

Relationship between Organizational Culture and Job Commitment among Employees

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Abstract. The current study aimed to determine the relationship between organizational culture and job commitment in the Ministry of Education in the Sultanate of Oman, with job satisfaction as a mediating variable. To achieve the study objectives, a descriptive-analytical approach was adopted, using path analysis through the Amos ver.24 software in the Statistical Package for the Social Sciences (SPSS). This was done to examine the direct and indirect effects of job satisfaction as a mediating variable in the relationship between organizational culture as an independent variable and job commitment as a dependent variable, based on Baron & Kenny's model (1986). To answer the research questions, the researcher developed a questionnaire as a data collection tool, consisting of three dimensions: organizational culture, including four dimensions; job commitment, including three items; and job satisfaction, including four dimensions. The study sample consisted of 168 employees from the educational directorates in Muscat, North Al Batinah, and Dhofar in the Sultanate of Oman. The results of the study indicated a high level of organizational culture, organizational commitment, and job satisfaction among employees in the Ministry of Education in the Sultanate of Oman. However, the study results showed no significant mediating effect of job satisfaction between organizational culture and job commitment. On the other hand, the results indicated a statistically significant effect of organizational culture, with its dimensions (values, expectations, norms, and beliefs), on organizational commitment with its dimensions (affective, continuance, and normative), in the presence of job satisfaction as a mediating variable with its dimensions (relationship satisfaction with colleagues, satisfaction with work procedures, supervision style, and rewards and incentives). The study recommended the importance of applying principles of integrity and credibility in selecting qualified individuals for administrative positions among candidates, achieving the principle of fairness in dealing with employees, and activating the principle of delegation in making some administrative decisions in the educational directorates in the Sultanate of Oman. Additionally, there is a need to review the system of incentives and promotions to achieve a higher level of job satisfaction among employees in those directorates.

Keywords. Organizational culture, job commitment, job satisfaction, Ministry of Education, Sultanate of Oman

Introduction and Background of the Study:

There is a growing interest in human resources and studying their behavior within organizations due to their significant role in achieving organizational goals. These behaviors reflect various aspects related to the individual's personality as an employee, as well as their attitudes and aspirations. Job commitment is one of the topics associated with work, which is also influenced by the individual's satisfaction with the organization they work for and the effectiveness of their performance.

Therefore, management in these organizations seeks to achieve a high level of employee satisfaction, accommodate and incorporate their personal goals within its plans, ensuring their continuity and retention in their positions, and consequently their commitment to performing their tasks. This is a result of their loyalty and affiliation to the organization, as they exert maximum effort towards achieving its objectives.

Several studies point out various factors that significantly affect the level of job commitment and job satisfaction among employees. These factors collectively represent the nature of the prevailing organizational culture within the organization, such as the organizational climate manifested in motivational and material incentive systems, as well as the nature of internal policies within the organization. Additionally, organizational goals and their clarity, the extent of employee involvement in achieving them, the degree of satisfying employees' needs, and the leadership and supervision style followed all play a role.

Organizational Culture is characterized by a collective set of beliefs, values, and perceptions that shape impressions and reinforce attitudes. It leads to behaviors that form the fundamental principles of employee performance in organizations, based on effectiveness and efficiency. If the prevailing organizational culture encourages good performance, it becomes a supportive element. The term "organizational culture" has gained significance as an influential factor in the orientations and development, or lack thereof, of organizational performance.

Organizations are influenced by several determinants that shape their organizational culture. These determinants include the goals that organizations strive to achieve, which are linked to the reinforcement of values associated with relationships between beneficiaries and employees. The size of the institution also influences its management approach and methods of dealing with different situations. The organization's history and the type of ownership, whether it is government or private, local or global, also play a significant role in determining the organizational culture (Sadiqi, 2013, pp. 9-10).

Researchers have agreed that organizational culture has various dimensions, including values, which encompass a set of principles, rules, and higher ideals that people believe in, agree upon, and govern their material and moral actions. Traditions refer to repeated activities that reinforce the organization's values. Rituals and ceremonies refer to planned events associated with a specific occasion resulting from social interaction. Standards represent the procedures and rules that employees adhere to. Beliefs are shared ideas about the nature of work and social life in the work environment, as well as how organizational tasks and responsibilities are accomplished. Expectations are a set of things that employees and the organization anticipate even after the employee's tenure (Al-Mudhayan & Al-Jarrawi, 1995, p. 401), (Al-Ameen, 2005, pp. 212-213), and (Al-Quriyuti, 2000, pp. 195-161).

Job satisfaction among employees represents an important factor that reflects the quality and quantity of positive attitudes held by employees towards their organizations. This is explained by the Job Characteristics Theory, which suggests that job characteristics and the prevailing culture within it play significant roles in shaping an individual's perception of their role within the organization (Hackman & Oldham, 1980). It indicates that there are several

factors that contribute to improving the level of job satisfaction, such as the clarity of goals for the employee, which makes them satisfied, committed, and engaged in their work (Al-Tali, 2022, p. 27).

The results of numerous research studies conducted on job satisfaction have shown that individuals who are satisfied with their jobs have a high self-esteem, which affects their level of job commitment (Abdulatif, 2015). This is because employees have various and different needs and motivations from time to time and from person to person. This was highlighted by Super, who stated that an individual's satisfaction with their work depends on the extent to which they find opportunities to utilize their abilities, interests, and personal characteristics in roles that align with their experiences (Sultan, 2003, p. 19).

Al-Siyabi (2016, p. 1) and Al-Dakhil (2017) have pointed out that job satisfaction has numerous benefits for the individual, organization, and society. For individuals, its importance lies in increasing their ability to adapt to work within the organization, enhancing their desire for creativity and innovation, and raising their ambition. As for the significance of job satisfaction for the organization, it leads to lower turnover rates, employee stability, work consistency, increased effort and performance, resulting in lower labor costs, increased productivity, higher effectiveness, and organizational growth and prosperity. In terms of its importance for society, it contributes to higher production rates, achieving economic efficiency, and promoting overall societal growth.

Job commitment is considered an indicator that reflects the level of employee satisfaction, which is evident through their behaviors and actions during work. It is evident in their dedication to their tasks and their participation in achieving the organization's goals through genuine cooperation with colleagues. The higher the level of job satisfaction, the greater the employee's desire to continue and stay in the organization they work for.

Al-Otaibi and Al-Suwat believe that job commitment has an impact on the individual outside of work. It strengthens the individual's desire to continue working in the organization and makes them enjoy their work, thus increasing their job satisfaction, leading them to adopt the organization's goals. It also positively affects their career advancement, doubling their dedication and effort, and making them more loyal to their work. Consequently, the organization will reward them for their efforts and dedication to their work (Al-Otaibi & Al-Suwat, 1418, p. 8).

Job commitment is associated with organizational behavior in work environments and is closely related to the level of job satisfaction among employees. It is also a reflection of the prevailing organizational culture within the organization. Employees' commitment is manifested in their loyalty to performing their duties and the level of effort they exert in achieving the organization's goals. This has prompted organizations to attach great importance to this aspect by reviewing their policies that govern their philosophy towards employees and reviewing the values they adopt as standards for regulating behaviors and actions that govern relationships within the organization. As confirmed by Al-Mudhoun and Al-Jazrawi (1995, pp. 397-398), organizational culture is of fundamental importance in modern organizations, as it provides a good framework for organizing organizational behavior among employees and directs desirable behavior patterns within the organization to which they belong.

Furthermore, when examining the relationship between organizational culture, organizational commitment, and job satisfaction, the majority of previous studies have indicated a positive relationship between them. The values of organizational culture are also positively associated with organizational commitment, as highlighted in Al-Lawzi's study (1999, p. 125). The positive orientation that employees develop towards the organization they work for leads

to the practice of positive behavioral patterns, such as the desire to continue working, exerting effort to perform job tasks, and collaborating with colleagues to achieve organizational goals. Undoubtedly, this stems from the high levels of job satisfaction among employees.

In light of the aforementioned, the researcher deemed it necessary to study the relationship between organizational culture and job commitment in the Ministry of Education in the Sultanate of Oman, while considering job satisfaction as a mediating variable. The study selected three educational governorates, namely Muscat, North Al Batinah, and Dhofar, as a sample for the current study.

The problem of the study and its questions:

Job satisfaction is considered an important factor that motivates employees to continue in their jobs. It is also a motivator that encourages them to exert their utmost effort to contribute to the effectiveness of the organization, as evidenced by their behaviors and actions during work. Therefore, this topic has attracted the attention of researchers regarding its impact on the overall performance of employees.

The results of many studies have indicated the existence of certain practices and behaviors that have appeared in the performance of some employees, reflecting their low job satisfaction. For example, Al-Busaidi's study (2018) confirms the employees' lack of commitment to performing the required tasks. This was evident in their frustration with reserve classes assigned to teachers, lack of participation in school activities, reluctance of some teachers to supervise educational activities, teachers' lack of desire to lead classrooms, delays in delivering required work, frequent sick leaves, some teachers' unwillingness to participate in developmental and awareness programs in the local community, negligence in performing daily duties, seeking permission during the school day, indifference of some teachers in informing the school administration about maintenance requirements in school buildings, frequent emergency leaves for some teachers, and tardiness of some teachers in entering classes on time. Additionally, the study by Ibrahim and Al-Jabriyah (2019) revealed the reluctance of some employees to express their opinions or provide suggestions for work-related problems due to their belief that their opinions are not appreciated and valued by managers. They also felt that the work they were engaged in did not meet their professional aspirations and expectations. This indicates their dissatisfaction with the work environment and the prevailing culture within it. This was further confirmed by Al-Talai's study (2022), which found that the level of job satisfaction among teachers in basic education schools in the governorates of Muscat and North Al Sharqiyah in the Sultanate of Oman was average.

