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## Table Of Contents

|                                             |          |
|---------------------------------------------|----------|
| <b>Journal Cover .....</b>                  | <b>1</b> |
| <b>Author[s] Statement.....</b>             | <b>3</b> |
| <b>Editorial Team .....</b>                 | <b>4</b> |
| <b>Article information .....</b>            | <b>5</b> |
| Check this article update (crossmark) ..... | 5        |
| Check this article impact .....             | 5        |
| Cite this article.....                      | 5        |
| <b>Title page.....</b>                      | <b>6</b> |
| Article Title .....                         | 6        |
| Author information .....                    | 6        |
| Abstract .....                              | 6        |
| <b>Article content .....</b>                | <b>7</b> |

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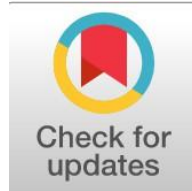
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## Empowerment And Compensation Predict University Employee Organizational Commitment

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### Abstract

**General Background** Higher education institutions require adaptive human resource management to meet escalating global demands. **Specific Background** Compensatory services and administrative decentralization are pivotal for directing staff motivation and institutional efficiency. **Knowledge Gap** Limited empirical research investigates the integrative relationship between these dimensions within specialized science colleges in Iraq. **Aims** This study explores how compensation and empowerment predict motivation and commitment among personnel at the College of Science, University of Al-Qadisiyah. **Results** A survey of 120 staff reveals both human resource practices positively associate with occupational motivation. Notably, administrative empowerment is a significantly stronger predictor of organizational commitment than compensation. Affective commitment forms the primary bond, while indirect material compensation scored highest among rewards. **Novelty** This research provides a validated empirical model bridging compensation, empowerment, and psychological motivation to explain institutional allegiance in a localized academic setting. **Implications** University leaders must prioritize administrative decentralization and link material rewards to transparent performance criteria to secure sustained academic excellence.

### Highlights:

- ♦ Administrative empowerment predicts institutional allegiance more strongly than monetary rewards.
- ♦ Affective commitment forms the primary psychological bond for university personnel.
- ♦ Decentralized operational authority directly drives motivation and sustained institutional efficiency.

**Keywords:** Administrative Empowerment, Compensatory Services, Occupational Motivation, Organizational Commitment, Higher Education

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## Chapter One: Methodological Framework of the Research

### First: Introduction

Given the rapid changes being observed in the higher education system both at the local and international level, universities are being pressed to adapt their human resource management (HRM) systems to the escalating levels of competition and societal demands on universities and their outputs. Within this framework, workplace motivation and organizational commitment (for academic and support staff alike) is pivotal in institutional planning as they are viewed as the real fuel for academic quality and institutional efficiency.

The compensatory services, including salary, bonus, material incentives and social welfare, are the first support among exoteric motivators for employees. Research and practice suggest they do contribute up to a point to job satisfaction if they are implemented in a fair, transparent way and clearly linked to employee performance. On the other hand, administrative decentralization is a critical factor in contemporary management thoughts as it allows employees to have access to win in decision-making, demonstrate their creativity and innovate, and their sense of responsibility and attachment to the organization can be materialized. Although both dimensions have significant implications for theory and practice, the researcher notes a lack of relative research investigating the integrative relation of these two dimensions in the context of Iraq higher education context, especially in the specialized scientific colleges. Therefore, this research is a contribution to the current state of knowledge and provides an analytical overview that consolidates the objectives of institutional development for the college of science at the university of Al-Qadisiyah.

### Second: Statement of the Problem

The problem of the study poses a number of central questions which have been noticed by the researcher through the visits to the field and through watching the whole reality directly in the college of science in University of al-Qadisiyah, most importantly they are the following:

1. Are the existing compensatory services sufficient for motivating the employees of the College?
2. What is the extent of the administrative empowerment's application in the College, and does it really manifest in the day-to-day work?
3. Is there a significant correlation between compensatory services and administrative empowerment on the one hand, and the degree of occupational motivation on the other?
4. How significant is the effect of occupational motivation on organizational commitment of the employees: the case of the College?
5. Which independent variable, the compensatory services or the administrative empowerment, has a stronger and more profound effect in directing occupational motivation and fostering organizational commitment?

