choosing the solution, and implementing it. This concept allows employees and managers to share their influence without underestimating a step. (Ford and Fottler, 1995). Scholars from different academic fields conceptualized

(4) accountability differently and identified it directly with job autonomy. Accountability is a concept in social psychology that states that people must prove their actions and beliefs to others. (Lerner and Tetlock, 1999). The administration literature indicates the degree to which other people observe and evaluate a person's behavior and, based on these evaluations, make significant rewards and punishments (Ferris et al., 1995). The new definitions focus on the factors that determine the employee's accountability factor. Accountability refers to the concept of employees who are responsible for their actions at work. (Romzek & Dubnick, 1987).

Accountability is a unique method of academic research. It focuses on the evaluation of employees. (Hall et al., 2017; Lerner and Tetlock 1999).

Numerous studies have shown that employee accountability has a significant impact on job satisfaction. (Breaux et al., 2009; Thoms et al., 2002), (Cullinane et al., 2014), (Lanivich et al. People 2010) (Hochwarter et al. 2005; Laird et al. 2009), motivation, job performance (Chen et al. 2016; Frink and Ferris 1998), organizational citizenship behavior (Hall et al. 2009) and ethical behavior (Mackey et al. 2018). Several management scholars have also emphasized the importance of integrating psychology and the public sector to understand public behavior. This is in response to the growing popularity of employee accountability systems. (Dubnick 2011; Park 2014; Velotti and Justice 2016; Yang 2012).

Accountability is a concept that employees can easily understand. However, the lack of adequate measures in this area limits this concept. (Hall et al., 2017). Several empirical research has shown that the concepts commonly used to describe accountability standards do not fully reflect individual standards. The concept of employee accountability is a complex structure that requires multiple indicators to capture its meaning. (Lerner and Tetlock 1999; Hall et al., 2017). Incorrect measurement of concepts can lead employees to conduct false results and incidents (MacKenzie et al., 2011).

(5), Feedback has become a comprehensive management tool because it provides information and motivational functions to improve employee performance. Feedback can provide information on the correctness, accuracy, and appropriateness of work behavior. Feedback may be necessary to instill a sense of competence, achievement, and control in employees. The scholar identified input to be a tool used in creating job autonomy in organizations and among employees.

Feedback is a vital component of the modern workplace. It helps employees develop their skills and attitudes. (London, 2003). There are many ways to provide feedback through written communication, oral communication, and evaluation. Furthermore, feedback is generally investigated according to its sign (i.e., positive or negative verification). There is also less research on how explicit feedback can improve performance. (Narciss, 2008). Feedback characteristics also affect the perception of feedback. (Strijbos et al., 2010; Strijbos et al., 2009). Additionally, feedback in the workplace is studied primarily from the supervisor to subordinates' point of view (Brett and Atwater, 2001).

2.3. Organizational Commitment

The importance of organizational commitment is often debated in theories. It has strong connections with past research. (Mathieu and Zajac, 1990). commitment is a more stable measure of organizational commitment. (Perryer and Jordan, 2005). Employee commitment is the strength of an individual's participation in a particular organization. It helps employees perform better and stay longer in their jobs. (Mowday, 1998; Mowday et al., 1982). During these challenging times, organizations need to improve their recruitment and retention strategies. This can help retain and develop their employees. Some people even think that organizational commitment can indicate organizational effectiveness (Angle and Pery, 1981; Lincon and Kalleberg , 1990; Randall , 1990; Steer, 1977). Porter et al. (1974). A person makes a commitment to an organization based on its relative intensity. They put forward three factors that will make this happen. First, a firm belief in the values of an organization is needed. Second, we must be willing to work on behalf of the organization. Third, the study aims to discover why employees have a strong desire to

remain with the organization. According to Iqbal (2010), The first studies conducted on organization commitment were only limited to the organization's behavioral commitment (individual attachment). However, nowadays, studies consider employees' psychological and personal passion for their organization (Cole & Bruch, 2006).

Researchers have studied and tested organizational commitment in many ways, leading to two main concepts: attitudinal dedication and behavioral commitment (Jamaludin, 2011). Alhaji and Yusoff (2012) have identified organizational commitments to the degree to which an employee is engaged within his organization. It can define the relationship between an employee and his organization and his attitude towards goals, objectives, values, and belongingness. This means that degree of organizational commitment reflects what extent an employee is willing to give his effort and effectivity for his organization's sake.

In 1977, Michael Steers proposed a two-part framework model that draws on the various dimensions of organizational commitment. He divided the environment into three groups: work expertise, job characteristics, and personal traits. The traits that influence a person's commitment to an organization include age and education.

The characteristics of a job role influence an organization's commitment to the job. In addition, the work expertise of individuals and groups affects the commitment of employees to the organization. In 1990, the study's authors conducted a meta-analysis to analyze the various antecedents and consequences of organization commitments. Zajac and Mathieu (1990) found a link between organizational commitment and many other ancestors. Critical individual attributes included age, gender, education level, tenure rates,

individual ability, professional ethics, and job level. In addition, essential job characteristics were found to have job autonomy.

Several studies have been conducted to identify factors related to developing an organization's commitment. For example, It is believed that commitment is linked to various characteristics such as age, marital status, and years of service. Also, the studies show that it is indirectly correlated with employees' education. It was also found that employees' commitment to the organization was linked to various job attributes, such as job complexity, job autonomy, and specific work experiences. It has also been found that belonging can affect an organization's commitment. (Chughati and Zafar, 2006). Smeenk and colleagues(2006) defined organizational commitment as a series of categories of antecedents. The first category is personal characteristics, including gender, age, level of education, performance needs, tenure in the organization, tenure at work, and personal life responsibilities. The second category is job and role characteristics, including career mobility, job challenges, job level, role conflict, role ambiguity, level of autonomy, and work hours. The third and final categories are structural factors related to social participation, personal importance, and formalization. Academics and researchers widely recognize employees' commitment to the organization. There has been a growing body of evidence supporting the importance of organizational commitment. From a broad perspective, the organization promises to benefit society by reducing labor mobility and increasing the productivity and quality of national work. From a narrow view, organizational commitment is good for the organization because it affects employees' job performance, turnover rate, and acceptance of organizational changes (Su et al., 2009). It has been found that organizations with higher levels of commitment are more likely to have a

favorable impact on various business areas. (BellEllis et al., 2015). Also, It has been found that being committed to an organization leads to a higher degree of job satisfaction. (Aladwan et al., 2013). Low organizational commitment levels are associated with low morale and reduced altruism and compliance measures. Disengaged workers can frighten others and prevent an organization from hiring high-quality employees. This can also affect the profitability of an organization. (Chughtai and Zafar, 2006).

2.3.2. Dimension of organizational commitment

In response to the explosion of measures and definitions during the 1980s, Meyer and Allen proposed a compromise model that would help explain the various aspects of research. The model tries to expand the definition of commitment to include the idea that a person desires to stay in an organization. The three concepts are the basis of the 3-factor model. In their paper, Meyer and Allen (1997) noted that these three elements should be considered together to improve the quality of life.

1- Affective commitment dimension

Affective commitment is the first dimension of the organizational commitment model. It represents an employee's attachment to their organization. (Meyer & Allen, 1997). According to Meyer and Allen (1991), the first indicated that employees committed to the organization on an affective level keep working for their organization because they desire to stay, not because they must. Also, the two authors stated that their model of organizational commitment from 1997 shows that affective commitment can be affected by several employee-related factors such as role clarity, job challenges, goal clarity, and objective complications. Also, there are management-related factors such as equity, feedback, appreciation, involvement, and autonomy.

Allen and Meyer (1990) have studied how an employee's attachment to his organization establishes a rewarding relationship between the employee and the organization. After that, the employee connects his values and goals with the organization to accomplish sufficient commitment.

Beck and Wilson (2001) stated that employees who have achieved adequate levels continue to be a part of the organization because they believe that the organizational goals and values are aligned with their personal goals and values. Morrow (1993) also specified that employees tend to have a positive attitude toward their organization and maintain this loyalty for a long time.

Storey (1995) argues that an employee's affective commitment can be strengthened by aligning their personal needs and expectations with their organization's experiences. Also, Tetrick (1995) added that affective commitment increases as the level of similarity and connection between employees and their organization increases.

2- Continuance commitment dimension

Continuance Commitment is the second Dimension in the model of organization commitment (Meyer and Allen, (1997). The two authors defined this Dimension as the extent to which employees are aware of the cost of leaving their organization. Continuance commitment is calculative because the employee has to weigh the risk and losses from leaving the organization. Employees fear that leaving the organization will cost them their job investments, such as pension funds, seniority-based pay, experiences, and job promotions. In (1991), According to Meyer and Allen, employees who have continuous commitment tend to stay with the organization because they must

perform their duties to survive. This type of commitment is different from affective commitment.

According (Beck & Wilson 2001), continuance commitment can be used as a tool to increase employees' attachment to the organization, even if it is based on economic factors and benefits to both parties. Also, Best (1994) explains that continuance commitment is strongest when the accessibility to other alternatives, such as job offers, or organization is very low. This means that if an employee is offered better options, he will diffidently leave the organization.

Therefore, to retain employees with continuance commitment, the organization must compensate employees with more benefits and rewards to motivate them to be more loyal. In addition, creating constant recognition and attention to employees will be easier to shift them from continuance to affective commitment (Tetrick, 1995).

3- Normative commitment dimension

The third and last Dimension of Meyer and Allen's (1997) organizational commitment model is the normative commitment. The commitment level refers to the degree to which employees are obligated to stay at an organization. According to the authors, this level typically refers to individuals who feel that staying in an organization is right. The obligation to one's employer comes from a moral attribute that accrues through the interactions within an organization. Wiener and Vardi (1980) defined normative commitment as the sense of responsibility, loyalty, and duties that guides an employee toward staying with an organization. Normative commitments strength is not based on employees' level of satisfaction or

emotional attachments to the organization, and it is based on employees' level of moral obligation toward the organization (Suliman & Iles, 2000). McDonald and Makin (2000) suggested that normative commitment, in many cases, represents an employee's way to repay his organization for investing in him either through training, education, or experiences.

2.3.3. Stages of organizational commitment

According to O'Reilly (1989), there are three stages that organizational commitment develops in, which are (1) compliance, (2) Identification, and (3) Internalization.

2.2.3.1. Compliance is the first stage of organizational commitment, which focuses on how other people can influence employees entirely to obtain benefits such as promotions and rewards. This stage will shape employees' behaviors and attitudes, not through mutual values, but mainly to receive certain prizes. The compliance stage is directly related to the continuance commitment dimension. Both reflect how the employee calculates his needs and evaluates his rewards to continue staying in an organization. Therefore, this stage states that employees keep working for an organization because of what the organization provides.

2.2.3.2. Identification: The second stage of organizational commitment focuses on how other employees can influence employees, mainly to build a satisfaction-based relationship with the organization. This stage occurs when employees feel that they belong to the organization and are proud to participate. The identification stage is directly related to the normative commitment dimension, as both reflect how the employee feels that staying a part of his organization is his responsibility and duty.

2.2.3.3. Internalization is the third and last stage of organizational commitment, which focuses on how employees relate and align their values and goals to their organizations. The internalization stage is directly related to the affective commitment dimension, as both reflect how the employee desires and enjoys working in his organization because of mutual values.

2.3.4. Factors affecting organizational commitment

According to Curry et al. (1986), several factors can affect organizational commitment, which is (1) job-related factors, (2) Job offers, (3) unique features, (4) organizational structure, (5) work environment, (6) direct relationships and (7) management style.

2.2.4.1. Job-related factors can act as a vital source of organization commitment, as it tackles and impacts the employee on an individual level. Job efforts, job performance, job responsibilities, job autonomy, absenteeism, turnover, and job roles are the main job-related factors that create or diminish organizational commitment.

2.2.4.2. Job offers can negatively affect organizational commitment because the availability of other job alternatives can lure employees into leaving the organization, especially when the employment offers are better than their current job. Therefore, the unavailability of other employment options creates a high organizational commitment level, resulting in the organization's commitment.