The study conducted by Aissan et al. (2011) revealed a high rate of teacher absenteeism in schools in the Sultanate of Oman. This was attributed to the lack of motivation to work in the teaching profession and the desire to transition to administrative positions. It resulted from their dissatisfaction with the policies implemented in the school environment, particularly regarding professional development opportunities, the excessive workload exceeding their capabilities, and shortcomings in administrative coordination and organizational tasks.

Given the similarities in the educational environments across different administrative levels, researchers deemed it necessary to study and analyze the mediating role of job satisfaction in the relationship between organizational culture and job commitment among employees in the Ministry of Education in the Sultanate of Oman.

Therefore, the problem of the study is defined as an attempt to answer the following main question: Does organizational culture have an impact on job commitment in the presence

of job satisfaction as a mediating variable among employees in the Ministry of Education in the Sultanate of Oman?

The following questions arise from this question:

- What is the level of job satisfaction among employees in the Ministry of Education in the Sultanate of Oman?
- What is the level of job commitment among employees in the Ministry of Education in the Sultanate of Oman?
- What is the level of organizational culture among employees in the Ministry of Education in the Sultanate of Oman?
- Are there statistically significant differences (with a significance level of $05 \geq \alpha$) between organizational culture and organizational commitment among employees in the Ministry of Education in the Sultanate of Oman?
- Are there statistically significant differences (with a significance level of $05 \geq \alpha$) between organizational culture and job satisfaction among employees in the Ministry of Education in the Sultanate of Oman?
- Are there statistically significant differences (with a significance level of $05 \geq \alpha$) between job satisfaction and organizational commitment among employees in the Ministry of Education in the Sultanate of Oman?
- Does job satisfaction mediate the relationship between organizational culture and job commitment among employees in the Ministry of Education in the Sultanate of Oman?

Study Objectives: The current study aims to achieve the following objectives:

- Identify the level of job satisfaction among employees in the Ministry of Education in the Sultanate of Oman.
- Monitor the level of job commitment among employees in the Ministry of Education in the Sultanate of Oman.
- Determine the level of organizational culture among employees in the Ministry of Education in the Sultanate of Oman.
- Investigate whether there are statistically significant differences (with a significance level of $05 \geq \alpha$) between organizational culture and organizational commitment among employees in the Ministry of Education in the Sultanate of Oman.
- Investigate whether there are statistically significant differences (with a significance level of $05 \geq \alpha$) between organizational culture and job satisfaction among employees in the Ministry of Education in the Sultanate of Oman.
- Determine whether there are statistically significant differences (with a significance level of $05 \geq \alpha$) between job satisfaction and organizational commitment among employees in the Ministry of Education in the Sultanate of Oman.
- Determine whether job satisfaction mediates the relationship between organizational culture and organizational commitment among employees in the Ministry of Education in the Sultanate of Oman.

The importance of the study can be summarized in two main aspects:

1. Theoretical Importance: The theoretical importance lies in attempting to fill the gap in previous studies that have examined the impact of job satisfaction as a mediator in the relationship between two fundamental variables that affect the effectiveness and efficiency of organizations: organizational culture and organizational commitment. This study is also the first, to the researcher's knowledge, to investigate job satisfaction as a variable in the

relationship between organizational culture and job commitment. Furthermore, the theoretical literature on the three variables in this study will contribute to the Omani and Arab academic community, providing a reference for training institutional managers on these variables.

2. Applied Importance: The study's findings can contribute to decision-makers at the Ministry of Education in deepening their understanding of the importance of organizational culture as an independent variable in achieving job commitment, with job satisfaction acting as a mediating variable. Consequently, policies can be developed to enhance performance in educational directorates based on a real assessment of the situation in light of the study's recommendations. The proposed measures from the study's results can also benefit the responsible managers in human resource management in improving the work environment in educational directorates. Additionally, the study opens the door for researchers to conduct future research studies based on the findings of this field study. The current study also holds importance in analyzing the mediating role played by job satisfaction in the relationship between organizational culture and job commitment. It is expected that the study's results will contribute to a better understanding of the factors influencing job commitment among employees in the Ministry of Education in the Sultanate of Oman.

Study Boundaries:

Human Boundaries: Employees at the Ministry of Education during the academic year 2022/2023.

Spatial Boundaries: The Ministry of Education in the Sultanate of Oman in the following educational directorates: Muscat, North Al Batinah, and Dhofar.

Temporal Boundaries: The academic year 2022/2023.

Subject Boundaries: The study is defined as follows: the independent variable is organizational culture, with dimensions including values, beliefs, customs, and expectations. The dependent variable is job commitment, with dimensions including affective commitment, continuance commitment, and normative commitment. The mediating variable is job satisfaction, with dimensions including job procedures, supervisory style, relationship with colleagues, and wages and incentives.

Study Terminology:

1. **Organizational Culture:** It is defined by Hibah (2019, p.) as "a set of shared values, beliefs, and expectations that serve as a guide for individuals within the organization and significantly influence their behaviors within the organization." Additionally, Shar'a and Sanjag (2014, p. 71) define it as "a system of core values adopted by the organization, the philosophy governing its policies towards employees, the methods by which tasks are accomplished based on these values, and the assumptions and beliefs shared by organization members."

The current study defines organizational culture procedurally as a set of values, beliefs, customs, and expectations that the organization believes in and adopts in managing its activities, decision-making processes, and guiding the behaviors of its employees. It is expressed through the responses of the study sample on dimensions and items of the tool developed to measure the level of organizational culture among employees at the Ministry of Education, considering their demographic variables.

2. **Job Satisfaction:** Hassan and Al-Ajmi (2007, p. 372) define it as "the collection of feelings and emotions that individuals develop towards their work, which can be considered a reflection of the degree of satisfaction derived from their work and the groups they share this work with. These feelings and emotions are generated through the behavior of their supervisor, as well as the internal and external work environment. The individual's self-personality also

plays a role in enhancing the level of job satisfaction." It is also defined as "a state reached by the employee at a certain level of satisfaction, which is either psychological or emotional. The individual reaches this state when exposed to a set of psychological, social, professional, and material factors related to work" (Al-Shammari, 2009, p. 13).

The current study defines job satisfaction procedurally as the employee's sense of psychological well-being resulting from the satisfaction of their work-related needs and desires. This positively reflects on their commitment and loyalty to the organization they belong to. It is expressed through the responses of the study sample on dimensions and items of the tool developed to measure the level of job satisfaction among employees at the Ministry of Education, considering their demographic variables.

3. **Organizational Commitment:** Porter defines it as "the willingness of an individual to exert considerable effort for the benefit of the organization, having a strong desire to stay in the organization, and accepting the organization's main values and goals" (Ibtissam, 2017, p. 64). Abdel-Baqi (2005, p. 215) defines it as "the degree of alignment and connection between the individual and their organization. It represents a strong belief and acceptance by the individual of the organization's goals and values, along with a strong desire to exert the highest possible effort for the benefit of the organization they work for, with a strong desire to continue being a member of this organization."

The current study defines organizational commitment procedurally as the degree of the employee's connection and integration in their work, with a desire to continue in it. This is a result of the alignment between their goals and the goals of the organization they work for, leading to greater dedication and effort to achieve these goals. It is expressed through the responses of the study sample on dimensions and items of the tool developed to measure the level of organizational commitment among employees at the Ministry of Education, considering their demographic variables.

Literature Review:

Firstly: Theoretical Literature.

Organizational Commitment:

Organizational commitment has garnered the attention of many researchers in the field of organizational behavior and educational management in public institutions, as well as in the field of preparing and qualifying managers. This is due to its implications for the overall performance of the organization. The literature indicates that job commitment plays a significant role in raising the morale of employees, affecting their love for and attachment to their workplace, increasing their motivation to perform their tasks, and exerting significant and continuous efforts to achieve organizational goals and enhance productivity.

Among the reasons highlighting the importance of organizational commitment and the increasing interest in this concept is the fact that organizational commitment represents one of the key indicators for predicting various behavioral phenomena, especially the turnover rate. It is observed that committed individuals have longer tenure in the organization and are more actively involved in achieving its goals (Abdel-Baqi, 2005, p. 316).

Organizational commitment is manifested as an intangible state, inferred through specific organizational phenomena that encompass the behavior and actions of individuals, reflecting their loyalty to their organization. Several literature sources have pointed out the existence of three types of job commitment: continuance commitment, which reflects an individual's commitment to stay in the organization as long as they receive benefits, as their continued stay is associated with the continuous receipt of these benefits (Al-Saifi, 2005, p.

217) and (Madi & Bou Aljaj, 2018, p. 44); emotional commitment, which is related to goal congruence and signifies an individual's desire to continue working because the job aligns with their aspirations and their desire to perform it (Sultan, 2003, p. 209); and normative commitment, which indicates employees' perception of being obliged to stay in the organization due to pressures from others (Sultan, 2004, p. 210).

Job commitment has several effects, as it leads to an increase in morale, resulting in individuals' love for their work and organizations, and their enthusiasm for performing required tasks. Individuals with high levels of organizational commitment in their work environments exhibit good job performance due to their love and enthusiasm for their work, as well as their commitment to the goals of the organization they belong to (Al-Louzi, 1999, p. 133).

Job Satisfaction:

Employees' commitment to performing their tasks is related to their level of job satisfaction towards the organization they work for. Abdulatif (2015) indicates that employees' job satisfaction is considered one of the most important components of the organizational social climate, reflecting the availability of a healthy and motivating work environment. Job satisfaction represents a state of positive feelings towards the work environment and is manifested in the behaviors and interactions of employees (Abu Al-Haj, 2019). Al-Baroudi (2015, pp. 45-46) confirms that individuals balance what they receive from the organization in exchange for the effort they exert. Employees not only evaluate their own situation and what they receive but also assess the situations and performance of others, comparing them to what they receive in terms of rewards and returns.