### Third: Significance of the Research

The importance of the study derives from two interrelated aspects:

- a) Theoretical Significance: The study contributes to the local scientific literature of OB in HC, and (based on prior empirical research outside the local context and the relevant literature) offers a comprehensive analytical model that connects compensatory services with administrative empowerment, motivation and commitment at the organizational level under a single umbrella.
- b) Practical Significance: The outcomes of the study offer dependable scientific evidence to assist the academic and administrative leaders of the Science College and the University of Al-Qadisiyah in the decision-making processes with regard to reformulating motivation and rewarding schemes, reinforcing an empowering culture, and planning meaningful human-enabling programs that would lead to greater institutional commitment..

### Fourth: Objectives of the Research

The study aims at fulfilling the following objectives:

1. To determine the degree of the compensatory services provided for the employees at the University of the Al-Qadisiyah, College of Science.
2. To Assess the level of the prevailing administrative empowerment in the college according to contemporary scientific standards.
3. To study the correlation between compensatory services, administrative empowerment and motivational job of workers.
4. To study the effect of career motivation on organizational commitment and its effective indices.

5. The motivation system can be further improved by system development, and the organizational commitment in the college can be improved by organizational development."

Fifth: Research Hypotheses

Based on the problem of the study and its objectives, the investigator deemed the following hypotheses to be valid and worth testing:

H1: Compensatory services significantly and positively influence occupational motivation of employees at the College of Science.

H2: A positive statistically significant relationship exists between administrative empowerment and occupational motivation.

H3: The impact of administrative empowerment on job motivation is stronger than that of compensatory services.

H4: Occupational motivation has significant impact on College employees' organizational commitment.

H5: The combination of compensatory services and administrative empowerment contributes more variance in predicting organizational commitment than each of the two constructs alone..

Sixth: Scope of the Research

- Human Scope: The research encompasses faculty members and administrative staff at the College of Science / University of Al-Qadisiyah.
- Spatial Scope: College of Science, University of Al-Qadisiyah, Diwaniyah City, Republic of Iraq.
- Temporal Scope: The period extending from the first academic semester of 2024 to mid-2025.
- Subject Scope: The research is confined to studying the variables of compensatory services, administrative empowerment, occupational motivation, and organizational commitment, without addressing other organizational or environmental variables.

Seventh: Research Model

Based on the theoretical framework and the review of prior literature, the following research model was developed to reflect the hypothesized relationships among the variables:

Figure (1): Research Model

| Independent Variables                                                                                                                             | Mediating Variable                                                   | Dependent Variables                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|-------------------------------------------------------------------------|
| <b>Compensatory Services</b><br>(Material, Moral, Social)<br><b>Administrative Empowerment</b><br>(Delegation, Participation, Trust, Development) | <b>Occupational Motivation</b><br>(Intrinsic & Extrinsic Motivators) | <b>Organizational Commitment</b><br>(Affective, Continuance, Normative) |

Chapter Two: Theoretical Framework and Prior Studies

Section One: Compensatory Services

1-1 The Concept of Compensatory Services and Their Dimensions

Compensatory services—in their simplest definitions—represent the totality of what an organization provides to its employees in return for the effort, time, and competence they invest in its service, whether these services are material, moral, or social in nature. This concept has evolved remarkably in modern administrative thought, no longer confined to the basic salary but extending to encompass an integrated system of interrelated components (Milkovich et al., 2020).

Classical administrative thought—particularly with Frederick Taylor at the beginning of the twentieth century—assigned paramount importance to material compensation as the primary driver of human behavior in the work environment. With the emergence of humanistic motivation theories in the mid-twentieth century—such as Maslow's hierarchy of needs and Herzberg's two-factor theory—it became evident that material compensation, while necessary, is insufficient on its own to achieve sustained motivation and elevated performance. Employees aspire to more than wages: they seek recognition, growth, and belonging (Deci & Ryan, 2000).