2.2.4.3. Personal features, such as gender, age, and years of service, can play a critical role in creating or diminishing an employee's commitment to his organization. For example, according to the author, senior employees are most likely to stay within the organization because they are settled down and

satisfied. Therefore, senior employees tend to have higher organizational commitment than young employees.

2.2.4.4. Organizational structure can have a positive or negative impact on organizational commitment. On the one hand, a flat organizational structure can heavily contribute to the employees' benefit; therefore, it can help create organizational commitment. On the other hand, whereas Bureaucratic structures can hurt employees, therefore, can badly affect their commitment to the organization. On the other hand, creating a flexible and employee-friendly design can increase employees' commitment and create belongingness and loyalty.

2.2.4.5 The right work environment can help create a sense of commitment and loyalty among employees. It can also benefit individuals by making them feel valued and productive. In addition, having a healthy and positive work environment can help employees avoid suffering from stress and anxiety.

2.2.4.6. Positive relationships have a primary role in creating and maintaining high organizational commitment. Many types of relationships are built in an organization, such as an employee's relationship with his supervisor, colleagues, suppliers, and customer. The relationships between people can help define how committed they are to one another. They can also affect how they perform and how satisfied they are. In comparison, having a lousy relationship with supervisors can increase the possibility of absenteeism and turnover. Creating workgroups and teams can strengthen the bond and relationship among employees and create a friendship-like environment, which people value and cherish. Therefore, the more robust an employee's organizational relationships, the stronger his organizational commitment will be.

2.2.4.7. Management style has a significant influence on employees, either by motivating or demotivating people. Commitment is a result of motivators, but it decreases demotivators and negative vibes within the organization. Therefore, the organization's management style can control the ratio of motivation and demotivation among employees and shape organizational commitment. Also, flexible management styles with a high employee involvement tend to lead to a higher commitment level. Besides, management styles aim to develop strategies that invest in employees' improvement; their employees tend to be more loyal and committed.

2.3.5. Levels of organizational commitment

The following is an explanation of the level of organizational commitment.

1- High level of organizational commitment: it is characterized by a strong acceptance of its values and a willingness to work hard to stay in the organization (Reichers, 1985). Miller (2003) pointed out that a high degree of organizational commitment means identification with the employment organization itself. The "willingness to stay" shows that behavioral tendencies at this level are closely related to the emotional dimension of promises. The reason individuals stay is that they want to visit.

2- Moderate level of organizational commitment: it is the rational acceptance of the organization's objectives and values and the willingness to strive to stay in the organization (Reichers, 1985). This level can be seen as a reasonable or moderate compromise, which means partial settlement. The willingness to stay is the attribution of moral commitment related to the normative dimension of commitment (Meyer and Allen, 1997). Thus, employees tend to stay in their organization because they should.

3- Lower level of organizational commitment: the lack of acceptance of the organization's objectives and values and the willingness to stay in the organization (Reichers, 1985). An employee working at this level must be disappointed with the organization. An employee can stay because he needs to keep in touch with the continuity dimension (Meyer and Allen, 1997). If there is a choice, they will leave the organization.

2.3.6. Positive effect of organizational commitment

Cohen (2003) claims that employees with high organizational commitment are most likely to be more productive, have better performance, and contribute to the organization positively and rewarded. In comparison, employees with low organizational commitment are less effective, unwilling to make an effort, reluctant to be involved, and resistant to change and development. Also, organizations that create a high commitment environment have high chances of obtaining a competitive advantage and could become a benchmark in the marketplace. On an emotional level, commitment employees are more often satisfied and loyal, which means that the feeling of belongingness and attachment can lead to commitment, effectiveness, and efficiency. Commitment can also play a significant role in increasing innovation and creativity because employees will be achievement and goal-oriented (Williams & Andreson, 1991). Finally, out of all three dimensions of commitment, employees with normative and affective commitment are most likely to remain a part of the organization for a longer time and contribute more to their organization's success (Meyer & Allen. 1997).

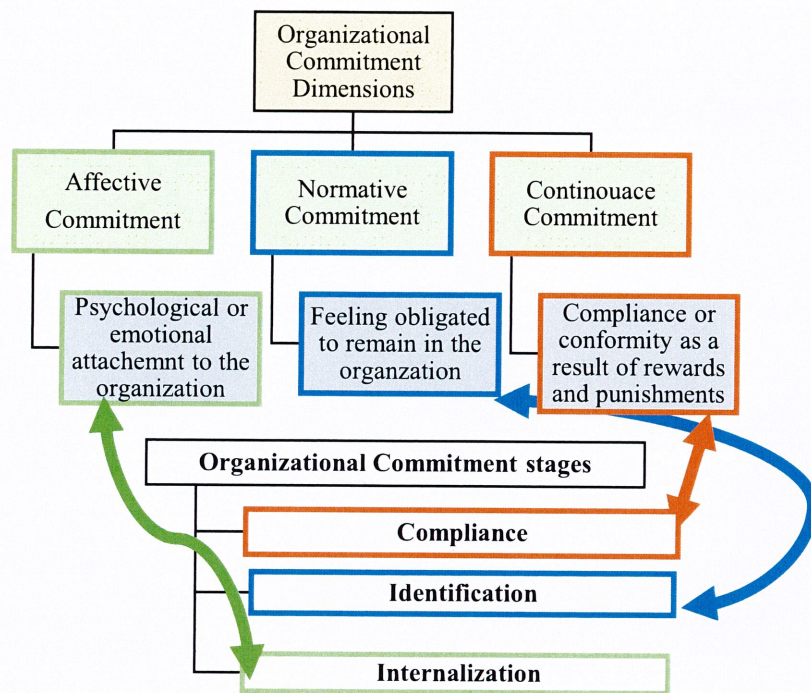


Figure 2.2 Relationship between organizational commitment dimensions and stages

2.4. Job Satisfaction

One of the most critical topics in an organization related to social science is job satisfaction, which shapes its environment and energy. The previous literature has shown how employees feel about their job can determine productivity, absenteeism, and loyalty. Job satisfaction portrays an essential role in the well-being and healthiness of employees (Kehinde, 2011). Creating and maintaining a satisfied workforce has become one of the most challenging tasks for organizations. It has held a very prominent position in the administration, psychology, especially organizational behavior, and human resource management fields for a long time (Kosteas, 2011). Various scholars in the management literature use different methods to create a comprehensive and thoughtful definition of job satisfaction.

Job satisfaction was first introduced during the 1920s as an employee's emotional connection with their organization. However, Locke (1969) has narrowed the definition of job satisfaction and stated that it is the pleasurable emotions resulting from appreciating and appraising an employee's achievements, or\and the consequences of providing right working conditions to employees.

Job satisfaction is considered an essential factor that affects a person's overall health and wellbeing. Since the beginning of the 20th century, many researchers have tried to define job satisfaction and determine its parameters. According to Dawis (1994), job satisfaction is an aspect of the emotional response to work. Cranny et al. (1992) define job satisfaction as the emotion or feeling produced by evaluating the situation. However, several other authors define job satisfaction as an attitude, not an emotion, feeling, or emotion. For example, Brief (1998) noted that job satisfaction is an attitude toward work. Similarly, Wiener (1982) defines job satisfaction as an attitude toward work-related conditions, aspects, or aspects of work. Academics define job satisfaction as an employee's emotional or emotional response to work, based on the comparison of actual results with those expected (Cranny et al., 1992).

The employee's job satisfaction concept is sensitive to different factors, but obviously, it seems to be related to employees internally. Only people's preferences can create satisfaction, and vice versa (Bakotić, 2016). It is about the types of responses generated or returned to employees during the execution of work. Therefore, it appears that the degree of job satisfaction or dissatisfaction in any work environment cannot be underestimated. Job

satisfaction is essential in modern industrial enterprise organizations, government, non-government and private sectors, and manufacturing.

Comfortable working conditions can come in many forms, such as fair pay, flexible working hours, tasks deadlines, monetary rewards, position promotions, friendly environment, constant training, and higher management support.

Berry (1997) stated that they must keep their employees satisfied consistently for organizations to be successful. Robbin and Judge (2007) have also supported Berry's claim by saying that an organization's effectiveness and productivity depend mostly on employee satisfaction.

Satisfied employees are often more likely to be loyal, committed, flexible, creative, and innovative (Rahman et al., 2014). dissatisfied employees are motivated by fear of losing their jobs and will not make 100% long-term efforts. Although fear is a powerful motivation, it is also temporary. Once the threat is lifted, performance will decline. This is an increasingly interesting topic for employees concerned about the quality of work-life and organizational efficiency. Hence, job satisfaction is a creation of the events and conditions that employees experience at work. If a person's job is fascinating, the salary is fair, the promotion opportunity is good, the manager is understanding, and the colleagues are friendly. Scenario analysis can predict whether the worker is satisfied with their job. The benefits of job satisfaction include reducing complaints and dissatisfaction, absenteeism, resignation, and layoffs, and improving punctuality and morale. Job satisfaction and career success are important factors for personal satisfaction, self-esteem, and personal development. Employees' sense of accomplishment and success at work is attributed to job satisfaction (Start & Hovland, 2004).

Job satisfaction illustrates employees' mentality and their perception of their job. Work's advantages and disadvantages indicate job satisfaction and dissatisfaction (Kerschen, Armstrong, and Hillman, 2006). Aziri (2011) believes it is wise to infer job satisfaction because work results from employees' perceptions of jobs to meet substantive and spiritual needs. Among several factors, the main factor explaining job satisfaction is the employee's perception of job supply in the organizational environment. The new changes in the management model insist that employees must first be defined as people with their own needs, which is a crucial indicator to measure the importance of job satisfaction. When scholars critically examine job satisfaction, they can quickly establish a relationship. If employees are happy, they are satisfied employees, and successful employees are happy employees.

2.4.1. Frederick Herzberg's Two-factor theory

The first theory, conducted in 1959 by Fredrick Herzberg, tests and explores motivation and satisfaction within the workplace. According to Noell (1976), the motivation factors indicate that employees with a high reason, especially internally, are most likely to achieve organizational and personal goals. The satisfaction factor also suggests that employees will be achievers; the only difference is that satisfaction can be influenced by external considerations such as management style, policies, culture, etc. Therefore, if external factors do not create and support satisfaction, employees will provide poor performance, attitude, and commitment.

Before Herzberg's two-factor theory, job satisfaction was regarded as a single continuum, represented by satisfaction and dissatisfaction at two opposite extremes. Motivation to do work is thought to cause satisfaction or dissatisfaction. However, with the introduction of the two-factor theory, this

vision was changed forever. The two-factor theory assumes that job satisfaction is composed of two different continuums. The continuum that controls hygiene factors represents dissatisfaction at one end and satisfaction at the other. The second continuum influenced by motivational factors does not express extreme dissatisfaction and the opposite extreme satisfaction. It is assumed that when hygiene factors appear at work, they will not cause dissatisfaction. However, when hygiene factors are not present, it will cause dissatisfaction with the work. On the other hand, motivating factors cause satisfaction when present and dissatisfaction when not present. This requires upper management to consider two job attributes to satisfy employees and prevent dissatisfaction (Behling et al., 1968).

The two-factor theory also borrowed heavily from Maslow's hierarchy of needs theory. Hygiene factors represent low-level needs such as physiology and safety, and motivational factors represent high-level needs such as belonging, safety, and self-realization. Herzberg classifies supervision, interpersonal relationships, work health, wages, company policies, and management, welfare, and work safety as health factors. Motivating factors include recognition, sense of accomplishment, growth, responsibility, progress, and the job itself (Rosenberg and Hovland, 1960). Motivation factors are also called internal factors because they come from the work itself, while hygiene factors are considered external factors because they are external factors. When studying job satisfaction and those surveyed by Herzberg, other studies on job satisfaction have also investigated more reasons. When learning job satisfaction, job satisfaction tools like the Minnesota Satisfaction Questionnaire measure about 20 factors. An extensive review of the literature found about 24 factors that contribute to job satisfaction. Different researchers

often refer to motivation as job characteristics, job attributes, and job factors. Two-factor theory is the most widely used job satisfaction theory in job design. These jobs are specifically designed to include motivational factors that increase the job's motivation potential and ensure that there are hygienic factors to avoid dissatisfaction. The application of the two-factor theory is conducted in terms of job expansion, job rotation, and job enrichment (Schultz and Schultz, 2010). According to Hackman and Oldham (1976), the two-factor theory also significantly impacted later job satisfaction theories, such as characteristic job models.