Shanawani (2005, pp. 191-192) points out the importance of job satisfaction in three aspects: its significance for the employee, as the employee's sense of job satisfaction reflects on various personal aspects, such as increasing their adaptability to work conditions, enhancing their motivation for creativity and innovation, raising their level of ambition for career advancement and development, and increasing their satisfaction with their standard of living due to the salary they receive. Job satisfaction also holds importance for the organization itself, as employees' job satisfaction has positive returns for the organization they belong to, such as increased effectiveness and focus on work, enhanced productivity and willingness to improve performance, the provision of a positive and motivating social climate for work and production, a decrease in production costs due to reduced absenteeism, and an increase in employees' loyalty to the organization resulting from the satisfaction of their material and non-material needs. Additionally, job satisfaction holds importance for society, as it leads to increased production rates, economic effectiveness, and growth in social and economic development within the community.

Individual behavior and attitudes towards work are influenced by the diverse and surrounding work conditions, which affect their level of job satisfaction and work performance. Negative work conditions can lead to undesirable behavioral habits and phenomena among employees, such as increased turnover rates, absenteeism, and a higher incidence of physical and psychological illnesses. Conversely, when work conditions are favorable, employees' level of job satisfaction increases, and their feelings, attitudes, and behaviors towards work and the organization as a whole improve (Al-Ayousi, 1997).

Organizational Culture:

The contemporary developments and changes brought about by globalization have imposed on modern organizations the necessity to deal with various environmental conditions and changes. This requires adapting their strategies, practices, productive work areas, human

resources, and organizational structures to these changes. One of these strategies is human resource management, which is crucial for the overall strategy of the organization in achieving its goals.

The importance of the human element lies in its essential role in enhancing the efficiency and effectiveness of the organization in performing its tasks and activities. Therefore, it is the responsibility of human resource management to disseminate the organizational culture among employees and train them on how to adhere to it in their various interactions. Organizational culture represents the values and behavioral norms that lead to unifying the perceptions and understanding of employees regarding the organization's mission and dimensions (Al-Shar'a and Sanjag, 2014, p. 71). The concept of organizational culture is also used as an umbrella term for many human concepts, such as values, social customs, ethics, technological culture, and their effects (Heijan, 1992, p. 11).

Therefore, human resource management should work on institutionalizing its culture among employees through continuous awareness programs, which positively reflect on their commitment and affiliation to the organization. This was highlighted by Harim (2004, p. 340), stating that a wide consensus on central values and beliefs, strongly adhered to by everyone, increases the loyalty and strong allegiance of employees to the organization. This represents a competitive advantage for the organization that yields positive results.

Organizational culture has received attention from organizational managers as one of the most important fundamental components of the organization. It significantly determines its success since employees behave in a manner consistent and compatible with it. Consequently, they develop a sense of identity towards it. It also helps in establishing commitment among employees as a model for the behavior and relationships that should be followed, thus contributing to the overall stability of the organization (Al-Quriyuti, 2000, p. 228). Therefore, the importance of organizational culture lies in the values and behavioral rules it contains, which frame the expected functional behavior of employees and determine the patterns of relationships between them and other sectors they interact with.

In light of the above, it can be said that organizational culture consists of ideas, beliefs, habits, traditions, values, thinking and working methods, behavioral patterns, expectations, and standards that influence the behavior and personalities of employees, as well as the productivity and effectiveness of the organization. Therefore, it is essential to have an organizational culture that makes the organization a source of pride and pride for employees, helping to raise their organizational commitment through attention to its multi-dimensional value system.

Secondly: Previous Studies

Many researchers have addressed the topics of organizational culture, job satisfaction, and job commitment in their studies, examining the diversity in terms of adopting them as independent, dependent, or mediating variables. The following are summaries of some of those studies:

Studies on job satisfaction:

- Al-Rasbi and Al-Badrawi (2021) conducted a study aiming to identify the level of job satisfaction among primary school teachers in the South Al Sharqiyah Governorate in the Sultanate of Oman. The study followed a descriptive approach and utilized a questionnaire to collect data and information. It was administered to a sample of 370 male and female teachers. The results of the study revealed that the overall level of job satisfaction among primary school teachers in the South Al Sharqiyah Governorate was moderate. The dimensions related to the relationship with administration, supervision style, professional growth opportunities, and work

conditions were also found to be moderate. On the other hand, the dimension related to the relationship with colleagues was high, while the dimensions of salary and promotion opportunities were low. Furthermore, the results showed statistically significant differences, attributed to gender, in the study sample's responses at a significance level of $\alpha \leq 0.05$, favoring females. However, no significant differences were found in relation to years of experience.

- Yahaya et al. (2021) conducted a study aimed at assessing the level of job satisfaction among teachers and its relationship with their professional motivation and job performance in public secondary schools in the Kaura Namoda Education Zone, Zamfara State, Nigeria. The study adopted a correlational descriptive approach and used a questionnaire to collect data and information, which was administered to a sample of 251 male and female teachers. The results of the study indicated that the level of job satisfaction among teachers in public secondary schools in the Kaura Namoda Education Zone, Zamfara State, Nigeria, was generally high. However, there was no significant positive correlation between teachers' job satisfaction, professional motivation, and job performance.

- Al-Ahmedi (2015) aimed to examine the impact of perceived organizational justice on job satisfaction among faculty members at the Faculty of Economic and Commercial Sciences and Management Sciences at the University of Agouat, Algeria. The study included a sample of 53 professors from the faculty and employed descriptive statistical analysis, multiple regression analysis, correlation coefficients, and analysis of variance. The researcher found a lower level of procedural justice compared to distributive and interactional justice, and a low level of job satisfaction among professors, especially in dimensions related to satisfaction with procedures. Regarding the impact of organizational justice on job satisfaction, the study found no statistically significant effect of distributive and interactional justice on job satisfaction among professors, while there was a statistically significant effect of procedural justice on job satisfaction. Additionally, the results indicated no significant differences between the means of organizational justice and job satisfaction based on variables such as gender, rank, seniority, and department.

- Shaher (2005) aimed to study the job satisfaction of faculty members at Palestinian universities in the West Bank and its relationship with performance. The study focused on seven dimensions of job satisfaction: professional growth, working conditions, salary system, incentives and promotions, relationships with colleagues, appreciation and self-fulfillment, leadership style of administration, and laws and regulations. The study also identified three dimensions of performance: teaching, scientific research, and community service. The study found that the level of job satisfaction among faculty members in Palestinian universities in the West Bank was generally moderate, while the level of performance was high. The results also indicated a positive relationship between the degree of satisfaction and the level of performance.

Scientific translation to English: Studies on Organizational Commitment:

Khaled (2021) conducted a study aimed at identifying the relationship between organizational culture and job commitment among employees of the Transportation Directorate in the province of Oum El Bouaghi, Algeria. The study employed a descriptive-analytical approach and used a questionnaire as a data collection tool. Due to the small research community, a comprehensive survey method was used, along with simple statistical methods for data processing and analysis. The study's key findings were as follows: The prevailing organizational culture in the Transportation Directorate in Oum El Bouaghi exhibited diversity. There was a relationship between organizational values and increased employee discipline within the directorate. Organizational expectations played a role in achieving organizational

belonging and loyalty among the employees of the Transportation Directorate in Oum El Bouaghi.

Samadi (2008) aimed to investigate the impact of organizational justice on job commitment by highlighting organizational justice and its dimensions, including procedural justice, distributive justice, and interactional justice, as independent variables. The study aimed to explore their influence on the dependent variable of job commitment and its dimensions, including affective commitment, continuance commitment, and normative commitment. The researcher relied on primary and secondary sources, such as books, journals, bulletins, and specialized reports in this field. A questionnaire was designed to identify organizational justice and job commitment phenomena. The questionnaire included 425 employees who were distributed, and 300 questionnaires were retrieved, representing a response rate of 70.5%. The researcher used appropriate statistical methods, such as mean, standard deviation, Pearson's multiple regression coefficient, and linear regression analysis, to analyze the data. The study concluded the following results: Jordanian pharmaceutical companies achieve a high level of organizational justice among employees, and employees exhibit a high level of job commitment. There is a positive relationship between dimensions of organizational justice (procedural, interactional, and distributive justice) and dimensions of job commitment (normative, continuance, and affective commitment).

Alyan (2016) conducted a study to explore organizational justice and its relationship with organizational commitment. The study was conducted on nursing staff in government hospitals in Gaza, Palestine. The study population included all nursing staff (managers, supervisors, department heads, senior nurses, and regular nurses). The descriptive-analytical approach was used, and a questionnaire was used as a data collection tool. The results were as follows: There were statistically significant differences in the average responses of the participants regarding perceptions of organizational justice attributed to personal variables such as hospital name, gender, age, educational qualification, years of service, job classification, and specialization. There were no statistically significant differences in the average responses of the participants regarding perceptions of organizational commitment attributed to personal variables such as hospital name, gender, age, educational qualification, years of service, job classification, and specialization. There was a statistically significant relationship between dimensions of organizational justice (distributive, procedural, and interactional justice) and organizational commitment among nursing staff in government hospitals in Gaza.

Al-Fahdawi and Al-Qattan (2004) aimed to determine the importance of organizational justice dimensions and organizational commitment dimensions in the administrative bodies of provincial centers in Jordan, as well as to identify the impact of organizational justice on organizational commitment. The study concluded that there were statistically significant differences in the participants' perceptions of organizational commitment dimensions attributed to some demographic variables such as experience, educational qualification, and salary. There was a strong correlation between organizational justice and organizational commitment, and there was a statistically significant impact of organizational justice dimensions on organizational commitment.

Studies have addressed organizational culture.

Al-Anzi (2004) conducted a study aiming to assess the impact of organizational culture on administrative innovation in public institutions in the Kingdom of Saudi Arabia. The study concluded that all the values that constitute organizational culture are prevalent in government institutions in Riyadh, including power, prestige, effectiveness, efficiency, justice, teamwork,

and order, except for the value of reward. It also found that the majority of values held by individuals within organizations, regardless of their types, are significantly similar.