Compensatory services are distributed, according to prevailing literature, into three primary dimensions:



- a. Direct Material Compensation: encompassing basic salary, periodic increments, performance-linked bonuses, and productivity incentives.
- b. Indirect Material Compensation: such as health and social insurance, paid leave, study grants, and transportation and housing allowances.
- c. Moral and Social Compensation: such as a comfortable work environment, schedule flexibility, training and development programs, promotion opportunities, and formal recognition.

## 1-2 Theories of Compensation and Motivation

Compensatory services in their design and philosophy are grounded in several leading scientific theories, the most prominent of which may be reviewed as follows:

Adams' Equity Theory (1963):

This theory affirms that an individual evaluates his compensation by comparing the ratio of his contributions and rewards to those of others within the same organization or in similar organizations. When he perceives an imbalance in this ratio, a state of motivational tension arises which he seeks to eliminate either by reducing his effort, demanding higher compensation, or leaving the organization.

Vroom's Expectancy Theory (1964):

Vroom argues that an individual is motivated to work when he expects that his effort will lead to high performance, and that this performance will lead to outcomes he values. This means that compensation must be visible, equitable, and clearly linked to performance in order to exercise its intended motivational effect.

Herzberg's Two-Factor Theory (1959):

Herzberg distinguished between Hygiene Factors—such as pay, work environment, and job security, which if absent cause dissatisfaction, yet their presence does not necessarily generate motivation—and true Motivators—such as achievement, recognition, and career advancement, which generate genuine satisfaction and high drive. This distinction has profound implications for designing a compensation system.

## 1-3 The Impact of Compensatory Services on Motivation and Commitment in University Environments

Higher education has a number of distinguishing features that set it apart from other industries, among them that its staff are highly qualified academically, and that they value autonomy, intellectual freedom and continuing professional development. Hence, how well compensatory services work in this situation depends largely on how closely they match the professional values of academics, and the quality of what they expect (Oshagbemi, 2017). A plethora of research in Arab universities (Iraq, Jordan and Egypt) reveal that poor financial compensation is a major source of occupational dissatisfaction and diminishing academic productivity while provision of professional development initiatives and research grants strengthens the sense of belonging and of affective commitment to the university.

## Section Two: Administrative Empowerment

### 2-1 The Concept of Administrative Empowerment and Its Evolution

The concept of administrative empowerment was widely discussed in the management literature from the early 1980s and was brought forth as a logical consequence of the inadequacies of the traditional bureaucratic organization to meet the demands of the growing complexity of contemporary workplaces. In today's management practice, empowerment is one of building blocks of management philosophy, which is based on trust, partnership and development of competence (Thomas & Velthouse, 1990).

Administrative empowerment encompasses a bundle of organization directives and procedures which support staff by extending them sufficient power, required resources, crucial information, and a positive climate to allow them to perform their responsibilities autonomously, assuredly, and competently as well as accepting of innovation and proactiveness (Spreitzer, 1995). Therefore it did more than just extend the power of the employer; it became a pervasive culture of organization which redrew the boundaries of the occupation.

### 2-2 Dimensions of Administrative Empowerment

According to the extent psychological model of Spreitzer informed by the research literature on psychological empowerment, there are four dimensions that are considered the essence of administrative empowerment:

- a. b. Significance: The extent to which the individual perceives his work values are congruent with an organization's values and his work serves a meaningful or higher vision.
- b. Self-Efficacy: The confidence that one has in her/his ability to execute behaviours necessary to produce specific

performance attainments and to successfully deal with specific demands of job.

c. Autonomy in one's choice and action: Having access to the autonomy to decide on how and when to undertake work and act according to one's preferences without having to wait continuously for instructions.

d. The individual believes his or her contribution makes a real impact on the success of an organization. At the practical level, the administrative empowerment strategies emerge in: a) decentralizing decision making and enabling participation to

b) drafting decision-making indices, c) promoting continual education-training, d) establishing open and transparent communication, and e) implementing an organizational culture that recognises pro-activeness, creativity and responsibility as positive values. few of these is caught by any one of these elements, but taken together they constitute a pattern.