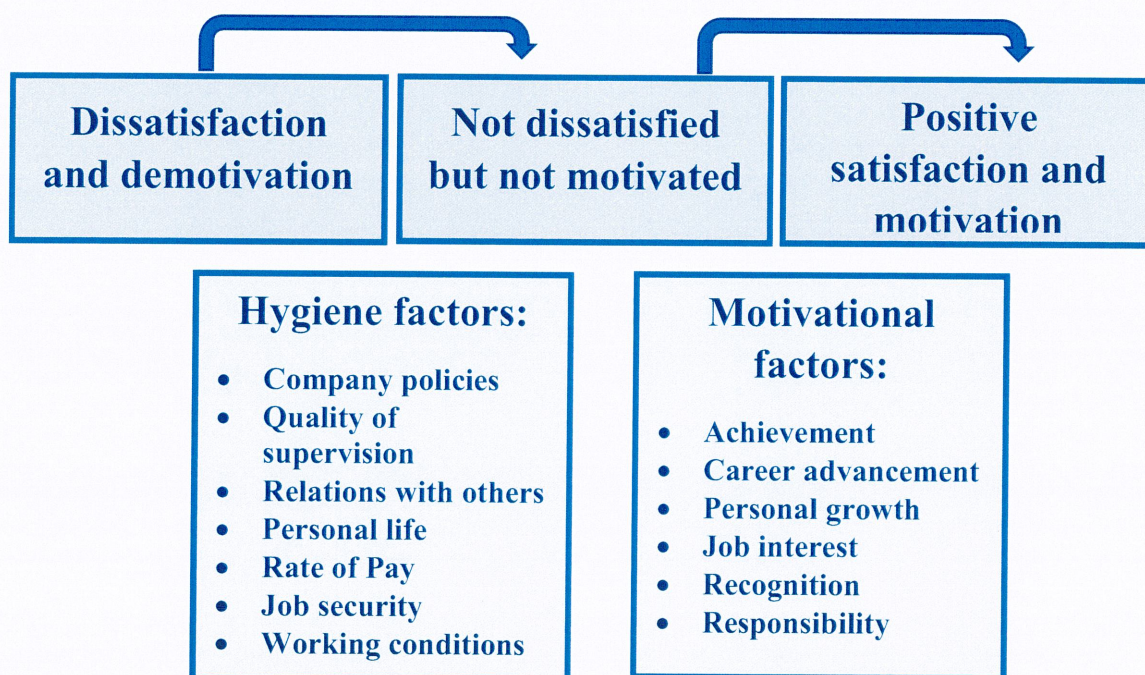


Figure 2.3 Two-factor theory

2.4.2. Discrepancy theory

Locke introduced the Second theory in 1976, which tests the cause of anxiety and frustration. According to Strauman et al. (1991), employees who cannot fulfill their goals and responsibilities are most likely to fall into depression

and anxiety. Likewise, lack of achievements and accomplishments can negatively affect employees, leading them to lose their vision and give up on their objectives. Dejected employees and quitters are other forms of dissatisfied employees who are affected by their actions.

2.4.3. Factors affecting Job satisfaction

According to Weiss et al. (1967), four factors could influence job tasks, personal relationships, rewards, training, and development.

- 1- Job tasks can increase job satisfaction, mostly when tasks are aligned with the employee's goals and objectives. When an employee feels that his job is essential and significant to the organization's success, satisfaction increases. Whereas many of the tasks assigned to them feel mundane and leave out, their satisfaction level is low.
- 2- Personal relationship within the workplace is one of the most important factors that could positively or negatively affect an employee's satisfaction. For example, an employee is satisfied when surrounded by friends and family, not just colleagues, because having this environment is always preferable. Whereas having barriers and boundaries between employees within the work can create an antisocial climate, which leads to dissatisfaction.
- 3- The rewards system can also be used to boost employee satisfaction. It will create a sense of gratitude and appreciation among the employees, which will make them work harder and put in more effort.
- 4- Training and development are technical factors that not many employees appreciate nor understand its importance. But, on the other hand, employees who always thrive for better positions and job offers appreciate every organization's training opportunity because it adds value to their

careers. Hence, employees who understand the importance of training and investing in them are more satisfied and motivated.

Besides, Smith et al. (1969) added another factor that affects job satisfaction: promotion opportunities. Employees will always be satisfied and motivated to be a part of the organization, knowing that there is an opportunity for better positions with better salaries and benefits. Personal objectives, desires, and high expectations are the generators of job satisfaction in this case.

2.4.4. Management Studies of Job Satisfaction

Based on Maslow's (1943) hierarchy of needs theory, Porter (1961) explored the managerial level view of job satisfaction. The highest level of personal fulfillment needs is the most critical, either in perceived lack of satisfaction or perceived importance to the individual. This may be the first application of the Discrepancy theory in personnel management. Since then, many organizational researchers have proposed theories of the difference between salary and job satisfaction (Caligiuri et al. 2001). Job satisfaction has become a function of the degree to which the reward received satisfies the level of reward considered fair (Porter and Lawler, 1968). Job satisfaction can be seen as a general and general view of satisfaction, or a specific satisfaction with various aspects of the job (i.e., salary, supervisor, promotion, etc.), which are combined in some way to determine overall job satisfaction spend. As Locke (1969; 1976) pointed out, the impact of positive and negative differences depends on whether a particular combination of work aspects and comparison criteria is considered dissatisfaction. Locke believes that only unsatisfied desires can cause dissatisfaction.

A satisfied customer is defined as someone who has satisfied with the work done. (Wanous and Lawler 1972). When salaries are considered labor aspects, it is generally perceived that workers are dissatisfied with their wages. Conversely, those with higher salaries are satisfied with their work conditions. (Lawler 1971). In this case, the employee compares his results with others to determine if the work provides fair results. This comparison is the basis of the theory of equity (Adams 1963; 1965). However, differences also arise when people ask whether their current job is close to their ideal job based on personal standards (Wanous and Lawler 1972).

Locke believes that it is not necessary to consider the importance of work when calculating job satisfaction (Wanous and Lawler 1972). Porter (1961) stated that satisfaction should be computed by considering the various aspects of a job, such as its quality and satisfaction. Studying differences informs us about our understanding of job satisfaction in many ways. For example, Rice et al. (1989) found that satisfaction with a particular job aspect is related to the difference between the aspect experience and the expected level of these same job aspects. Irving and Meyer (1999) found that meeting job expectations can predict job satisfaction, organizational commitment, willingness to leave, survival, and job performance (Wanous et al., 1992). High-priced reward reports can also indicate job satisfaction (King et al., 1988). In general, the theoretical framework of the different forms is the basis of the model, showing that job satisfaction depends partially on the differences produced by the psychological comparison process, which involves evaluating current work experience based on specific personal comparison criteria (Rice et al., 1989). The psychological comparison process can produce

positive and negative differences, depending on the particular combination of work aspects and comparison criteria (King et al., 1988). For this reason, the discrepancy theory has the unique ability to predict satisfaction (Cooper and Artz 1995).

2.5. Creating an autonomous organizational culture

Organizational culture was first introduced by Elliott Jaques in 1951, as the group of beliefs, values, and practices forms an organization and guides its employees toward achieving organizational and personal objectives (McSweeney, 2002). According to Budd (1996), organizational culture produces individuals who share the same vision and values. With time, the product grows and turns into a shared environment, established relationships, and communication technology within the organization. Therefore, each organization has a unique culture; even if there are some similar organizational cultures, there are no identical ones.

Organizational culture is every organization's essence that has a direct impact on employees. Researchers believe that an organization's culture can positively or negatively affect organizational commitment, job satisfaction, productivity, performance, and efficiency (Mehr et al., 2012). Therefore, creating an autonomous organizational culture can be the aspect that shapes the whole organization positively. It can strengthen the organization's identity, environment, employees' behavior, organizational structure, organizational bonding, organizational growth, and organizational success. Therefore, research classifies autonomous organizational culture as an indicator of success and suggests that every successful organization had a history of remarkable cultures throughout the years (Jakonis, 2009).

Researchers also suggest that autonomous organizational culture significantly shapes employees' attitudes, mindset, and feelings, directly impacting employees' goals and objectives. Therefore, researchers always conclude that an organization's failure is due to the low culture or the resistance to changing organizational culture (Linnenluecke & Griffiths, 2010).

(Haas & Hwang, 2007) argue that organizations who create and adopt autonomous cultures tend to be superior in their fields and believe they have a competitive advantage. Autonomous organizational cultures create an effective and efficient workforce that can boost the organization's whole performance and productivity.

2.6. Previous studies

2.6.1 The impact of job autonomy on employee commitment- Pakistan

The objective of this study was to test the relationship between autonomy and commitment to work. First, the study's findings indicate that empowering employees by autonomy and motivation can turn them into committed and loyal employees. Second, the study also shows that job satisfaction plays a critical role in moderating job autonomy and organizational commitment. Therefore, employees who experience a high level of job autonomy are mentally and emotionally comfortable, which will make them keen to stay longer within the organization. Finally, the study shows that employees in the Pakistani tobacco industry are offered low job autonomy; therefore, they are not entirely committed to their organization and continuously looking for other jobs.

2.6.2. Perceived Job Autonomy and Employee Engagement as Predictors of Organizational Commitment

The study was designed to test how job autonomy can act as a forecaster for organizational commitment. The study's findings indicate that higher management is experiencing a high level of job autonomy, making them more committed to the organization. In comparison, lower-level employees who experience low levels of job autonomy have shallow organizational commitment. Therefore, the study shows that the management style and organizational hierarchy play a role in creating commitment and fairly distributing job autonomy.

2.6.3. The Role of Culture in Job Satisfaction and Organization Performance - Pakistan

The study was designed to test the relationship between job autonomy, job satisfaction, and organizational commitment in the Pakistani fast-food industry. The study findings indicate an alignment between the three variables' behavior, as increasing job autonomy causes job satisfaction and organizational commitment. However, the study also shows that organizational culture plays a significant role in moderating the relationship between the three variables. The study also explains that when employees are provided job autonomy, they feel trusted and appreciated; therefore, they are more satisfied and committed than employees who are not supplied with autonomy.

2.7. Correlation Between Variables

2.7.1. The Job satisfaction and Job Autonomy

According to Xanthopoulou et al. (2007), the JD-R model consists of two factors that link job autonomy to job satisfaction: job demands and job resources. The author states that these two factors balance the psychological process of creating the well-being of employees. First, the availability of job demands, such as satisfaction, creates a stress-free environment and relaxed employees who perform their job without complications. Secondly, the availability of job resources, such as autonomy, can make a motivated and energized environment, leading to higher employee engagement and enhanced performance. Conversely, low job autonomy levels will increase stress and anxiety within the organization, leading to dissatisfaction. Therefore, job autonomy positively affects job satisfaction because the two constructs are linked to employees' healthiness and well-being, mentally and emotionally.

Previous scholars conducted a well-established relationship between job autonomy and satisfaction (Nguyen et al., 2003). The research results are the same, and the conclusion is that job autonomy leads to job satisfaction (Morgeson and Humphrey, 2006). According to Lock (1976), job satisfaction is a pleasant or positive emotional state resulting from evaluating a person's work or work experience. This definition shows that job satisfaction is an emotional response to work. However, the literature on job satisfaction has made rapid progress. Recently, scholars believe that job satisfaction is a positive evaluation of people's work but regard it as an attitude (Mullins, 2007). Many factors affect job satisfaction. One of the factors that affect job satisfaction is job autonomy. Hackman and Oldham (1975) defined work

autonomy as providing employees with substantial freedom, independence, and discretion to arrange an appointment and determine the degree of procedures used to perform work. The relationship between job autonomy and job satisfaction can be clarified and described using the JDR model (Bakker and Demerouti, 2007). Job demands can be classified as job resources or job demands. The former refers to the factors that drive job creation, while the latter refers to its costs. (Bakker & Demerouti, 2007).