In a study by Hijan (1992) on the importance of managers' values in shaping the culture of two Saudi organizations, namely the Royal Commission for Jubail and Yanbu and Saudi Basic Industries Corporation (SABIC), the aim was to identify the values of influential individuals (managers) in these organizations and examine the extent of their impact on the dimensions of organizational culture. It involved understanding the values of managers in terms of their management style, handling of managerial tasks, management of relationships with subordinates, and management of organizational environments. The study sample included all managers and supervisors in the Royal Commission for Jubail and Yanbu, totaling 62 individuals, including 12 supervisors and managers in the commission and 50 in SABIC. The study revealed that managers' values played a significant role in shaping the culture of their organizations. Managers demonstrated their authority through their exercised powers. Moreover, managers and supervisors in both organizations focused on achieving goals efficiently, emphasized human aspects, and represented the true assets of the organizations. The study also highlighted that the cultures of these two organizations were defensive and not competitive, given their novelty and the strong competing parties. The effects of managers' values were evident in tangible manifestations within the cultures of these organizations, including behavioral patterns and decision-making processes. Both organizations placed great importance on receiving visitors, maintaining aesthetic aspects of buildings, attracting investors, and exhibiting a competitive spirit in decision-making.

Organizational culture and organizational commitment have been the focus of several studies. Al-Tahir (2020) conducted a study titled "The Role of Organizational Culture in Achieving Organizational Commitment in Modern Organizations." The results indicated that organizational culture has recently received significant attention as one of the key determinants of organizational excellence. It directly influences performance levels, creativity, motivation, and loyalty to the organization. It serves as the internal driving force for employees' efforts in pursuing their defined goals. On the other hand, it is also a major determinant of organizational success or failure, assuming a correlational relationship between organizational success and its focus on values, concepts, and beliefs that drive members' commitment, work, innovation, and participation in decision-making. Moreover, it helps the organization gain a distinctive reputation and contributes to creating a suitable organizational work environment.

Additionally, Al-Awfi (2005) conducted a study titled "Organizational Culture and its Relationship to Organizational Commitment: A Field Study on the Investigation and Control Board in the Riyadh Region." The results indicated that the prevailing cultural values in the Investigation and Control Board in the Riyadh Region were high. There were no statistically significant differences in the average organizational commitment based on differences in job rank, educational qualification, employee age, years of service, or personal characteristics. The study also revealed that there were no statistically significant differences in the average values of organizational culture based on employee age, educational qualification, job rank, or years of service.

Several studies have examined organizational culture and job satisfaction:

Khaled (2021) conducted a study aiming to investigate the relationship between organizational culture and job commitment among employees of the Transportation Directorate in the province of Umm Al-Bouaghi. The study utilized a descriptive-analytical approach and a questionnaire as a data collection tool. Due to the small research community, a comprehensive

survey method was used, along with simple statistical methods for data processing and analysis. The study found that the prevailing organizational culture in the Transportation Directorate in Umm Al-Bouaghi varied in nature. There was a relationship between organizational values and increased employee discipline within the directorate. Organizational expectations played a role in achieving organizational belonging and loyalty among the employees of the Transportation Directorate in Umm Al-Bouaghi.

Abu Samoura (2011) conducted a study in Sudan aiming to examine the impact of organizational culture, represented by organizational values, incentive systems, information systems, administrative leadership, and organizational structure as independent variables, on job satisfaction as a mediating variable and employees' performance as a dependent variable. The study used a descriptive-analytical approach to describe and analyze organizational culture, along with interview and observation tools. The study focused on employees in the public higher education sector in Khartoum state, including academics and administrators, by sampling institutions such as Sudan University of Science and Technology, Omdurman Ahlia University, and Nile West College. The sample consisted of 384 individuals. The study revealed several results, including a statistically significant impact of each dimension of organizational culture on job satisfaction. The combined dimensions of organizational culture also had an impact on employees' performance. Through interviews and observations, the study found that the incentives received by employees in the higher education sector were very weak and not rewarding, limited to a narrow scope that did not align with their performance. Moreover, qualified employees with experience in information technology at universities tended to seek employment outside the country. Additionally, the study highlighted the insufficient use of modern technology and communication tools, as well as inadequate infrastructure that could not accommodate the increasing number of students, resulting in low job satisfaction among employees in higher education institutions.

Bashir (2018) conducted a study that examined the mediating role of job satisfaction in the relationship between organizational climate and job performance in some Sudanese universities. The research aimed to understand the concept of organizational climate, job satisfaction, and job performance, as well as analyze the relationship between organizational climate, job satisfaction, and job performance, and the extent to which job satisfaction mediated the relationship between organizational climate and job performance. The study used a descriptive method to describe the variables and a historical method to review previous studies. The analytical method was employed to test the relationship between the research variables. The study revealed that universities underutilized their faculty members, which led to decreased job satisfaction among them, resulting in a decline in their job performance.

Studies have examined job satisfaction and organizational commitment:

Assi (2008) conducted a study aiming to determine the level of organizational commitment and job satisfaction among employees in the Technical Education Authority in some universities in Iraq, and to explore the relationship between them. The study also aimed to assess the impact of certain personal and job-related variables in this context. The study found that the level of organizational commitment among employees was high, attributed to the nature of work and the working environment in the authority. Factors such as supervision, job content, wages, promotions, and communication systems played an important role. The study also indicated that while there was a high level of job satisfaction among employees in the Technical Education Authority, the impact of the aforementioned organizational factors on job satisfaction

was very weak. However, there was a significant impact of organizational commitment on job satisfaction among employees in the Technical Education Authority.

Salama (2003) conducted a study aiming to determine the level of organizational commitment and job satisfaction, as well as the relationship between them. The study also aimed to identify the role of variables such as gender, educational qualification, academic rank, administrative experience, job position, and university in the level of organizational commitment and job satisfaction. The study revealed a high level of organizational commitment and job satisfaction among faculty members in Palestinian universities. It also found a positive and statistically significant linear relationship between job satisfaction and organizational commitment. Gender did not have an impact on the level of job satisfaction and organizational commitment among faculty members in Palestinian universities, while other variables did have an effect on the level of organizational commitment and job satisfaction.

Studies have examined the three study variables: (the mediating role of job satisfaction):

Al-Ajmi's study (2020) aimed to identify the impact of job satisfaction on organizational commitment in Kuwaiti commercial banks, with organizational culture as a mediating variable. The study used a descriptive-analytical approach and employed a questionnaire as a data collection tool. The study sample consisted of 391 employees, and the statistical package for social sciences (SPSS) was used for data analysis. The study found the following results: high levels of job satisfaction, organizational commitment, and organizational culture among employees in Kuwaiti commercial banks. It also indicated a statistically significant effect of job satisfaction on organizational commitment with the presence of organizational culture as a mediating variable.

Al-Rashidi's study (2013) aimed to explore the mediating role of employee satisfaction in the relationship between organizational culture and organizational commitment in cooperative societies in Kuwait. The study also aimed to determine the relationship between organizational culture and organizational commitment. The researcher used a descriptive-analytical approach and relied on a questionnaire for data collection from a sample of cooperative societies' branches distributed across the six governorates in Kuwait, totaling 47 societies. The appropriate statistical methods within the SPSS package were employed. The study found several results, including a statistically significant relationship between organizational culture and organizational commitment in cooperative societies in Kuwait. It also found a statistically significant relationship between organizational culture and organizational commitment mediated by job satisfaction among employees in cooperative societies in Kuwait. Additionally, there was a statistically significant effect of organizational culture (beliefs, attitudes, values, standards, and conventions) on job satisfaction among employees in cooperative societies in Kuwait. Furthermore, there was a statistically significant effect of job satisfaction on organizational commitment among employees in cooperative societies in Kuwait.

Al-Shanty conducted a study in 2017 aiming to assess the level of organizational commitment and identify the predominant leadership style in Palestinian ministries. The study also sought to test the mediating effect of job satisfaction in the relationship between leadership styles and organizational commitment. The descriptive-analytical method was used, and a questionnaire was the main tool for data collection. The study sample consisted of 356 employees selected through simple random sampling from the total population of the study, which were 4,838. The response rate was 84.35%. The study concluded that the respondents'

perceptions of organizational commitment level were moderate, with an average mean score of 3.42. The dominant leadership style in Palestinian ministries was found to be transformational leadership (4.23), followed by transactional leadership (4.20). The results indicated no direct relationship between leadership styles and organizational commitment. Furthermore, the study revealed that job satisfaction mediated the relationship between transformational leadership and organizational commitment, while it did not mediate the relationship between transactional leadership and organizational commitment.

Al-Khashroum conducted a study in 2011 aiming to assess the level of organizational commitment among employees in technical institutes affiliated with Aleppo University, determine the impact of certain personal variables on organizational commitment, identify the impact of service climate on employees' level of organizational commitment, and test the mediating effect of job satisfaction in the relationship between service climate and organizational commitment. For these purposes, a questionnaire was designed based on the research variables and distributed to 86 employees in the technical institutes affiliated with Aleppo University. The researcher found that the level of organizational commitment among employees was high. There was a significant impact of service climate on employees' perceived level of organizational commitment. Moreover, job satisfaction had a significant mediating effect on the relationship between service climate and organizational commitment.

Study Methodology: The study adopted a descriptive-analytical and correlational methodology, which involves studying and analyzing the dimensions of organizational culture and its impact on job commitment. This type of methodology is used to measure the relationship between variables and the degree of correlation among them. It describes the phenomenon under study as it is in reality and expresses it quantitatively to clarify the magnitude, size, and degree of its correlation with different phenomena. It describes the phenomenon using data and measures its current status in order to determine the need for partial or complete changes in it or to make developmental decisions regarding it (Shaker, 2006).

Study Population: The study population consists of all employees in the educational directorates of the Ministry of Education in the Sultanate of Oman, with job titles such as Director, Assistant Director, Department Head, and Employee, in the academic year 2022/2023.

Study Sample: The entire population was taken as the sample for the study, and the questionnaire was distributed electronically (via Google Drive) through the messaging system and social media to expedite its delivery to the largest possible segment and facilitate response. The number of retrieved questionnaires was 168, which is sufficient for the purposes of the current study, and all of them are valid for statistical analysis.