## 2-3 Administrative Empowerment in the University Context

It is necessary to state that the nature of universities and of academic staff work in those higher education institutions in general, needs a high level of academic autonomy and research creativity so the university environment can be considered as fertile soil for the manifestation of (administrative) empowerment. But the bureaucratic inertia that characterizes governmental universities in Iraq is a hindrance to the realization of such core empowerment values and this calls for examining this phenomenon closely in this context. A lot of research, including the studies of (Al-Zaidi, 2019) and (Al-Ameri, 2021), have shown that the employees at the Iraqi universities who considered they had a lot of administrative empowerment were more occupationally and institutionally committed, less likely to leave, and were also more effective, and proactive in research and education, or at least in their perception.

## Section Three: Occupational Motivation and Organizational Commitment

### 3-1 Occupational Motivation: Concept and Models

Work motivation is defined as the intensity of an individual's effort, the direction of that effort, and how long the individual can maintain that effort (Steers et al., 2004). It has been regarded as being multilevel and dynamic which develops through the interaction among person, work environment and culture within the organisation (Robbins & Judge, 2019).

Deci and Ryans Self-Determination Theory provided a rich interpretive lens that distinguishes between intrinsic motivation, which arises within a person and is related to experiencing pleasure, self-satisfaction, and interest in the work itself, and extrinsic motivation, which is influenced by environmental considerations including rewards, punishments, and social expectations. Research evidence suggests that higher quality and more sustainable performance can be expected from intrinsically motivated performers over the long run.

### 3-2 Organizational Commitment: Concept and Types

Commitment to the organization is regarded as one of the key concepts in OB, and has been the focus of much research since the 1960s. It represents a psychological state that characterises the employee's relationship with the organization and the extent to which he or she is inclined to stay in the organization and can be viewed in three dimensions, as per Meyer and Allen (1991):

a. Affective Commitment: the extent to which a person is emotionally attached to, identifies with, and feels involved in the organization, including his/her concern to remain in the organization and continuing in it.

b. Continuance Commitment: the social and economic impact of leaving the organization on the person's own life and life-style, and the impact on his closest family members is what motivates him to remain.

Normative commitment is the sense of ethical and professional obligation for and commitment to the organization and to the norms of loyalty and professional allegiance.

### 3-3 The Relationship Between Motivation and Organizational Commitment

The level of professional and institutional motivation can be predicted by one another, since some research indicates that these two types of motivation are closely reciprocally related. A motivated worker is more likely to comply with the organization's rules and objectives and go beyond the demands of his/her formal position. In addition, it is also proven to continuously enhance the quality of motivation: the committed employee is, by definition, motivated, and in being motivated, seeks fulfillment of values, which compels him/her to performance (Meyer et al., 2002). This relationship is the central theoretical foundation for the present study.

## Section Four: Prior Studies

### 4-1 Arabic Studies

Al-Ameri and Al-Mamouri (2021) has been found that among Iraqi university faculty members, administrative empowerment predicts around 43% of organizational commitment variance and involvement in decision-making is the best predictor of empowerment. The study further revealed that it is the affective, not the continuance, commitment that is the strongest contributor to academic quality.

In the context of Jordan, the study of Al-Rashidi (2020) focused on the employees of the Ministry of Higher Education and found a significant positive relationship between compensation justice and organizational commitment with a value of ( $r = 0.61$ ) and the presence of the mediation effect of job satisfaction between these variables. The Egyptian research by Khalil and Abd Al-Hamid (2019) investigated the mediating effect of administrative empowering in the linkage of transformational leadership with organizational commitment, confirming the result of this study that the impact of transformational leadership in promoting commitment is far more pronounced when that leadership style is matched with high administrative empowering.

4-2 Foreign Studies

Seibert et al. (2011) also found that perceived self-efficacy mediated the relationship between administrative empowerment and job satisfaction, job performance, and organizational commitment in their meta-analytic review of 142 empirical studies, suggesting that empowerment impacts employees by building their internal confidence. Because of the extensive review of the compensation systems literature presented by Milkovich et al. (2020), it was concluded that the difference between perceived and expected compensation causes persistent occupational dissatisfaction that de-motivates and disrupts organizational commitment. They further noted that intangible compensation—such as work–life flexibility and opportunities for professional development—has become more entrenched as a source of worker priorities in the twenty-first century. In relation to higher education in particular, Oshagbemi (2017) investigated at British universities a sample of academicians and found that satisfaction with promotion and development opportunities the strongest predictor of their commitment to the organisation and followed by satisfaction with the work itself, whilst satisfaction with pay was the weakest predictor..