In addition, the JDR model assumes that job demands and job resources initiate two potential psychological processes that impact the well-being of employees. First, the process of health impairment refers to the long-term exposure of job demand, which leads to the exhaustion of physical and mental resources. Long-term effects can be exhaustion, wasting energy, or health problems. Second, the motivation process assumes that job resources allow for more motivation and energy, which will lead to greater employee engagement and performance. Since job autonomy is identified as a job resource, it can act as a buffer against the negative effects of job demands. In turn, lack of job autonomy leads to increased pressure, leading to dissatisfaction with work (Bakker & Demerouti, 2007). Therefore, following the motivation process, job autonomy as a job resource will positively impact the well-being of employees, such as job satisfaction. Finally, a meta-analysis of job autonomy and participation found that higher levels of control perceived by workers lead to higher levels of job satisfaction (Spector, 1986).

2.7.2. Perceived job autonomy and organizational commitment

Throughout the years, many studies have examined the link between job autonomy and organization commitment. The results of these studies have often been very significant. When employees are offered the opportunity to

make their own decisions and solve their workplace problems, they are most likely found maintaining their place in the organization (Parker & Wall, 1998). Since empowerment and autonomy increase the sense of ownership and citizenship within employees, high levels of job autonomy will lead to increased organizational commitment levels (Morgeson & Campion, 2003).

According to Frese and Zapf (1994), employees who control their work are more innovative and creative, which means they have extraordinary job performance. In addition, these employees have a sense of pride and feel appreciated by the higher management opportunities and giving them. This leads to creating loyal and committed employees willing to give more to their organizational goals because they fulfill their objectives alongside the organizational objectives.

2.8. Chapter summary

To summarize the above literature, it can be clarified job autonomy plays a critical role in creating and maintaining organizational commitment within employees. Therefore, organizations from different countries and fields invest in job autonomy by following the job characteristics model. Thus, organizations are thriving to create an empowered workforce that is loyal and committed to the organization. In addition, the literature above shows that job satisfaction can act as an effective moderator to job autonomy, as proven by many researchers.

Chapter Three

Research Methodology and Data Collection

3.1. Introduction

This topic also describes the procedures used to test the relation between job autonomy and organizational commitment. First, delimit the research population. Next, the following explains the data collection procedure and the results. Next, the tools used to measure each variable and the control variables are listed. Finally, the description of statistical methods used.

3.2. Research design

A quantitative method with a simple descriptive analysis is used in this study to discover the role of job autonomy in creating organizational commitment within employees of the Ministry of Youth and Sports Affairs in the Kingdom of Bahrain. Analysis was conducted by exploring and answering the research questions stated in chapter one and measuring the research problem utilizing the statistical information collected through the distributed online questionnaire. On top of that, this study examines, evaluates, and estimates the created hypotheses related to the role of job autonomy, job satisfaction as a moderator, and the level of organizational commitment.

3.3. Targeted Population

The initial sample for this study came from the Ministry of Youth & Sports Affairs in Bahrain. This initial sample included all staff members within the ministry. Questions asked did not distinguish between employees from

different management levels. However, they were classified based on the organization's number of service years to measure organizational commitment accurately. To effectively measure job autonomy, job satisfaction, and organizational commitment, the study targeted the whole ministry population to obtain optimum results. Random sampling methods have been used to collect data from employees within the ministry.

3.4. Data Collection and Sample Size

The study targeted the Ministry of Youth and Sports Affairs employees as the representatives of the primary data, as the population is 252 employees. This study is focused on analyzing the attitudes and behaviors of 200 employees. Therefore, the sample size is eventually reached, 200 employees. Data were collected by approaching employees through the ministry's social networks specified only (Emails and MS Teams). Therefore, the initial sample contains an aggregate of 252 email addresses. Incentives are not used to increase the response rate, but follow-up emails are sent to non-responders. The initial invitation was sent to employees on June 20th. Approximately 90 people responded to the original invitation (the invitation was sent to 50 people on the same day). Two reminders were used to increase engagement. The first reminder was sent to 70 email addresses on June 27th and generated an additional 100 responses. Considering the Covid-19 pandemic and the fact that people are on annual leave or working from home, the second reminder was sent to 80 email addresses on July 2nd and generated an additional 20 responses. Finally, on September 1st, a third email was sent to the employees and generated another 80 responses.

- Quantitative data:

According to Kothari (2004), quantitative data is data values in numerical variables or numbers, where each data set has a unique value associated with it. These data are any quantifiable information used in mathematical formulas, calculations, and statistical analysis. Therefore, accurate decisions can be made based on these mathematical derivations. Furthermore, these data can be verified and can also be quickly evaluated using mathematical techniques. Quantitative data measures various parameters controllable because they are easy to derive mathematically. Quantitative data is usually collected through surveys, public opinion surveys, or questionnaires sent to specific populations for statistical analysis. The retrieved results can be established in the group.

- Qualitative Data:

According to Kitto et al. (2008), qualitative data is a type of data that provides information and understanding of problem settings. It is an experimental and unstructured research method that studies highly complex phenomena that quantitative research cannot clarify. However, it generates ideas or hypotheses for future quantitative analysis.

Qualitative data is used to understand in-depth human behavior, experience, attitude, intention, and motivation based on observation and interpretation to discover how individuals think and feel. This is a form of research, and researchers pay more attention to the opinions of the participants. Case studies, grounded theory, ethnography, history, and phenomenology are types of qualitative research.

3.5. Instruments

The instruments used to collect data were via an online questionnaire developed through Google Forms. To maintain consistency among all survey

respondents, all items involving ratings use the 5-points Likert Scale ranging from one, strongly disagree, to five, strongly agree. The questions examine the relationship between autonomy and commitment to work. They also measure the role of job satisfaction as an observer. Also, the questionnaire includes demographic questions to grasp the characteristic of respondents. The metrics used were chosen based on the definitions used in the study and their history of being used in academic research. After that, data was prepared and cleaned using Microsoft Excel to remove responses with missing data or duplicate data that can negatively affect the study's results. Then, data were run and analyzed through SPSS Statistics Software to calculate variables' statistical frequencies and description, regression, correlation, and normality.

3.6. Job Autonomy (JA) – The Independent Variable

Various measures of job autonomy were used during the 1970s. One of these was the Job Diagnosis Survey. (JDS; Hackman & Oldham, 1975) and the Job Characteristics Survey (JCI; Sims et al., 1976). Although these measures are commonly used, subsequent studies have found that they have psychometric problems. For instance, Fried (1991) noted that the test's internal consistency was not ideal, while Taber and Taylor (1990) found that the factor structure was unclear. Breugh (1999) noted that these problems might be due to their attempts to use global metrics to measure multidimensional structures. In 1985, Michael Breugh set out to create a measure of job autonomy that would not be affected by the inherent problems of the job market. "Breugh" found evidence for internal consistency using this measure, with the alpha coefficient ranging from 0.77 to 0.92 (Cronbach, 1951). The test-retest reliability coefficient is between 0.65 and 0.76; various factors support stability over time.

The use of factor analysis found evidence for the three hypothetical factors of work autonomy (Method Autonomy, Scheduling Autonomy, and Criteria Autonomy). Evans and Fischer (1992) later confirmed this factor analysis. Later, Breugh found additional support for internal consistency and measurement stability and support for validity (Breugh, 1999). He found support for structural validity through various types of psychometric data. Among these was the correlation of multiple measures related to the theoretical backing. Breugh found significant correlations with the Hackman and Oldham (1975) autonomy, job satisfaction, supervisory satisfaction scales, the Hall and Lawler (1971) work engagement indicator, employee absence, and performance ratings. This measure was used in 1985 to establish the Breugh (1985) definition of work autonomy. It was based on the evidence presented above and is consistent with the other measures. Job Autonomy is the key independent variable in this study. It has been proved by many studies that organizations with high job autonomy tend to have a high organizational commitment within their employees. Therefore, this study aims to establish the accuracy of this claim by identifying the influence of job autonomy on the level of organizational commitment. Five factors underline job autonomy: work schedule, work procedures, empowerment, accountability, and feedback.

3.7. Organizational Commitment (OC) – The Dependent Variable

Many different measures have been used in the field of research. Out of 174 studies, Mathieu and Zajac (1990) discovered that 90 used the Porter et al. metric. The other studies used other metrics. The reliability of these samples is 0.882, 0.857, 0.881, and 0.787, respectively. Price observed in the literature

supports the use of the Commitment Questionnaire measurement method since it was modified by Mowday et al. in 1979. (OCQ; Porter et al., 1974). The objective of this study was to measure the organizational commitment of individuals. It was achieved through the use of modified pre-set questionnaires that were used in various applied studies. Not to mention that most questions used for this study have been modified and developed according to the variables selected to obtain optimum results. Monday and his colleagues studied the internal consistency of OCQ and found that the alpha coefficient ranges from 0.82 - 0.93, with a median value of 0.90 (Cronbach, 1951). They also conducted a factor analysis and found support for the underlying single-factor structure. The reliability (test-retest) is applied to check the stability over time. The correlation was found to range from 42 ± 0.53 to 0.75, which is comparable to the results of other attitude measures. Although some evidence is only moderately strong, evidence of convergence, differentiation, and predictive effectiveness was also found. This version of OCQ is suitable for the following study. This study aims to determine if job autonomy can affect an employee's commitment to the organization.

3.8. Job Satisfaction (JS) – The Moderator Variable

Job satisfaction was designed by Paul Spector (1985). The job satisfaction survey is used to measure satisfaction because it is a wide-scale used to measure job satisfaction in various occupations, including salary, promotion, supervision, benefits, contingent rewards, operating procedures, colleagues, nature of work, and communication. The reliability of JCI was established in a previous study, and the alpha coefficient of each subscale was more significant than the minimum value of 0.50 recommended by Nunnally (1967). The discriminant and convergence validity was established through

the multi-trait-multimethod analysis of JCI and JDS (Hackman & Oldham, 1975; Spector, 1985). The average level of supervisors and colleagues was the highest average, followed by operating conditions and wages, the lowest standard.

Job Satisfaction has been set as a moderator in this study to observe how job autonomy can increase job satisfaction, leading to improved organizational commitment. Previous studies have shown that satisfied employees tend to be more committed and loyal to their organization.

3.9. Control Variables

This study uses the following variables as control variables: age, gender, educational level, and seniority. Mathieu and Zajac (1990) identified the association between several demographic variables and organizational commitment, including age, gender, education, and tenure. Studies have shown that older employees have a higher level of commitment to their work. (Porter et al., 1974; Steers, 1977). Studies have shown that women are more committed to organizations than men. Organizational commitment is greater than that of women (DoddMcCue & Wright, 1996). There seems to be a link between the academic level and the organization's commitment. (Angle & Perry, 1981). Researchers have discovered a link between job autonomy and certain control variables. (Adler, 1993; Boreham, 1991; Durham et al., 1981; Fenwick & Jon, 1986; Jaffee, 1989; Kalleberg & Buren, 1996; Kalleberg & Leicht, 1986; le Grand et al., 1994; Reskin, 1993; Ross and Reskin, 1992; Singelmann and Mecken, 1992). Work autonomy increases with age and education level. Some studies have not found evidence of age-related effects. (Jaffee, 1989; Kalleberg and Leicht, 1986). Researchers found that men have more autonomy than women (maybe due to their different status; Adler, 1993;

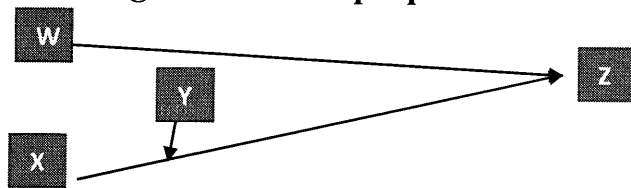
Le Grande et al., 1994; Reskin, 1993; Ross and Reskin, 1992; Singerman and Macon, 1992). In 1996, Paul Spreitzer recognized the potential impact of certain control factors on mental empowerment. Older and more senior employees may have a greater awareness of empowerment because they must be promoted (Ettington, 1992). In 1979, Mehmet Kanter said that men might have a more profound view of empowerment than women. With higher education levels, employees can feel more psychologically powerful. (Spreitzer, 1996).