Table 1
Frequencies and Percentages according to the study variables.

Variable	Level/Category,	Number	Percentage
The province	Muscat	24	14.3%
	North Al Batinah	63	37.5%
	Dhofar	81	48.2%
Gender	Male	88	52.4%
	Female	80	47.6%
Academic Qualification	Bachelor's degree or below	115	68.5%
	Master's degree or above	53	31.5%
	Less than 10 years	15	8.9%

Years of Experience	10-years or more	135	91.1%
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Study Instrument and Variables:

To answer the research questions, the researcher developed a study instrument, which is a questionnaire consisting of (3) dimensions based on the study variables. The first dimension measures organizational culture with its dimensions: values, beliefs, customs, and expectations. The second dimension assesses job satisfaction with its dimensions: supervisory style, satisfaction with work procedures, satisfaction with colleague relationships, and compensation and incentives. The third dimension measures job commitment with its dimensions: affective commitment, continuance commitment, and normative commitment. This was done by drawing on the theoretical framework and previous studies such as Khaled's study (2021), Yahaya et al.'s study (2021), Al-Ajmi's study (2020), Tahir's study (2020), Al-Rashidi's study (2013), Abu Samoura's study (2011), Assi's study (2008), and Al-Awfi's study (2005), which were conducted in different work environments. Additionally, a five-point Likert scale was adopted (very high, high, moderate, low, very low), corresponding to weighted values of (5, 4, 3, 2, 1) respectively.

Validity of the Instrument:

1. Face Validity (Expert Validity):

Face validity, also known as expert validity, was employed, where the study instrument was distributed to a group of experts in the field of educational administration and management, consisting of 8 judges. The judges unanimously agreed on its validity and suitability for measuring the variables and dimensions for which it was developed. Modifications were made based on the judges' feedback, including deletion, addition, and revision of items.

Construct Validity: Organizational Culture.

To extract the indications of construct validity for the scale, correlation coefficients were calculated between each item and the total score, between each item and its corresponding dimension, and between dimensions themselves and the total score. This was done using a sample outside the study sample, consisting of 35 employees. The correlation coefficients between the items and the instrument as a whole ranged from 0.55 to 0.86, while the correlation coefficients between the items and their respective dimensions ranged from 0.57 to 0.89. The following table illustrates this.

Table 2

Correlation coefficients between item, total score, and corresponding dimension.

Paragraph Number	Correlation Coefficient with Dimension	Correlation Coefficient with Instrument	Paragraph Number	Correlation Coefficient with Dimension	Correlation Coefficient with Instrument	Paragraph Number	Correlation Coefficient with Dimension	Correlation Coefficient with Instrument
1	.61**	.64**	10	.71**	.82**	19	.74**	.62**
2	.68**	.73**	11	.83**	.65**	20	.57**	.66**
3	.66**	.55**	12	.89**	.80**	21	.70**	.75**
4	.88**	.79**	13	.80**	.82**	22	.82**	.73**
5	.76**	.75**	14	.81**	.74**	23	.76**	.76**
6	.85**	.84**	15	.77**	.75**	24	.76**	.86**
7	.84**	.78**	16	.61**	.60**	25	.81**	.65**
8	.82**	.82**	17	.71**	.62**	26	.87**	.76**
9	.86**	.79**	18	.80**	.77**			

* Statistically significant at the significance level of (0.05). ** Statistically significant at the significance level of (0.01).

It should be noted that all correlation coefficients were acceptable and statistically significant, and therefore no items were deleted. The correlation coefficient between dimensions and the total score was calculated, as well as the correlation coefficients between dimensions themselves. The following table illustrates this.

Table 3
Correlation coefficients between dimensions and the total score

Dimensions	Values	Beliefs	Customs	Expectations	Organizational Culture
Values	1				
Beliefs	.688**	1			
Customs	.866**	.731**	1		
Expectations	.905**	.632**	.875**	1	
Organizational Culture	.960**	.800**	.941**	.950**	1

* Statistically significant at the significance level of (0.05). ** Statistically significant at the significance level of (0.01).

Table 3 demonstrates that all correlation coefficients were acceptable and statistically significant, indicating an appropriate level of construct validity.

Construct Validity: Job Satisfaction.

To extract indications of construct validity for the scale, correlation coefficients were calculated between each item and the total score, between each item and its corresponding dimension, and between dimensions themselves and the total score. This was done using a survey sample outside the study sample, consisting of 35 employees. The correlation coefficients between the items and the instrument as a whole ranged from 0.37 to 0.90, while the correlation coefficients between the items and their respective dimensions ranged from 0.38 to 0.92. The following table illustrates this.

Table 4
Correlation coefficients between item, total score, and corresponding dimension.

Paragraph Number	Correlation Coefficient with Dimension	Correlation Coefficient with Instrument	Paragraph Number	Correlation Coefficient with Dimension	Correlation Coefficient with Instrument	Paragraph Number	Correlation Coefficient with Dimension	Correlation Coefficient with Instrument
1	** .74	** .62	11	** .63	** .67	21	** .90	** .86
2	** .77	** .64	12	** .83	** .71	22	** .84	** .84
3	** .84	** .83	13	** .85	** .82	23	** .75	** .64
4	** .89	** .81	14	** .88	** .80	24	* .38	** .50
5	** .52	** .54	15	** .85	** .77	25	** .74	** .54
6	** .79	** .72	16	** .85	** .81	26	** .64	** .55
7	** .88	** .86	17	** .75	** .78	27	** .67	** .49
8	** .84	** .87	18	** .91	** .80	28	** .67	** .55
9	** .84	** .90	19	** .81	** .73	29	** .67	* .37
10	** .67	** .67	20	** .92	** .80			

* Statistically significant at the significance level of (0.05). ** Statistically significant at the significance level of (0.01).

It should be noted that all correlation coefficients were acceptable and statistically significant, and therefore no items were deleted. The correlation coefficient between dimensions and the total score was calculated, as well as the correlation coefficients between dimensions themselves. The following table illustrates this.

Table 5
Correlation coefficients between dimensions and the total score

	Supervisory Style	Job Procedure Satisfaction	Coworker Relationship Satisfaction	Pay and Incentives	Job Satisfaction
Supervisory Style	1				
Job Procedure Satisfaction	.857**	1			
Coworker Relationship Satisfaction	.784**	.913**	1		
Pay and Incentives	.425*	.337*	.343*	1	
Job Satisfaction	.948**	.934**	.918**	.803**	1

* Statistically significant at the significance level of (0.05). ** Statistically significant at the significance level of (0.01).

Table 5 indicates that all correlation coefficients were acceptable and statistically significant, indicating an appropriate level of construct validity.

Construct Validity: Job Commitment.

To extract indications of construct validity for the scale, correlation coefficients were calculated between each item and the total score, between each item and its corresponding dimension, and between dimensions themselves and the total score. This was done using a survey sample outside the study sample, consisting of 35 employees. The correlation coefficients between the items and the instrument as a whole ranged from 0.47 to 0.83, while the correlation coefficients between the items and their respective dimensions ranged from 0.43 to 0.92. The following table illustrates this.

Table 6
Correlation coefficients between item, total score, and corresponding dimension.

Paragraph Number	Correlation Coefficient with Dimension	Correlation Coefficient with Instrument	Paragraph Number	Correlation Coefficient with Dimension	Correlation Coefficient with Instrument	Paragraph Number	Correlation Coefficient with Dimension	Correlation Coefficient with Instrument
1	**92	**79	8	**80	**55	15	**54	**59
2	**86	**78	9	**75	**70	16	**75	**51
3	**76	**70	10	**82	**58	17	**59	**57
4	**90	**79	11	**59	**52	18	**81	**71
5	**88	**83	12	**86	**59	19	**78	**47
6	**89	**74	13	**60	**57			
7	**43	**55	14	**70	**68			

* Statistically significant at the significance level of (0.05). ** Statistically significant at the significance level of (0.01).

It should be noted that all correlation coefficients were acceptable and statistically significant, and therefore no items were deleted. The correlation coefficient between dimensions and the total score was calculated, as well as the correlation coefficients between dimensions themselves. The following table illustrates this.

Table 7
Correlation coefficients between dimensions and the total score

Dimensions	Emotional Commitment	Continuance Commitment	Normative Commitment	Job Commitment
Emotional Commitment	1			
Continuance Commitment	.381*	1		
Normative Commitment	.610**	.541*	1	
Job Commitment	.890**	.629**	.763**	1

* Statistically significant at the significance level of (0.05). ** Statistically significant at the significance level of (0.01).

Table 7 shows that all correlation coefficients were acceptable and statistically significant, indicating an appropriate level of construct validity.

Reliability of the Instrument:

To ensure the reliability of the instrument, Cronbach's Alpha was calculated as a measure of internal consistency. The results are presented in Table 8.

**Table 8:
Cronbach's Alpha for Internal Consistency**

Internal Consistency	Domains
0.90	Values
0.86	Beliefs
0.79	Customs
0.89	Expectations
0.96	Organizational Culture
0.92	Supervisory Style
0.91	Job Procedure Satisfaction
0.92	Coworker Relationship Satisfaction
0.76	Pay and Incentives
0.94	Job Satisfaction
0.82	Emotional Commitment
0.77	Continuance Commitment
0.79	Normative Commitment
0.86	Job Commitment

Table 8 shows that the values of Cronbach's Alpha for all dimensions of the study instrument (questionnaire) ranged from 0.71 to 0.96. A reliability value below 0.60 indicates poor reliability, and according to Sekaran & Bougie (2010, 184), the minimum acceptable value for reliability coefficient is 0.70. Reliability is considered good when the coefficient values are 0.80 or higher. Therefore, the values presented in the previous table indicate the reliability of the study instrument, the consistency among its items, and its dependability for statistical analysis.