Section Five: Research Gap and the Contribution of This Study

Reviewing the relevant literature shows the following facets of the gap in the literature that this study fills.

- 1. it the under contribution to the relationship between compensatory services and administrative empowerment at the same time.
- 2. The lack of analytical case studies focusing on specialized science colleges in provincial universities like Al-Qadisiyah.
- 3. Most of the Iraqi studies did not consider motivation, as a mediating variable between compensatory services and empowerment on one side and organizational commitment on the other. This research, therefore, contributes to filling this gap by proposing an analytical integrated model including these variables, in a validated empirical environment.

Chapter Three: Research Methodology

First: Research Method

The research used the Descriptive-Analytical Approach as it was the most suitable for the problem under the study, because through this approach it is possible to describe, with high accuracy, the phenomenon under study and analyze the relations between its variables to the extent that it is possible to make inferences that can be generalized to some extent in a similar institutional milieu through the application of several statistical tools.

Second: Research Population and Sample

The target population for this study is all the employees working at the College of Science, University of Al-Qadisiyah (teaching and administrative staff) with their number is 186 based on the latest official statistics for the academic year 2024–2025. A purposive sampling technique was employed to select 120 participants, which accounts for 64.5% of the population size and also considering proportional representation of disciplines, occupational levels, and gender.

Table (1): Demographic Characteristics of the Research Sample

| Variable            | Category                        | Count | Percentage % |
|---------------------|---------------------------------|-------|--------------|
| Gender              | Male                            | 78    | 65%          |
|                     | Female                          | 42    | 35%          |
| Academic Rank       | Professor / Associate Professor | 34    | 28.3%        |
|                     | Lecturer / Assistant Lecturer   | 50    | 41.7%        |
| Years of Experience | Administrative Staff            | 36    | 30%          |
|                     | Less than 10 years              | 45    | 37.5%        |
|                     | 10–20 years                     | 49    | 40.8%        |
|                     | More than 20 years              | 26    | 21.7%        |

Third: Research Instrument

A questionnaire was adopted as the primary data collection tool, comprising 60 items distributed across four dimensions according to a five-point Likert scale (1 = Strongly Disagree ... 5 = Strongly Agree), as follows:

**Table (2):** Distribution of Questionnaire Items Across Research Dimensions

| Dimension                  | Sub-Dimensions                                                                                         | No. of Items |
|----------------------------|--------------------------------------------------------------------------------------------------------|--------------|
| Compensatory Services      | Direct material compensation, indirect material compensation, moral compensation                       | 15           |
| Administrative Empowerment | Delegation of authority, participation in decision-making, trust and support, professional development | 15           |
| Occupational Motivation    | Intrinsic motivators, extrinsic motivators, goal-setting                                               | 15           |
| Organizational Commitment  | Affective, continuance, and normative commitment                                                       | 15           |

## Fourth: Validity and Reliability

To verify the instrument's validity, it was presented to 12 reviewers from faculty members specializing in business administration and organizational behavior at the universities of Al-Qadisiyah, Kufa, and Baghdad. The proposed modifications were implemented, resulting in the deletion of 5 items and the reformulation of 8 items to achieve greater clarity.

For reliability, Cronbach's Alpha coefficient was used to measure it, with the following results:

**Table (3):** Cronbach's Alpha Values for Questionnaire Dimensions

| Dimension                  | Alpha Coefficient |
|----------------------------|-------------------|
| Compensatory Services      | 0.89              |
| Administrative Empowerment | 0.92              |
| Occupational Motivation    | 0.87              |
| Organizational Commitment  | 0.90              |
| <b>Overall Instrument</b>  | <b>0.91</b>       |

All values exceed the acceptable threshold of 0.70, confirming the stability and validity of the instrument for application.