3.10. Statistical Techniques

First, data gathered from the survey has been arranged through Microsoft Excel. Then, data were coded through SPSS by inserting every item in each variable. After that, statistical formulas were run to measure all variables. In addition to the statistical functions, multiple regression and path analyses are also performed to analyze the data. These procedures are also used to evaluate the correctness of the results. Control variables include demographic variables (age, gender, number of service years, and education level) and equity of distribution. Finally, an analysis is performed using SPSS, with an alpha of 0.05 when necessary. A technique used to examine theory-supported causality (Pedhazur, 1997; Stage, Carter, & Nora, 2004) is called Path analysis is. Theoretical support 46 W Y Z X can explain the non-linear path analysis of trajectory. (Pedhazur, 1997; Stage et al., 2004). As described by Stage et al. (2004), "The goal of route analysis is to provide estimates of the magnitude and importance of the hypothetical causal links between the variable sets displayed using the roadmap." The routing model (or diagram) can help you understand the relationships tested in route analysis. Figure 3.1 shows the path model for the following variables: W, X, and Y. The arrows represent the

relationships between the various elements. For instance, if W is the lead character of Z, then the relationship between Z and W will be regarded as the direct influence of W. The relationship between X and Z will most likely be considered as an indirect effect. It will be considered as an effect that affects one turn.

Figure 3.1 A sample path model.



W and X are independent variables in the sample path model, and Z-value is the dependent variable. In the dictionary of trajectory analysis, Z is called endogenous variables, and W and X are called exogenous variables (Stage et al., 2004). Where Y is referred to as an intervention variable or an intermediary. According to the hypothesis of this study, job autonomy is an exogenous variable, job satisfaction is an intervention variable, and organizational commitment is an endogenous variable. In trajectory analysis, the basic assumptions are made assuming that the various variables are equal to an interval scale. (Kleinbaum, Kupper, Muller, and Nizam, 1998; 47 Stage et al., 2004). Although the study showed that many of the ordinal variables were not measured on an interval scale, they can still be accommodated using other categories. (Stage et al., 2004).

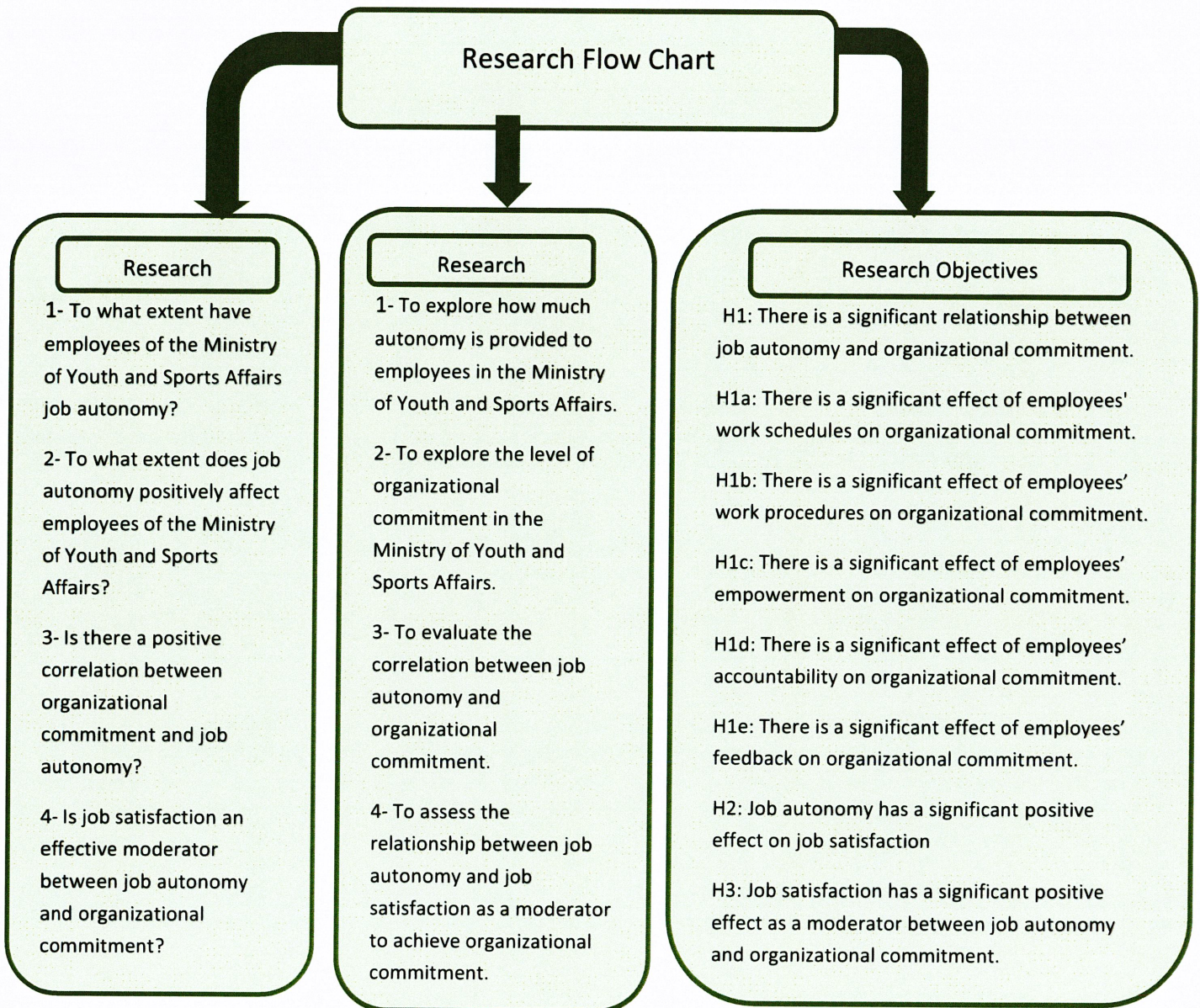


Figure 3.2. Research Flow Chart

Chapter Four

Data Analysis, findings, and discussion

4.1. Introduction

The main goal of this chapter is to discuss the validity and structure of the tool used in the study. First, the necessary assumptions for the regression will be tested. Next, regression will test each hypothesis, and then the appropriate pathway analysis will be performed. Finally, the results of the routine analysis will be explained. The study used particular attention to measure job autonomy in creating organizational commitment within Bahrain's Ministry of Youth and Sports Affairs. The analysis of first-hand perceptions provides a better understanding of how, why, and under what conditions employees' organizational commitment is affected by job autonomy. The key to establishing the reliability of survey results is to find the relationship between the variables and the results and conclusions. The research methodology and design involved secondary data collected from previous studies and examined participants' personal experiences on the topic. Although extensive research on job autonomy has been conducted (Zhou et al., 2019), few studies in this field can produce knowledge and understanding. Therefore, these studies involve the sense, involvement, and opinions of organization members who have experienced job autonomy directly. This chapter introduces the results of extensive exploration of how job autonomy is being shared and whether it directly affects job satisfaction and organizational commitment.

This study uses the same population structure as the study conducted in 2016. In addition, the study examines and explores the level of job autonomy within

the ministry. The data collection was derived from 200 respondents of the questionnaire conducted by the survey. In addition, the sample size was selected randomly, and SPSS software was used to process and analyze the responses we collected. This study intends to explore and examine the various research topics related to information technology. The topics covered in this chapter include control variables, reliability, and assumptions testing.

4.1.1. Control Variables

The relationship between job autonomy and the dependent variable was tested to see if it could explain the findings of a study. Control variables remain unchanged during the study and are used to evaluate or clarify the relationship between independent and dependent variables (Creswell, 2009). Use post-hoc analysis to analyze variance (ANOVA) to test for statistical differences between variable means. Also, the statistical significance was checked off the F value; the more significant the value is different from 1, the more likely the corresponding degree of freedom when $p < .05$ is statistically significant (Fraenkel and Wallen, 2006). The study analyzed various control variables regarding the employment of women and men in the Ministry of Youth and Sports.

4.2. Demographic characteristics

Gender	Frequency	%	Valid %	Cumulative %
Male	94	47.0	47.0	47.0
Female	106	53.0	53.0	100.0
Total	200	100.0	100.0	

Table 4.1 Gender Distribution

The results from table 4.1 show that male respondents represent 47%, and female respondents represent 53% of the total sample size.

Age Group	Frequency	%	Valid %	Cumulative %
20 < 25	14	7.0	7.0	7.0
25 < 30	46	23.0	23.0	30.0
30 < 35	80	40.0	40.0	70.0
35 < 40	38	19.0	19.0	89.0
40+	22	11.0	11.0	100.0
Total	200	100.0	100.0	

Table 4.2 Age Distribution

The results indicate that the age group 30 to less than 35 has the highest level of responses of 40% of the total sample size. Also, the lowest level of responses is from the age group 20 to less than 25 years old, representing 7% of the total sample size.

Marital Status	Frequency	%	Valid %	Cumulative %
Single	68	34.0	34.0	34.0
Married	132	66.0	66.0	100.0
Total	200	100.0	100.0	

Table 4.3 Marital Status Distribution

The results indicate that most respondents are married and represent 66% of the total sample size. As for single employees, they represent 34% of the sample size.

Education Level	Frequency	%	Valid %	Cumulative %
High School	9	4.5	4.5	4.5
Bachelor	176	88.0	88.0	92.5
Master	15	7.5	7.5	100.0
PhD	0	0	0	0
Total	200	100.0	100.0	

Table 4.4 Education Distribution

The results indicate that most respondents are bachelor's degree holders, representing 88% of the total sample size. Also, there are no Ph.D. holders among the respondents.

Years of Service	Frequency	%	Valid %	Cumulative %
0 < 5	58	29.0	29.0	29.0
5 < 10	103	51.5	51.5	80.5
10 < 15	33	16.5	16.5	97.0
15 < 20	4	2.0	2.0	99.0
20+	2	1.0	1.0	100.0
Total	200	100.0	100.0	

Table 4.5 Years of Service Distribution

Most respondents have been working for at least five to ten years within the Ministry of Youth & Sports Affairs.

Statistics	Gender	Age	Marital Status	Education	Years of Service
N	200	200	200	200	200
Missing Values	0	0	0	0	0
Mean	1.53	3.04	1.66	2.03	1.95
Std. Error of Mean	.035	.076	.034	.024	.056
Median	2.00	3.00	2.00	2.00	2.00
Sd. Deviation	.500	1.070	.475	.346	.791
Variance	.250	1.144	.226	.120	.625
Skewness	-.121	.119	-.681	.472	.838
Sd. Error of Skewness	.172	.172	.172	.172	.172
Kurtosis	-2.005	-.461	-1.552	5.416	1.364
Sd. Error of Kurtosis	.342	.342	.342	.342	.342

Table 4.6 Descriptive Frequencies of Demographic Variables

4.3. Screening data

One of the issues facing researchers while collecting data is the validity and accuracy of responses. Data entry duplicated answers and missing data can,

directly and indirectly, affect variables and data analysis results. Therefore, it is crucial to clean data, eliminate erroneous data, and double-check before and after the coding process through SPSS. The targeted population for this study is 252 employees from the Ministry of Youth and Sports Affairs. 200 responses were collected using the random sampling method. Fortunately, the study did not have any missing answers or duplicated responses. Also, google search help the investigation to avoid these issues due to the advanced options of the online survey.