Fit Test of the Study Model for the Statistical Methods Used:

The linear correlation test was used to ensure that there is no high correlation among the independent variables. This was achieved by examining the Variance Inflation Factor (VIF) and the Tolerance test for each independent variable. The independent variables in the model should be independent of each other. To confirm this, the researchers employed this test, which is one of the methods to address the issue of multicollinearity. It should be noted that the VIF value should not exceed 10, and the Tolerance test value should be greater than 0.05. By calculating the aforementioned parameters for all independent variables, the obtained results are presented in the following table:

**Table 9
Variance Inflation Factor (VIF) and Tolerance test for study variables**

Independent Variables	Tolerance	Variance Inflation Factor VIF
Values	.189	5.287
Beliefs	.353	2.829
Customs	.193	5.180
Expectations	.165	6.062
Supervisory Style	.190	5.255
Job Procedure Satisfaction	.118	8.462

Independent Variables	Tolerance	Variance Inflation Factor VIF
Coworker Relationship Satisfaction	.156	6.426
Pay and Incentives	.782	1.279

Table 9 shows that the Variance Inflation Factor (VIF) values for all variables are less than 10, while the Tolerance test values for all variables are greater than 0.05. Therefore, it can be concluded that there is no issue of high correlation among the variables. This indicates that there is no statistically significant correlation among the independent variables presented in the correlation table, supporting their use in the model, based on Gujarati (2004, 352).

To confirm the previous result, Pearson correlation coefficients were used between the dimensions of each independent variable, to ensure that there is no multiple linear correlations among the sub-variables within the independent variable. The results are presented in Table 10.

Independent Variable: Organizational Culture

Table 10

Pearson correlation matrix for sub-variables in Organizational Culture

	Values	Beliefs	Customs	Expectations
Values	1			
Beliefs	.756**	1		
Customs	.737**	.772**	1	
Expectations	.775**	.734**	.769**	1

** Statistically significant at the significance level of (0.01).

Table 10 demonstrates that the highest correlation among the sub-variables of the independent variable is 0.775 between the variables "Values" and "Expectations". The correlation coefficients between the other independent variables are lower than this value. This indicates the absence of a high multiple linear correlation phenomenon among the sub-variables of the independent variable, as all correlation coefficients are less than 0.80. Therefore, the sample does not exhibit a problem of high multiple linear correlation.

Independent Variable: Job Satisfaction

Table 11

Pearson correlation matrix for sub-variables in Job Satisfaction

	Supervisory Style	Job Procedure Satisfaction	Coworker Relationship Satisfaction	Pay and Incentives
Supervisory Style	1			
Job Procedure Satisfaction	** .774	1		
Coworker Relationship Satisfaction	** .747	** .713	1	
Pay and Incentives	** .433	** .327	** .377	1

Table 11 shows that the highest correlation among the sub-variables of the independent variable is 0.774 between the variables "Supervisory Style" and "Satisfaction with Work Procedures". Meanwhile, the correlation coefficients between the other independent variables are lower than this value. This indicates the absence of a high multiple linear correlation phenomenon among the sub-variables of the independent variable, as all correlation coefficients are less than 0.80. Therefore, the sample does not exhibit a problem of high multiple linear correlation.

Field Study Procedures: The field study procedures involved verifying the validity, reliability, and finalizing the study instrument. Then, the Ministry of Education was contacted to facilitate the researcher's field application.

Statistical Methods Used: After collecting data through an electronic questionnaire, the data were processed using the Statistical Package for the Social Sciences (SPSS) software. The following statistical procedures were employed to answer the study questions:

- Frequencies and percentages to identify the distribution of the study sample.
- Means and standard deviations.
- Cronbach's alpha coefficient to measure the tool's reliability.
- Pearson correlation coefficient to measure the consistency in the study instrument.
- Variance inflation factor and tolerance test to detect the problem of linear correlation.
- Simple regression analysis and multiple regression analysis.
- Confirmatory Factor Analysis (CFA).
- Path Analysis using Amos ver.24 software.

Study Results and Discussion: The next section will present the study results and discuss them.

Criterion for Judging the Results: The cell length was determined according to Likert's five-point scale. The range $(5-1=4)$ was calculated and divided by the highest value in the scale to obtain the cell length $(4 \div 5=0.8)$. This value was added to the lowest value in the scale to determine the upper limit of the cell. Table 12 illustrates this criterion.

Table 12

Criterion for Judging the Study Results

Range	Level
4.20 - 5	Very high
3.40 - less than 4.20	High
2.60 - less than 3.40	Moderate
1.80 - less than 2.60	Low
1 - less than 1.80	Very low

The first question, which states: "What is the level of job satisfaction among employees in the Ministry of Education in the Sultanate of Oman?" To answer the second question, the mean scores and standard deviations of the study sample's responses regarding the level of job satisfaction were calculated as follows:

Table 13

Descending Order of Mean Scores and Standard Deviations Related to Job Satisfaction Level

Number	Domains	Mean	Standard Deviation	Rank	Level
3	Coworker Relationship Satisfaction	4.02	.718	1	High
2	Job Procedure Satisfaction	3.96	.680	2	High
1	Supervisory Style	3.71	.784	3	High
4	Pay and Incentives	3.31	.426	4	Moderate
	Overall Job Satisfaction	3.76	.597		High

It is evident from Table 13 that the level of job satisfaction is high, with an overall mean of 3.76 and a standard deviation of 0.597. Coworker relationship satisfaction ranked first with a mean of 4.02 and a standard deviation of 0.718, indicating a high level of satisfaction. This may be attributed to an organizational climate based on fairness and equality, the use of a democratic supervisory style in managing human resources, and effective communication systems with employees. The high satisfaction level may also be attributed to the clarity of laws, regulations, and legislations for everyone, as well as the presence of good interpersonal

relationships and social communication among employees. On the other hand, pay and incentives ranked last with a mean of 3.31 and a standard deviation of 0.426, indicating a moderate level. This may be due to a lower level of satisfaction with certain financial aspects, such as allowances for housing, electricity, water, and telephone services, from the perspective of the study sample. The average result may also be explained by the lack of clarity and transparency in the promotion system to higher job levels or in terms of incentives, as they are not implemented according to clear administrative criteria from the perspective of the study sample.

The findings of the current study align with the results of Saleh's study (2003), which indicated a high level of job satisfaction among faculty members in Palestinian universities, and Al-Ajmi's study (2020), which found a high level of job satisfaction among employees in Kuwaiti commercial banks. However, it differs from Abu Samra's study (2011), which reported low job satisfaction among employees in higher education institutions.

The second question, which states: "What is the level of job commitment among employees in the Ministry of Education in the Sultanate of Oman?" To answer the second question, the mean scores and standard deviations of the study sample's responses regarding the level of job commitment were calculated as follows:

Table 14

Descending Order of Mean Scores and Standard Deviations Related to Job Commitment Level

Number	Domains	Mean	Standard Deviation	Rank	Level
1	Emotional Commitment	3.86	.012	1	High
2	Continuance Commitment	3.73	.640	2	High
3	Normative Commitment	3.73	.675	3	High
4	Job Commitment	3.77	.607	4	High

Table 14 shows that the level of job commitment is high, with an overall mean of 3.77 and a standard deviation of 0.607. Emotional commitment ranked first with a mean of 3.86 and a standard deviation of 1.012, indicating a moderate level. On the other hand, continuance commitment and normative commitment ranked last with mean scores of 3.73 and standard deviations of 0.640 and 0.675, respectively, indicating a moderate level as well. These results can be attributed to the employees' sense of being part of the educational family within the directorate they work for and their sense of belonging to the Ministry of Education. They make efforts to achieve its goals, but they are also willing to leave their jobs if they find better job opportunities. Their commitment to their current jobs is influenced by the need for the salary they receive, as indicated by the high score for the item "If offered a higher-paying job elsewhere, I would immediately leave the education field" and the moderate score for the item "The benefits I receive are one of the main reasons for my continued work." However, these factors did not significantly affect the overall results of this dimension.

The findings of the current study align with the results of Assi's study (2008) and Salema's study (2003), which indicated a high level of organizational commitment among employees. They also align with Al-Ajmi's study (2020), which found a high level of job commitment among employees in Kuwaiti commercial banks. However, they differ from the results of Khashroum's study (2011), which reported a high level of organizational commitment among employees in technical institutes affiliated with Aleppo University. In contrast, the results differ from the study conducted by Al-Shanty (2017), which found a moderate level of organizational commitment.

The third question, which states: "What is the level of organizational culture among employees in the Ministry of Education in the Sultanate of Oman?" To answer the third

question, the mean scores and standard deviations of the study sample's responses regarding the level of organizational culture were calculated as follows:

Table 15

Descending Order of Mean Scores and Standard Deviations Related to Organizational Culture Level

Number	Domains	Mean	Standard Deviation	Rank	Level
1	Values	3.69	.779	1	High
4	Beliefs	3.58	.799	2	High
3	Customs	3.57	.756	3	High
2	Expectations	3.49	.748	4	High
Organizational Culture		3.60	.722		High

Table 15 reveals that the level of organizational culture is high, with an overall mean of 3.60 and a standard deviation of 0.722. Values ranked first with a mean of 3.69 and a standard deviation of 0.779, indicating a high level. Beliefs ranked last with a mean score of 3.49 and a standard deviation of 0.748, also indicating a high level. This indicates that the work environment is characterized by a high level of organizational culture in all its dimensions: values, expectations, norms, and beliefs. This can be attributed to the presence of an adopted ethical system that guides the behavior of employees in the educational directorates, from the perspective of the study sample. Additionally, the management adopts values and practices that enhance teamwork philosophy, encourages learning and improvement opportunities, and strives for efficient utilization of available resources to achieve optimal results at minimal costs. Furthermore, the management seeks to foster creativity and innovation among employees.

The findings of the current study align with Al-Awfi's study (2005), which indicated a high level of cultural values prevailing in the Control and Investigation Authority in the Riyadh region, as well as Al-Ajmi's study (2020), which found a high level of organizational culture among employees in Kuwaiti commercial banks.

The fourth question, which asks: "Are there statistically significant differences (at a significance level of $\alpha \geq 0.05$) in the level of organizational culture and organizational commitment among employees in the Ministry of Education?" To answer this question, Pearson correlation coefficients were calculated between organizational culture and job commitment, as shown in Table 16.

Table 16

Pearson Correlation Coefficients for the Relationship between Organizational Culture and Job Commitment.

		Emotional Commitment	Continuance Commitment	Normative Commitment	Job Commitment
Values	Correlation Coefficient (r)	.665**	.158*	.737**	.705**
	Statistical Significance	.000	.041	.000	.000
	Sample Size	168	168	168	168
Beliefs	Correlation Coefficient (r)	.419**	-.134	.623**	.431**
	Statistical Significance	.000	.083	.000	.000
	Sample Size	168	168	168	168
Customs	Correlation Coefficient (r)	.431**	.102	.548**	.486**

	Statistical Significance	.000	.189	.000	.000
	Sample Size	168	168	168	168
Expectations	Correlation Coefficient (r)	.522**	.109	.569**	.544**
	Statistical Significance	.000	.160	.000	.000
	Sample Size	168	168	168	168
	Organizational Culture	Correlation Coefficient (r)	.569**	.083	.673**
Statistical Significance		.000	.283	.000	.000
	Sample Size	168	168	168	168

* Statistically significant at the significance level of (0.05). ** Statistically significant at the significance level of (0.01).

Table (16) shows a statistically significant positive relationship between organizational culture and job commitment in all its dimensions, except for the relationship between continuance commitment and beliefs, norms, expectations, and overall organizational culture. This indicates the influence of organizational culture on job commitment among employees in the Ministry of Education, from the perspective of the study sample.

Multiple linear regression analysis was also conducted to examine the impact of organizational culture dimensions (values, beliefs, norms, expectations) on job commitment, and the results were as follows:

Table 17

Multiple Linear Regression Analysis of the Impact of Organizational Culture Dimensions (Values, Beliefs, Norms, Expectations) on Job Commitment.

Dependent Variable	Model summary		Analysis of Variance (ANOVA)			Table of Coefficients				
	R Correlation Coefficient	R2 Determination Coefficient	Determination Coefficient F	Degrees of Freedom (DF)	Sig. F Statistical Significance	Dimensions	B	Standard Error	t Computed	Sig. t Statistical Significance
Job Commitment	.739	.546	49.099	4	.000	Values	.891	.094	9.438	.000
						Beliefs	-.113	.072	-1.572	.118
						Customs	-.157	.096	-1.633	.104
						Expectations	-.147	.099	-1.486	.139

The results in the above table (17) indicate a statistically significant effect of organizational culture dimensions (values, beliefs, norms, expectations) on job commitment. The correlation coefficient (R=0.739) suggests a statistically significant relationship between the combined independent variables (values, beliefs, norms, expectations) and the dependent variable (job commitment). The determination coefficient value (R2=0.546) indicates that organizational culture dimensions (values, beliefs, norms, expectations) explain 54.6% of the variance in job commitment, while the remaining variance is attributed to other variables not included in the model. The computed F-value (F=49.099) at a significance level of (sig=0.000) confirms the significance of the regression at a significance level of 0.05.

The researchers interpret these findings as evidence that organizational culture has an impact on the level of organizational commitment among employees in the Ministry of

Education, from the perspective of the study sample. There is a strong correlation between the two variables, indicating that organizational culture significantly contributes to achieving a level of job commitment among employees. These results align with the findings of Taher (2020), who also found a significant relationship between organizational success and its focus on values, concepts, and beliefs that drive members' commitment, work, innovation, and decision-making participation.

The fifth question, which asks whether there are statistically significant differences at a significance level ($\alpha \geq 0.05$) between organizational culture and job satisfaction among employees in the Ministry of Education, was addressed by calculating the Pearson correlation coefficient between organizational culture and job satisfaction. This is illustrated in Table (18).

Table 18

Pearson Correlation Coefficient for the Relationship between Organizational Culture and Job Satisfaction

		Supervisory Style	Job Procedure Satisfaction	Coworker Relationship Satisfaction	Pay and Incentives	Job Satisfaction
Values	Correlation Coefficient (r)	** .703	** .546	** .561	** .430	** .661
	Statistical Significance	.000	.000	.000	.000	.000
	Sample Size	168	168	168	168	168
Beliefs	Correlation Coefficient (r)	** .528	** .401	** .407	** .273	** .483
	Statistical Significance	.000	.000	.000	.000	.000
	Sample Size	168	168	168	168	168
Customs	Correlation Coefficient (r)	** .599	** .488	** .481	** .342	** .568
	Statistical Significance	.000	.000	.000	.000	.000
	Sample Size	168	168	168	168	168
Expectations	Correlation Coefficient (r)	** .672	** .616	** .574	** .344	** .661
	Statistical Significance	.000	.000	.000	.000	.000
	Sample Size	168	168	168	168	168
organizational culture	Correlation Coefficient (r)	** .688	** .569	** .560	** .383	** .655
	Statistical Significance	.000	.000	.000	.000	.000
	Sample Size	168	168	168	168	168

** Statistically significant at the significance level of (0.01).

From Table 18, it can be observed that there is a statistically significant positive relationship between organizational culture and job satisfaction. The researchers interpret this as indicating that organizational culture has an impact on job satisfaction among employees in the Ministry of Education from the perspective of the study sample individuals. Multiple linear regression analysis was also used to measure the impact of organizational culture dimensions (values, beliefs, traditions, expectations) on job satisfaction, and the results were as follows:

Table 19
Multiple Linear Regression Analysis of the Impact of Organizational Culture Dimensions (Values, Beliefs, Traditions, Expectations) on Job Satisfaction.

Dependent Variable	Model summary		Analysis of Variance (ANOVA)			Table of Coefficients				
	R Correlation Coefficient	R ² Determination Coefficient	Determination Coefficient F	Degrees of Freedom (DF)	Sig. F Statistical Significance	Dimensions	B	Standard Error	t Computed	Sig. t Statistical Significance
Job Satisfaction	.686	.470	36.178	4	.000	Values	.323	.100	3.212	.002
						Beliefs	-.057	.077	-.741	.460
						Customs	-.083	.102	-.806	.421
						Expectations	.323	.105	3.080	.002

The results in Table (19) indicate a statistically significant impact of organizational culture dimensions (values, beliefs, traditions, expectations) on job satisfaction. The correlation coefficient (R) was 0.686, indicating a statistically significant relationship between the combined independent variables (values, beliefs, traditions, expectations) and the dependent variable (job satisfaction). The coefficient of determination (R²) was 0.470, suggesting that the organizational culture dimensions (values, beliefs, traditions, expectations) explained 47% of the variance in job satisfaction. The remaining variance can be attributed to other variables not included in the model. The F-value was 36.178, with a significance level (sig) of 0.000, confirming the significance of the regression at a significance level of 0.05 (α).

This may be attributed to the importance of clarity and transparency in work mechanisms and relationships that govern employees' behaviors and interactions, positively influencing their level of job satisfaction. This fosters a sense of loyalty and belonging to the organization, in addition to increasing their motivation to contribute effectively towards achieving the ministry's goals. The findings of this study align with the results of Abu Samoura's study (2011), which also found a statistically significant impact of each dimension of organizational culture on job satisfaction.

The sixth question, which asks whether there are statistically significant differences at a significance level of 0.05 (α) between job satisfaction and organizational commitment, was addressed by calculating the Pearson correlation coefficient between job satisfaction and organizational commitment. Table (20) illustrates the results.

Table 20
Pearson Correlation Coefficient for the Relationship between Job Satisfaction and Organizational Commitment.

		Emotional Commitment	Continuance Commitment	Normative Commitment	Job Commitment
Supervisory Style	Correlation Coefficient (r)	** .408	.051	** .540	** .454
	Statistical Significance	.000	.510	.000	.000
	Sample Size	168	168	168	168
Job Procedure Satisfaction	Correlation Coefficient (r)	** .354	.065	** .480	** .405

	Statistical Significance	.000	.399	.000	.000
	Sample Size	168	168	168	168
Coworker Relationship Satisfaction	Correlation Coefficient (r)	** .355	.029	** .534	** .416
	Statistical Significance	.000	.706	.000	.000
	Sample Size	168	168	168	168
Pay and Incentives	Correlation Coefficient (r)	** .349	.018	** .340	** .329
	Statistical Significance	.000	.816	.000	.000
	Sample Size	168	168	168	168
Job Satisfaction	Correlation Coefficient (r)	** .417	.051	** .554	** .464
	Statistical Significance	.000	.508	.000	.000
	Sample Size	168	168	168	168

* Statistically significant at the significance level of (0.05). ** Statistically significant at the significance level of (0.01).

The table (20) reveals a statistically significant positive relationship between job satisfaction and organizational commitment in all its dimensions, except for the relationship between supervisory style and satisfaction with work procedures, satisfaction with relationships with colleagues, wages and incentives, and overall job satisfaction. This indicates an impact of job satisfaction on organizational commitment among employees in the Ministry of Education, as perceived by the study sample.

Multiple linear regression analysis was also used to examine the effect of job satisfaction dimensions (supervisory style, satisfaction with work procedures, and satisfaction with relationships with colleagues, wages and incentives) on organizational commitment. The results are as follows:

Table 21

Multiple Linear Regression Analysis for the Effect of Job Satisfaction Dimensions (supervisory style, satisfaction with work procedures, satisfaction with relationships with colleagues, wages and incentives) on Organizational Commitment.