	Statement	N	Mean	SD	Cronbach Alpha
WS1	I have control over my work activities.	200	4.15	.648	0.734
WS2	I have control over the scheduling of my tasks' deadlines	200	4.27	.819	
WS3	I have control over my work scheduling	200	4.14	.670	
WS4	I work in a flexible work environment	200	3.58	1.250	
WS5	I have control to raise or lower the pace of work	200	3.57	1.282	

Table 4.7 shows descriptive Statistics and Reliability Statistics table of work schedule

	Statement	N	Mean	SD	Cronbach Alpha
WP1	I have the freedom to choose my work methods.	200	3.57	1.278	0.962
WP2	There is a lot of control over what I am supposed to accomplish. (what my supervisor sees as my job objectives)	200	3.52	1.182	
WP3	I have access to the information I need to get my job done	200	3.57	1.242	
WP4	I have my processes to follow to get my job done	200	3.57	1.213	
WP5	I am always ready to accept future changes	200	3.40	1.272	

Table 4.8 shows descriptive Statistics and Reliability Statistics table of work Procedures

	Statement	N	Mean	SD	Cronbach Alpha
EM1	I feel a sense of accomplishment from my job	200	3.48	1.322	0.715
EM2	I am satisfied with the available opportunities for improving my skills within my job	200	2.71	1.263	
EM3	I am generally satisfied with the kind of work I do in this job	200	2.60	1.265	
EM4	I have the freedom to use my judgment.	200	2.52	1.272	
EM5	I am involved in making decisions that affect my work	200	2.62	1.255	

Table 4.9 shows descriptive Statistics and Reliability Statistics table of empowerment

	Statement	N	Mean	SD	Cronbach Alpha
AC1	I am offered the resources needed to fulfill the organizational expectations	200	2.73	1.293	0.961
AC2	I hold myself accountable for the results of my job tasks decisions	200	2.55	1.366	
AC3	I handle all responsibilities related to my job	200	2.55	1.366	
AC4	I have to justify my doubtful actions at work	200	2.70	1.289	
AC5	I am not allowed to make excuses to avoid the blame for my mistakes	200	2.82	1.438	

Table 4.10 shows descriptive Statistics and Reliability Statistics table of accountability

	Statement	N	Mean	SD	Cronbach Alpha
FB1	I expect to receive frequent feedback from my supervisor	200	2.73	1.314	0.985
FB2	I seek opportunities to develop skills relevant to my job tasks	200	2.69	1.376	
FB3	I am allowed to suggest improvements	200	2.68	1.392	
FB4	The outcomes of my work are rigorously evaluated	200	2.74	1.379	
FB5	I am open to receiving critical criticism and new aspects	200	2.67	1.316	

Table 4.11 shows descriptive Statistics and Reliability Statistics table of feedback

	Statement	N	Mean	SD	Cronbach Alpha
JS1	I enjoy my coworkers and supervisors	200	2.64	1.319	0.973
JS2	I feel my salary is fair compared to the work I do	200	2.67	1.280	
JS3	I am satisfied with the praise I get for doing a good job	200	2.68	1.424	
JS4	I feel satisfied with the chances of getting my promotion	200	2.75	1.392	
JS5	I am satisfied with the current working conditions	200	2.67	1.429	

Table 4.12 shows descriptive Statistics and Reliability Statistics table of job satisfaction

	Statement	N	Mean	SD	Cronbach Alpha
OC1	I am very happy to work for this organization.	200	2.48	1.449	0.976
OC2	I feel the organization's problems as if it is mine	200	2.79	1.362	
OC3	I feel as I am part of my family at this organization	200	2.79	1.396	
OC4	I feel emotionally attached to this organization	200	2.78	1.397	
OC5	I feel that this organization shows a great deal of personal respect.	200	2.81	1.426	

Table 4.13 shows descriptive Statistics and Reliability Statistics table of organizational commitment

4.4. Normality test

Normality tests can be used as a pre-interpretation test to control the distribution of data collected in the research. Normality tests can determine whether the data is normally distributed or non-normally distributed. Also, the normality test results determine which test tools will be utilized for *parametric and non-parametric tests*. There are many tests within the normality test, such as the kurtosis test, Omnibus K2 test, Kolmogorov Smirnov test, Shapiro-Wilk test, and D'Agostino-Pearson asymmetry.

If the normality plot shows a straight line without a curve, it means that there are no outliers; therefore, the study data follows a normal distribution. However, when the plot is inverted and curved, it represents non-normal data. In this study, diverse plots are used for normality tests to analyze the collected data and verify normality assumptions. The plots below are (PP) plots for the independent variables, dependent variables, and moderators (Figure 4.1). The figure shows a minor curve that indicates non-normal distribution.

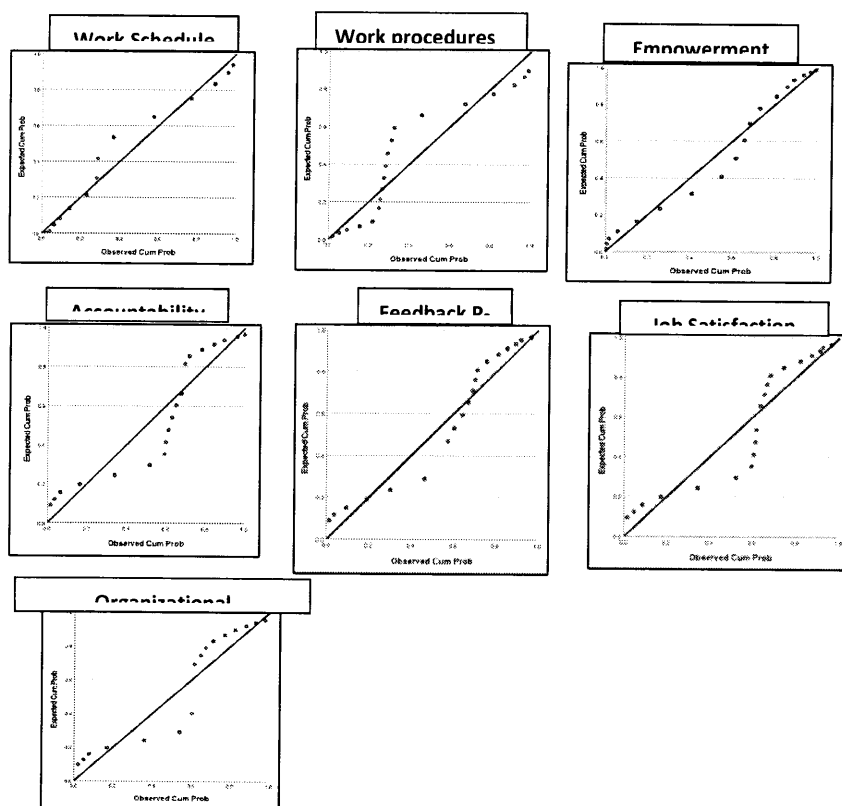


Figure 4.1 Normality plot

Probability plots (PP plots) are one of the most widely used tools for making informal assumptions and judgments about to what extend the data collected and analyzed is a fit set to a hypothetical distribution. According to Gan and Koehler (1990), statistical data that can be interpreted as a linear measure of

the PP plot means that the data can be used to test how good a fit of univariate data is. The PP plots use the empirical, cumulative, and uniform distribution to compare the data with multiple theoretical models. The model that fits the data should be roughly drawn as a line $y = x$. In addition, the PP plots graphs can be used to distinguish symmetric distributions based on kurtosis.

Figure 4.1 shows that the data set for this study is related and fits. The points placed around $y = x$ plots mean that the study's data follows the theoretical distribution.

4.5. Validity and Reliability of the Instrument

To establish structural validity, and analysis of principal components of maximum rotation of variance was performed. The eigenvalue-greater-than-one rule is used to identify factors. The study yielded seven factors, of which job autonomy was divided into five elements. A commitment to organizational success is linked to job satisfaction and autonomy. This evaluation involves both the individual and the organization's decision-making process. Kraimer et al. (1999) noted that job autonomy is a vital component of a successful employment relationship. Therefore, they achieved similar results in terms of job autonomy and the impact of job satisfaction. similar study outcomes (Fulford and Enz,1995; Hancer, George, and Kim,2005; Kim and George, 2005). All loads are above 0.70, so they are interpretable (Tabachnick & Fidell,1989), considered excellent (Comrey,1973).

Cronbach's (1951) calculated an alpha coefficient for each subscale of the mechanism. This value shows the average reliability coefficient for all possible reliability coefficients. A high alpha value indicates that the item is

highly correlated with a correct score (Churchill, 1979). Table 4.14 shows the results of these calculations.

Factor	Reliability
Work Schedule	0.734
Work Procedures	0.962
Empowerment	0.715
Accountability	0.961
Feedback	0.985
Job Satisfaction	0.973
Organizational Commitment	0.976

Table 4.14 shows the reliability estimates

Table 4.14 shows that the reliability estimate for the entire study and variables. The reliability of individual scales ranged from 0.715 to 0.976. Thus, the reliability of the data collected during this study is acceptable. All reliabilities are above 0.7.

4.6. Correlation hypotheses testing

Correlation refers to the statistical method representing the relationship between two variables and the degree of association. The correlation, which is the correlation coefficient, varies between -1 and +1, demonstrating that +1 is a perfect direct correlation, whereas -1 is an entirely indirect correlation, and 0 does not show a linear relationship (Gogtay and Thatte, 2017).

According to Schober et al. (2018), it is distinguished that correlation values indicate the following: Values between 0.1 and 0.3 = weak direct correlation
Values between 0.3 and 0.5 = moderate direct correlation; Values between 0.5 and 1.0 = strong direct correlation

In this study, the two-tailed significance test has been selected. Therefore, the significance level chosen is 0.05. SPSS instruments will be used to test the correlation coefficient between the variables, and this instrument is called Person.

Rho	Correlations							
		WS	WP	EM	AC	FB	JS	OC
	WS	Pearson Correlation	1.000	.758**	-.418**	-.577**	-.527**	-.536**
		Sig. (2-tailed)	.	<.001	<.001	<.001	<.001	<.001
		N	200	200	200	200	200	200
	WP	Pearson Correlation	.758**	1.000	-.443**	-.647**	-.619**	-.649**
		Sig. (2-tailed)	<.001	.	<.001	<.001	<.001	<.001
		N	200	200	200	200	200	200
	EM	Pearson Correlation	-.418**	-.443**	1.000	.725**	.656**	.685**
		Sig. (2-tailed)	<.001	<.001	.	<.001	<.001	<.001
		N	200	200	200	200	200	200
Rho	AC	Pearson Correlation	-.577**	-.647**	.725**	1.000	.812**	.792**
		Sig. (2-tailed)	<.001	<.001	<.001	.	<.001	<.001
		N	200	200	200	200	200	200
	FB	Pearson Correlation	-.527**	-.619**	.656**	.812**	1.000	.836**
		Sig. (2-tailed)	<.001	<.001	<.001	<.001	.	<.001
		N	200	200	200	200	200	200
	JS	Pearson Correlation	-.536**	-.649**	.685**	.792**	.836**	1.000
		Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001	.
		N	200	200	200	200	200	200
	OC	Pearson Correlation	-.544**	-.651**	.688**	.828**	.833**	.858**
		Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001	.
		N	200	200	200	200	200	200

** . Correlation is significant at the 1% level (2-tailed).

In cases such as these, we answer our research question concerning the existence of a linear relationship by using the t-test for testing the population correlation coefficient $H_0: \rho=0$.

Table 4.15 indicates that the highest level of correlation is between job satisfaction (moderator) and organizational commitment (dependent variable), with a value of (0.858). And the lowest level of correlation is between feedback (independent variable) and empowerment (independent variable), with a value of (0.656). Also, some values have shown an indirect correlation.

Table 4.15 shows the correlation coefficient among variables.

Considering tables 4.15 & 4.18, we can see that all variables are significant, and the linear relationship between the model variables associations is significant.

The formula for the test statistic is $t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$. The value of the test statistic, t , is shown in the computer or calculator output along with the p -value. Thus, the test statistic t has the same sign as the correlation coefficient r . According to Table 4.15, the strongest correlation exists between job satisfaction (moderator) and organizational commitment (dependent variable), with a value of (0.858). And the lowest level of correlation, with a value of (0.656), is between feedback (independent variable) and empowerment (independent variable). In addition, some values have demonstrated an indirect correlation.

4.7. Regression Model and Hypotheses Testing

Multiple regression techniques have been used to identify the significant contribution of the model variables. Table 4.16 shows the Model summary of Regression calculated by using the independent variables. Table 4,16 shows

that r^2 has a value of 0.842, indicating that the model can interpret more than 84% of the variation in the dependent variables using the model's independent variables. This percentage is excellent, and the model is exact. In addition, table 4.17 indicates that the overall model is significant at a 5% significance level.

Three hypotheses were developed with the help of a literature review. Correlation and regression analysis were used with the help of SPSS software to test these hypotheses. Accepted hypotheses found that job autonomy is significantly related to job satisfaction and organizational commitment. This means that job satisfaction plays a significant moderating role between job autonomy and organizational commitment.

Three main hypotheses and five sub-hypotheses were tested in this study employing quantitative techniques through analyzing the relationship between job autonomy and job satisfaction. The data were then derived. The statistical significance of various model variables was analyzed. A significant relationship exists between variables if $p < .05$ (Frankel and Wallen, 2006).

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change
1	.918a	.842	.838	.53372	.842	203.530

Table 4.16 Model Summary

a. Predictors: (Constant), FB, AC, WS, WP, EM

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	289.881	5	57.976	203.530	<.001b
	Residual	54.407	191	.285		
	Total	344.288	196			

Table 4.17 shows ANOVA analysis for the study model

a. Dependent Variable: OC b. Predictors: (Constant), FB, AC, WS, WP, EM

Table 4.18 shows the multiple Regression details of the study model variables. We are testing the β_i for all variables to edit our study model by discarding the insignificant variables. $H_0: \beta_i=0$ V $H_1: \beta_i \neq 0$ The regression findings illustrate that the five constructs of job autonomy are all significant with organizational commitments, at a 0.05 significance level.

Regression Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		Beta	Std. Error	Beta		
1	(Constant)	.904	.387		2.338	.020
	WS	-.041	.092	-.021	-.446	.002
	WP	-.088	.066	-.077	-1.338	<.001
	EM	-.098	.088	-.059	-1.116	.003
	AC	.495	.090	.471	5.489	<.001
	FB	.463	.073	.440	6.349	<.001

Table 4.18 shows the Regression Coefficients for the study model -Dependent Variable: OC

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
Job Autonomy → Job Satisfaction	.746	.084	.892	8.858	<.001
Job Satisfaction → Organizational Commitment	.226	.008	.892	8.858	<.001

Table 4.19 shows that job satisfaction acts as a significant moderator between the independent variable and dependent variable.

Hypothesis 1: There is a significant association between job autonomy and organization commitment.

The first hypothesis proposes that the relationship between the dependent and independent variables is significant. Thus, there is a strong link between job autonomy and organizational commitment. On the other hand, the null hypothesis (1) suggests that job autonomy is not significantly correlated with organizational commitment.

Using the same approach, we applied for the above hypothesis to test the following hypothesis as follows:

H1a: There is a strong association between work schedules and employee commitment.

H1b: There is a significant association between the expectations of employees and the organization's commitment.

H1c: There is a significant association between employee expectations and the organization's commitment.

H1d: There is a significant association between employee accountability and organizational commitment.

H1e: There is a significant Association link between employee feedback and organizational commitment.

The outcome of these tests led to accepting all these hypotheses, as in table 4.20.

Hypothesis 2: Job Autonomy has a significant effect on job satisfaction.

The second hypothesis expects that employees who experience a high level of job autonomy can maintain a high level of job satisfaction. Therefore, the hypothesis suggests that job autonomy affects the Ministry of Youth and Sports Affairs employees' level of job satisfaction. Also, regression table 4.18 and table 4.19 show that all five independent constructs (work schedule, work procedures, empowerment accountability, and feedback) are significant and associated with job satisfaction.

Hypothesis 3: Job satisfaction is an effective significant moderator between job autonomy and organizational commitment.

The third hypothesis suggests that job satisfaction can act as a significant moderator between independent and dependent variables. In this study, job satisfaction acts as a moderator between the independent and dependent variables. First, the interaction technique was used to calculate the moderator role. The technique suggests testing a moderator variable, and an interaction variable must be created by multiplying the independent variables with the moderator variable data. After that, a multiple regression analysis was calculated with the model's independent variables, moderators, and interactions. This indicates that job satisfaction is a significant moderator between variables, at a 0.001 level.

Hypothesis	Hypothesis Results
H1: There is a significant association between job autonomy and organization commitment.	Accepted
H1a: There is a significant effect of employees' work schedules on organizational commitment	Accepted
H1b: There is a significant effect of employees' work procedures on organizational commitment	Accepted

H1c: There is a significant effect of employees' empowerment on organizational commitment	Accepted
H1d: There is a significant effect of employees' accountability on organizational commitment	Accepted
H1e: There is a significant effect of employees' feedback on organizational commitment	Accepted
H2: Job Autonomy has a significant effect on job satisfaction	Accepted
H3: Job satisfaction is an effective significant moderator between job autonomy and organizational commitment.	Accepted

Table 4.20 shows the results of testing the hypotheses

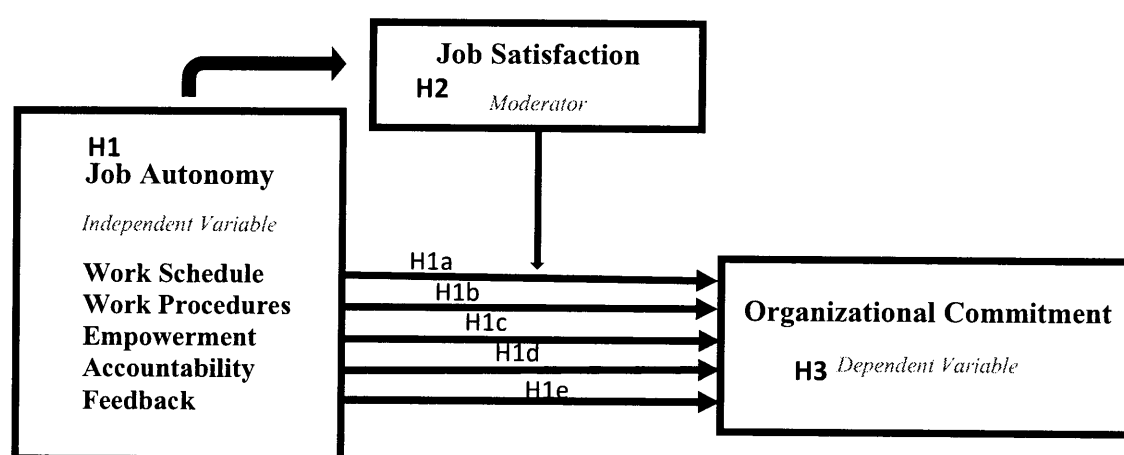


Figure 4.2 Hypotheses theoretical framework

4.8. Discussion

This study analyzed the relationship between job satisfaction and organizational commitment as a moderator. Also, to determine if a relationship applies to individual differences (Demographic Variables) such as gender, age, marital status, education level, and years of service within the organization. According to the research results, job autonomy and organizational commitment are significantly correlated. Also, the results found that job satisfaction is an effective moderator between the independent variable (Job Autonomy) and the dependent variable (Organizational Commitment). The study aims to analyze the relationship between job

mobility and the organizational commitment of the Youth and Sports Ministry employees. A higher level of job autonomy and higher job satisfaction will be associated with a higher level of organizational commitment. It is also assumed that these relationships will be affected by constructs of job autonomy and demographic variables. The need for autonomy at work varies with the individual's personality. Some employees are unable to work and act without the guidance of a manager and are uncomfortable with the autonomy provided because they do not want to be held accountable for the results of their tasks. Also, if employees are not well trained but still empowered, this will lead to poor performance.

4.8.1. Job autonomy

Job autonomy is defined as choosing the methods and procedures for completing the work, the arrangement, and the sequence of job tasks and objectives. In the literature review, job autonomy was identified as an independent variable significantly correlated with organizational commitment. This study has proved the significant relationship between the two variables. The results of this study are aligned and connected with Breugh's (1985) study. The researcher tested job autonomy and its relationship with organizational commitment and found an existing relationship between them. As assumed, a higher level of job autonomy is associated with a higher level of organizational commitment. When empowerment is included in the return, job autonomy is by default made a significant contribution to organizational commitment. When demographic variables (age, gender, marital status, education level, and years of service in the organization) are included in the multiple regression analysis, employees with a high sense of job autonomy have a high degree of commitment to the

organization, regardless of their demographic differences. Therefore, employees with a shared understanding of autonomy have a shared sense of organizational commitment.

A person's commitment to an organization is defined by the strength of their participation in a specific project or organization. Halaby and Weakliem (1989) believe that job autonomy must be explored as a primary reason to realize how organizational commitment is formed in individuals. Gagne and Deci (2005) employed a longitudinal research design to explain how job autonomy can lead to organizational commitment.

4.8.2. Organizational commitment

A commitment to an organization is the strength of a person's involvement in a specific organization. The ideal candidate can be categorized into three main factors: (1) firm belief in the organization's goals and core values; (2) willingness to make significant efforts to maintain the organization's reputation. (Mowday et al., 1979).

This study has proved that organizational commitment can be created and maintained if organizations provide autonomy to their employees. The relationship between variables has been found significant using multiple regression analysis and correlation analysis. The antecedents of commitment have been identified as personal characteristics and job characteristics. The school system can influence many of the traits that people look for in their ideal job. These include job status, education, and personal skills.

The results found from this study are consistent with Mathieu and Zajac's (1990) research on organizational commitment. However, the researchers also found that the increase in education is related to organizational commitment.

It's believed that having more education makes people more likely to find a job. Herscovitch and Meyer (2001) suggested that management consider increasing the amount of commitment shown by the organization. The first recommendation considers the anticipated results of employees' organizational commitment and the behaviors required to attain those outcomes. This assessment helps management determine the best way to align their goals and objectives with its culture. The second recommendation is to think carefully about the most appropriate commitment objective in any given situation and help employees understand how the required course of action relates to the goals and values of that objective—furthermore, fostering practical commitment whenever possible. When eliciting commitment from employees, consider the way it may be perceived and the kinds of conditions that can help develop a commitment.

4.8.3. Job Satisfaction

A study conducted by (Naqvi et al., 2013) found that the increase in job autonomy is significantly related to the rise in job satisfaction and organizational commitment. This study found that job satisfaction plays a significant role in moderating job autonomy and organizational commitment. Through multiple regression analysis and correlation analysis, it has been proved that job autonomy job satisfaction has a significant relationship. In addition, the statistical analysis has also confirmed that job satisfaction can lead to organizational commitment. Satisfied employees feel that their organization trusts them to complete their tasks. Therefore, satisfied employees tend to feel a sense of commitment toward the organization. If the employees of an organization are dedicated and committed, they will work hard to learn, improve and grow. This study has found that employees have the freedom to function and can make small decisions on their own to enhance their performance.

The study tests the hypothesis and shows results that job satisfaction is significantly correlated with organizational commitment. The results provided robust evidence from previous studies (Koslowsky et al., 1991; Knoop, 1995; Shore and Martin, 1989). Job satisfaction's role as a moderator between job autonomy and organizational commitment has not received much attention in early studies. However, few studies support the relationship between organizational commitment and job satisfaction (Buch & Aldridge, 1991; Robinson, 1996; Rousseau, 1989).

Chapter Five

Conclusion, Recommendations, And Limitations

In a rapidly changing world, investing in creating an elite workforce that can commit and contribute to their organization is of great significance to its pursuit of sustainable commitment. This research explores the importance of job satisfaction and job autonomy in creating commitment within an organization.

This research is based on the theory of self-determination, which shows that job autonomy can predict employees' personal development and the average intrinsic motivation within them. In addition, the theory shows how to improve the direct correlation between job autonomy and intrinsic motivation and further regulate the indirect influence of job autonomy on self-development through intrinsic motivation. Thus, this study emphasizes job autonomy in creating a long-term workforce with high organizational commitment and proposes potential methods to achieve job autonomy from different perspectives. More importantly, the theoretical framework estimated in this study is an acceptable fit for the data.