Dependent Variable	Model summary		Analysis of Variance (ANOVA)			Table of Coefficients				
	R Correlation Coefficient	R ² Determination Coefficient	Determination Coefficient F	Degrees of Freedom (DF)	Sig. F Statistical Significance	Dimensions	B	Standard Error	t Computed	Sig. t Statistical Significance
Organizational Commitment	.480	.231	12.213	4	.000	Supervisory Style	.239	.122	1.963	.051
						Job Procedure	-.032	.178	-.178	.859

Dependent Variable	Model summary		Analysis of Variance (ANOVA)			Table of Coefficients				
	R Correlation Coefficient	R2 Determination Coefficient	Determination Coefficient F	Degrees of Freedom (DF)	Sig. F Statistical Significance	Dimensions	B	Standard Error	t Computed	Sig. t Statistical Significance
						Satisfaction				
						Coworker Relationship Satisfaction	.106	.147	.723	.470
						Pay and Incentives	.227	.111	2.050	.042

The results in Table (21) indicate a statistically significant effect of job satisfaction dimensions (supervisory style, satisfaction with work procedures, satisfaction with relationships with colleagues, wages and incentives) on organizational commitment. The correlation coefficient (R) was 0.480, indicating a statistically significant relationship between the combined independent variables (supervisory style, satisfaction with work procedures, satisfaction with relationships with colleagues, wages and incentives) and the dependent variable (organizational commitment). The coefficient of determination (R2) was 0.231, suggesting that the job satisfaction dimensions (supervisory style, satisfaction with work procedures, and satisfaction with relationships with colleagues, wages and incentives) explained 23.1% of the variance in organizational commitment. The remaining variance can be attributed to other variables not included in the model. The F-value was 12.213, with a significance level (sig) of 0.000, confirming the significance of the regression at a significance level of 0.05 (α).

This may be attributed to the fact that a high level of job satisfaction among employees leads to a higher level of organizational commitment, as they are more motivated to provide their expected best performance, adhere to working hours, and take pride in being part of the educational family. Additionally, their genuine efforts in addressing work-related problems serve as an indicator of their satisfaction. The findings of this study align with the results of Assi's study (2008), which indicated an impact of organizational commitment on job satisfaction among employees in the Technical Education Authority, and Salama's study (2003), which found a statistically significant positive correlation between job satisfaction and organizational commitment. Furthermore, Al-Rashidi's study (2013) showed a statistically significant effect of job satisfaction on organizational commitment among employees in cooperative societies in Kuwait.

Question 7, which states: Does job satisfaction mediate the relationship between organizational culture and organizational commitment among employees in the Ministry of Education? To answer this question, Path Analysis was conducted using the Amos ver.24 software within the Statistical Package for the Social Sciences (SPSS). This analysis aimed to examine the direct and indirect effects of job satisfaction as a mediating variable in the relationship between organizational culture as an independent variable and organizational

commitment as a dependent variable, following the Baron & Kenny (1986) model. The following conditions were checked:

- Verify that the independent variable affects the mediating variable.
- Verify that the independent variable affects the dependent variable.
- Verify that the mediating variable affects the dependent variable in the presence of the independent variable.

Figure 1

Path analysis results for examining the direct and indirect effects of organizational culture on organizational commitment in the presence of job satisfaction as a mediating variable.

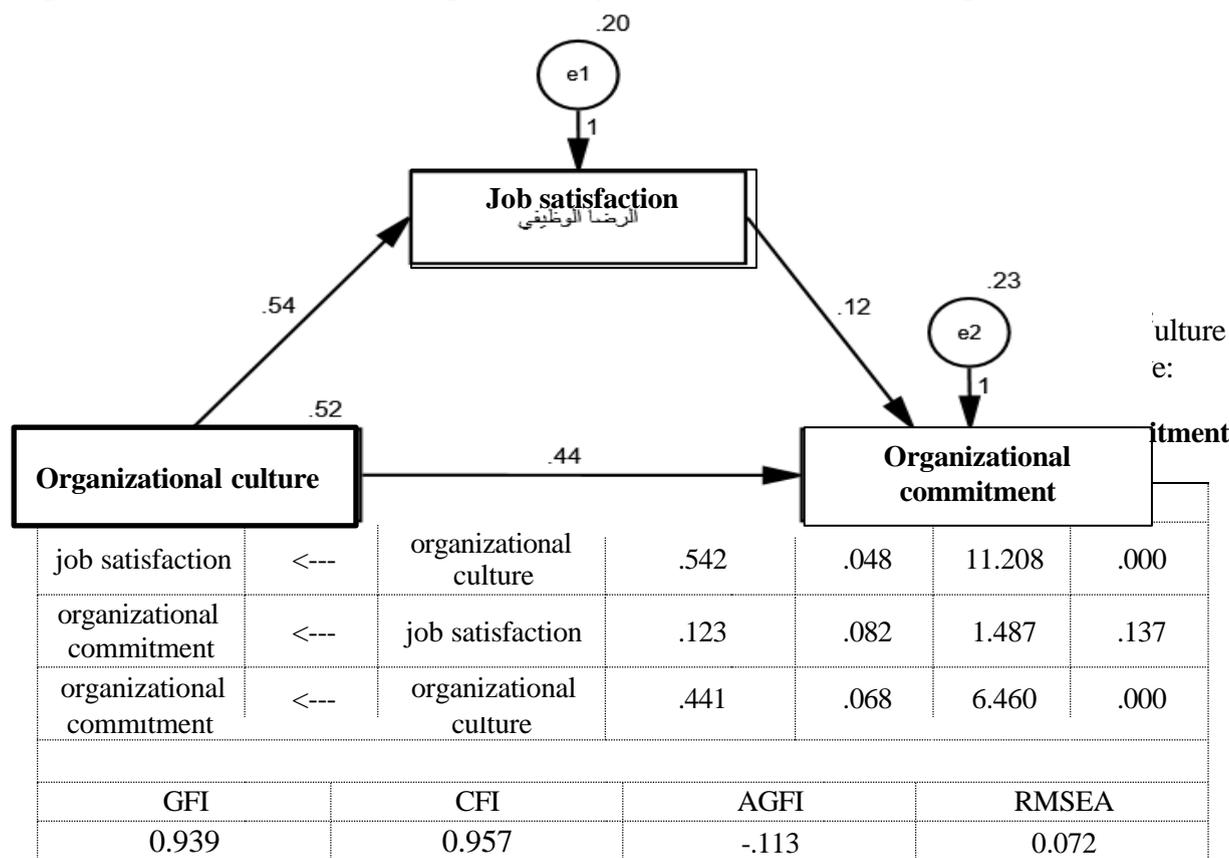


Table 22 illustrates the results of the path analysis for this hypothesis. The statistical analysis results showed that the Goodness of Fit Index (GFI) had a value of 0.939, which is close to the ideal value of 1. The Comparative Fit Index (CFI) had a value of 0.957, also close to the ideal value of 1. The Adjusted Goodness of Fit Index (AGFI) had a value of -0.113, and the Root Mean Square Error of Approximation (RMSEA) had a value of 0.072, which is close to zero.

The following can be observed from Table 22:

- There is a statistically significant effect of organizational culture on job satisfaction, with a regression coefficient of 0.542 and a significance level of 0.000.
- There is no statistically significant effect of job satisfaction on organizational commitment, with a regression coefficient of 0.123 and a significance level of 0.137.
- There is a statistically significant effect of organizational culture on organizational commitment, with a regression coefficient of 0.441 and a significance level of 0.001.

Since the direct effect of organizational culture on organizational commitment is statistically significant and the indirect effect through job satisfaction as a mediating variable is not statistically significant, this indicates that job satisfaction does not serve as a mediating variable. This can be interpreted as a high level of organizational culture being sufficient to enhance organizational commitment among employees in the Ministry of Education in Oman, from the perspective of the study sample. The role of job satisfaction as a mediating variable in that relationship is not significant. These findings differ from the results of Al-Khashrom's study (2011), which indicated that job satisfaction had a significant mediating effect on the relationship between service climate and organizational commitment. They also differ from the results of Al-Rashidi's study (2013), which indicated a significant relationship between organizational culture, organizational commitment, and job satisfaction among employees in cooperative societies in Kuwait.

Recommendations:

- The current study recommends applying the principles of integrity and credibility in selecting the most qualified individuals for managerial and leadership positions among the candidates for those administrative jobs.
- Activating the principle of delegation in making some administrative decisions in the educational directorates in the Sultanate of Oman.
- Applying the principle of transparency in mechanisms for granting bonuses, providing appropriate incentives, and offering moral and material support to competent personnel.
- Reviewing the salary system, promotions, and incentives provided to employees in the Ministry of Education, based on specific and announced criteria for everyone, to achieve a higher level of job satisfaction among employees in those directorates.
- Achieving the principle of fairness in the distribution of periodic rewards to employees in the educational directorates, in order to create a sense of satisfaction towards their work.
- Reviewing the incentive system to be based on clear administrative criteria for all employees.
- Achieving the principle of justice in dealing with employees, in terms of enforcing regulations and laws.
- Regulating the flexible working hours system to be more organized and defined at the level of educational directorates, which will positively impact work organization among employees.
- Innovating life and job services and facilities that yield financial returns and social benefits for employees, encouraging them to continue and stay longer in their jobs.
- Reviewing the organizational climate and work environment in the educational directorates in the North Al Batinah and Dhofar governorates, in order to motivate employees to continue working in these directorates.
- Harnessing the experiences and capabilities of employees holding master's degrees and above to retain them and encourage them to continue working.
- Supporting and meeting the psychological and social needs of employees in the General Directorate of Education in the Muscat Governorate.

Proposed Studies and Research:

- Organizational culture as a mediating variable in the relationship between job satisfaction and organizational commitment among employees in the General Directorate of Education in the Ministry of Education (a case study on one of the directorates).
- The relationship between organizational culture and job satisfaction among employees in the educational directorates in the Sultanate of Oman (a qualitative study).
- The impact of job satisfaction on organizational commitment among employees in the educational directorates in the Sultanate of Oman (an empirical research).

- The impact of organizational culture on job performance among employees in the educational directorates in the Sultanate of Oman.
- The relationship between organizational culture and job commitment among employees in the Ministry of Education in the Sultanate of Oman.
- Evaluative study of the flexible working hours system in the Sultanate of Oman.
- Analytical study of the incentives and promotions system in the Sultanate of Oman.

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