The mixture of methods design used in conducting this study provides data from a different perspective to better understand job autonomy, satisfaction, and organizational commitment. This study identified job autonomy factors that are considered essential and significant. In this study, job autonomy was proven influential in all five subscales (work schedule, work procedures, empowerment, accountability, and feedback). Therefore, job autonomy and

organizational commitment are statistically significant. Also, job satisfaction is directly correlated to other variables and plays an essential role as a moderator between independent and dependent variables. This study findings suggest that job autonomy can be carried within organizations in many different subscales, and not necessarily all of them are effective in each organization.

The findings of this study provide helpful information on the importance of job autonomy in establishing and developing organizational commitment in the Ministry of Youth and Sports Affairs workforce. Not to mention, job autonomy has proven to be a strong predictor of participation in previous studies. However, it does not make a necessary contribution to the employee's decision to stay in the organization. However, before subordinates can engage and commit to their workplace, managers must empower their associates to increase job autonomy through effective leadership.

Overall, the study has somehow contributed to the existing literature by explaining job autonomy and organizational commitment through the intermediation of job satisfaction. From a practical standpoint, this study illustrates that giving employees more job autonomy can increase their internal oversight and identity oversight, leading to a more dynamic, enthusiastic, and focused work environment. Job satisfaction only comes when the individuals are being authorized to do work according to their will. Therefore, Employees who focus on satisfaction and high work efficiency aspire to be accountable and responsible for their work. Taking the initiative and freedom to make crucial decisions in the workplace and get along with colleagues in harmony; together means job autonomy. The opposite situation transforms employees into beings who only execute decisions made through

normal processes, obey in all cases and become powerless over time. This sense of powerlessness is one of the main factors that cause employees to leave the organization. Many studies have focused on positive results from organizational commitment have, such as decreasing turnover rates, decreasing absenteeism rates, and increasing organizational loyalty. However, one can also assume negative consequences. For example, a high level of organizational commitment may cause tension between employees and their families, creating dissatisfaction and burnout. From an organizational point of view, negative results will harm the employees' commitment to the organization.

5.1. Recommendations

This study has several recommendations to enhance job autonomy within the Ministry of Youth and Sports Affairs in the Kingdom of Bahrain.

First of all, a flat organization hierarchy must be established and maintained to ensure sustainable job autonomy. This strategy will help strengthen the bond between managers and subordinates, which will increase the empowerment level. Also, employees will be given a chance to deliver true loyalty and commitment to the organization.

Secondly, the human resources department of the Ministry of Youth and Sports Affairs can use the results of this study to increase employees' organizational commitment. As a critical factor in achieving commitment, job autonomy is often considered key when retaining employees. Therefore, the ministry can help employees identify their job duties and develop a culture that values autonomy to improve the perception of autonomy. In any case, managers must understand the capabilities of their subordinates and be willing

5.2. Limitations

Although this study was carefully conducted, some limitations may impact the responses of the participants. The study faced found three primary limits, including responsiveness, Covid-19 pandemic, and lack of time.

5.2.1. Responsiveness

The first limitation of this study is the ability of participants to respond. Although the responses of the 200 participants are statistically representative and exceed the minimum out of 252 employees in total, it may not be possible to capture the differences among those who did not respond to emails sent requesting to participate in the study. Considering the research topic, consultants who are most likely to have lower organizational commitment are more likely to experience research and bias the results consistently. Likewise, those who decide to participate in research may be inclined to continue to work with their organization and provide a positive response. The final sample used in this study is relatively small, making it challenging to fit the model to the data. Therefore, the study uses a two-step method to estimate the proposed model.

5.2.2. Covid-19 pandemic

The second limitation is that the study is the global pandemic of Covid-19. Due to the pandemic, 70% of the Ministry of Youth and Sport Affairs employees were working from home, and the only way to contact them was through technology. Targeting the whole population through direct physical contact would have been possible, but that goal was not accomplished due to social distancing.

5.2.3. Lack of time

The theoretical implications that the study will provide will be a valuable contribution to the existing literature. Although more and more scholars focus on employee attitudes and job characteristics, investigations into the role of job autonomy in employees' degree of organizational commitment and job satisfaction have not yet been fully explored. Therefore, a better understanding of the different dimensions of job autonomy and their impact on employee behavior can significantly contribute to the existing literature. In addition, this study can help human resource managers of different organizations within the Kingdom of Bahrain to better understand the mentality of employees on the nature of work and the work environment and employees' responses to the inherent characteristics of different jobs.

The study revealed that job satisfaction is linked to higher levels of job autonomy, triggering employees to seek more resources to improve their abilities. In return, this will lead to a higher level of job satisfaction. However, it is essential to remember that job autonomy is a predictive indicator of job satisfaction and organizational commitment, which is crucial for employees' performance and health. Therefore, organizations should focus on the positive aspects of work remodeling and reshaping to align and match practical job autonomy.

5.4. Future research

This study sets a curriculum for future research, focusing on resources or conditions, proving that providing employees with job autonomy will effectively retain them. The study findings support the notion that job autonomy and job satisfaction can affect the commitment of employees. The variables used in this study are based on past theories and previous studies. Researchers may use other subscales of job autonomy for future research, such

as organizational performance, organizational culture, and employees' performance. Data was collected from only 120 respondents, so it is recommended that future researchers use a larger sample size for their research. This study has adapted job autonomy, which is only one dimension of the job characteristic model. It is necessary to comprehensively study the job characteristic model and its influence on organizational commitment through the intermediary effect of job satisfaction. Most likely, the results will produce more insightful conclusions about organizational commitment.

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APPENDIX 1

Research Survey

Part One: Personal Information

Please tick the appropriate box below

#	Question										
1	Gender	Male		Female							
2	Marital Status	Single		Married							
3	Age	20 < 25		25 < 30		30 < 35		35 < 40		40+	
4	Education	High School		Bachelor		Masters		PhD			
5	Years of Service	0 < 5		5 < 10		10 < 15		15 < 20		20+	

Part Two: Job Autonomy

Work Schedule

#	Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I have some control over my work activities order (when I do what).					
2	I have control over the scheduling of my tasks' deadlines					
3	I have control over the scheduling of my work					
4	I work in a flexible work environment					
5	I have control to raise or lower the pace of work					

Job Procedures

#	Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I have the freedom to choose the methods of carrying out my tasks at work					
2	I have some control over what I am supposed to accomplish (what my supervisor sees as my job objectives)					
3	I have access to the information I need to get my job done					
4	I have my processes to follow to get my job done					
5	I am always ready to accept future changes					

Empowerment

#	Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I feel a sense of accomplishment from my job					
2	I am satisfied with the available opportunities for improving my skills within my job					
3	I am generally satisfied with the kind of work I do in this job					
4	I have the freedom to use my judgment					
5	I am involved in making decisions that affect my work					

Accountability

#	Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I am offered the resources needed to fulfil the organizational expectations					
2	I hold myself accountable for the results of my job tasks decisions					
3	I handle all responsibilities related to my job					
4	I have to justify my doubtful actions at work					
5	I am not allowed to make excuses to avoid the blame for my mistakes					

Feedback

#	Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I expect to receive frequent feedback from my supervisor					
2	I seek opportunities to develop skills relevant to my job tasks					
3	I am allowed to suggest improvements					
4	The outcomes of my work are rigorously evaluated					
5	I am open to receive critical criticism and new aspects					

Part Three: Job Satisfaction

#	Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I enjoy my coworkers and supervisors					
2	I feel my salary is fair compared to the work I do					
3	I am satisfied with the praise I get for doing a good job					
4	I feel satisfied with the chances of getting my promotion					
5	I am satisfied with the current working conditions					

Part Four: Organizational Commitment

#	Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I should be delighted to spend the rest of my career in this organization					
2	I feel the organization's problems as if it is mine					
3	I feel as I am part of my family at this organization					
4	I feel emotionally attached to this organization					
5	I feel that this organization shows a great deal of personal respect.					

مخلص البحث

الغرض من الدراسة: منذ السبعينيات، كان الاستقلال الوظيفي موضوعًا ذا اهتمام كبير في أدبيات حول السلوك التنظيمي ومشاركة الموظفين. الاستقلال الوظيفي هو متعلق بمشاركة الموظفين والالتزام التنظيمي والرضا الوظيفي وزيادة الإنتاجية. تستكشف هذه الدراسة العلاقة بين الاستقلالية الوظيفية باعتبارها المتغير المستقل والالتزام التنظيمي كمتغير تابع. أيضا، تؤكد الدراسة على تأثير الاستقلال الوظيفي والرضا الوظيفي كوسيط في خلق التزام تنظيمي. تركز الدراسة على العاملين بوزارة شؤون الشباب والرياضة في مملكة البحرين.

المنهج والتصميم: تم استخدام أسلوب البحث الكمي للإجابة على الأسئلة المطروحة في الدراسة. تأتي البيانات المستخدمة في الدراسة من استطلاعات متعددة مسبقًا معالجة الاستقلالية الوظيفية في مختلف المجالات والمجالات. البيانات الأولية للبحث تم جمعها من خلال الاستبيانات المنظمة والاستطلاعات عبر الإنترنت بناءً على مقياس ليكرت (مقياس تقييم من خمس نقاط) من خلال تصميم الاستبانة. حجم العينة 200 المختارة من وزارة شؤون الشباب والرياضة بما في ذلك الإدارة العليا والإدارة الوسطى وموظفي الخطوط الأمامية. طريقة أخذ العينات العشوائية تم إجراؤه لتحديد المستجيبين. بالإضافة تم استخدام برامج مايكروسوفت لإجراء استطلاعات الرأي، وتم استخدام حزمة IBM الإحصائية (SPSS) لدراسة نتائج البيانات. تم استخدام العديد من التقنيات لتحليل الإحصائيات في هذه الدراسة مثل الفرضيات وتحليل الانحدار المتعدد اختبار تأثير الاستقلالية الوظيفية في زيادة الالتزام التنظيمي.

النتائج: كشفت الدراسة أن الرضا الوظيفي مرتبط بالالتزام التنظيمي والاستقلالية الوظيفية. ووجدت أيضًا أن استقلالية الوظيفة مرتبطة بالرضا الوظيفي.

الكلمات المفتاحية: استقلالية وظيفية - رضا وظيفي - التزام تنظيمي - عمل الجدول الزمني - إجراءات العمل - التمكين - المساءلة - التغذية الراجعة



استمارة إيداع البحث

اسم الباحث:			بدور السيد حيدر صالح علوي		
عنوان البحث:			دور الاستقلال الوظيفي في خلق الالتزام التنظيمي: دليل من وزارة شؤون الشباب والرياضة		
سنة النشر:			2022		
الكلية:		كلية ادارة الاعمال		القسم:	قسم الإدارة والتسويق
البريد الإلكتروني:		Bedoorhs@gmail.com		رقم الاتصال:	33324114

إقرار الباحث بالموافقة على الشروط التالية:

يحق لجامعة البحرين إتاحة وتوفير الرسالة أو الأطروحة المذكورة أعلاه في مكتبة الجامعة أو من خلال موقع الإسهامات البحثية للجامعة أو على نطاق أوسع في الخارج؛ كما ويمكن إعادة طباعة الرسالة إذا اقتضت الحاجة لذلك أو رقمنتها مع إتاحتها على شبكة الأنترنت وذلك حسب تقدير إدارة الجامعة.

تنطبق هذه الشروط على جميع النسخ بما في ذلك النسخ الإلكترونية

تعتبر هذه الرسالة أو الأطروحة من المواد المحمية والتي تخضع إلى حقوق النشر والتأليف، ولا يجوز نشر أي اقتباس من الرسالة بدون توثيق المصدر.

التاريخ: 6 - يناير - 2022

توقيع الباحث: بدور العلوي

جامعة البحرين

قسم الإدارة والتسويق



كلية إدارة الأعمال

دور الاستقلال الوظيفي في خلق الالتزام التنظيمي: دليل من وزارة شؤون الشباب والرياضة

أطروحة مقدمة كجزء من متطلبات الحصول على درجة الماجستير في إدارة الموارد البشرية

إعداد الطالب

بدور السيد حيدر صالح علوي
الرقم الطلابي: ٢٠١٢١٢٥٤

إشراف

د. موفق الكبيسي

أستاذ مشارك

جامعة البحرين

مملكة البحرين

أكتوبر 2021