## Fifth: Statistical Methods

The following statistical methods were employed using SPSS v.26:

1. Descriptive Statistics: arithmetic mean and standard deviation to describe sample responses.
2. Pearson's Correlation Coefficient: to measure the strength of the correlational relationships among research variables.
3. Simple and Multiple Linear Regression Analysis: to measure the effect size and explain variance.
4. One-Sample t-Test: to test the significance of arithmetic means.
5. F-Test for Analysis of Variance: to test the significance of regression models.

## Chapter Four: Presentation and Analysis of Results

### Section One: Diagnosing the Level of Research Variables

#### 1-1 Level of Compensatory Services

The results of the descriptive analysis showed that the total compensatory services dimension mean was 3.41 (SD = 0.72), which indicates a relatively moderate level in line with the criteria of the evaluation from the adopted perspective of this study. This mean is disaggregated among the sub-dimensions in the following table:

**Table (4):** Descriptive Statistics for the Compensatory Services Dimension

| Dimension                      | Arithmetic Mean | Standard Deviation | Evaluation Level |
|--------------------------------|-----------------|--------------------|------------------|
| Direct Material Compensation   | 3.28            | 0.81               | Moderate         |
| Indirect Material Compensation | 3.55            | 0.68               | Moderate         |

|                               |             |             |                 |
|-------------------------------|-------------|-------------|-----------------|
| Moral and Social Compensation | 3.40        | 0.74        | Moderate        |
| <b>Overall</b>                | <b>3.41</b> | <b>0.72</b> | <b>Moderate</b> |

It is noted that indirect material compensation—such as health insurance and leave—obtained the highest arithmetic mean (3.55), while direct material compensation came at its lowest level (3.28), indicating a relative sense of dissatisfaction with the level of individual salaries and bonuses.

## 1-2 Level of Administrative Empowerment

The autonomy in administration dimension had a total mean value of 3.58 with a standard deviation of 0.66 which is slightly higher than the mean value for the dimension compensatory services.

The trust and administrative support dimension ranked first (3.71), followed by the professional development dimension (3.64), while the participation in decision-making dimension achieved its lowest level (3.38), indicating a large potential for enhancing the practices of organizational democracy at the College.

## 1-3 Level of Occupational Motivation

The results indicated that occupational motivation was moderate and its mean (SD) was 3.47 (0.69). Intrinsic motivators had the highest mean (3.63) in the College when comparing them with extrinsic motivators (3.31), indicating that the employees in the College had a fairly clear understanding of the value and the meaning of their work, while they believe that the extrinsic motivators are not on par with their level of work input.

## 1-4 Level of Organizational Commitment

The total mean of organizational commitment was 3.52 and standard deviation was 0.71. The highest dimension, affective commitment, was at 3.68, followed by normative commitment (3.54), and then continuance commitment (3.34). This pattern implies that employees are staying at the College out of truly emotional engagement and professional obligation, rather than material self-interest.

## Section Two: Testing Research Hypotheses

### 2-1 Testing the First and Second Hypotheses: Correlation Relationships

**Table (5):** Pearson Correlation Coefficient Matrix Among Research Variables (\*\* significant at the 0.01 level)

| Independent Variable / Dependent Variable              | r Value | Significance Level |
|--------------------------------------------------------|---------|--------------------|
| Compensatory Services → Occupational Motivation        | 0.631   | 0.000**            |
| Administrative Empowerment → Occupational Motivation   | 0.718   | 0.000**            |
| Occupational Motivation → Organizational Commitment    | 0.684   | 0.000**            |
| Compensatory Services → Organizational Commitment      | 0.612   | 0.000**            |
| Administrative Empowerment → Organizational Commitment | 0.697   | 0.000**            |

The results of table (5) support the acceptance of the first and second hypotheses as there was a statistically significant positive relationship between compensatory services and the motivation to work ( $r = 0.631$ ) and between administrative empowerment and the motivation to work ( $r = 0.718$ ), all of which were statistically significant at the level of significance ( $\alpha \leq 0.01$ ). It can be seen clearly that motivation is more correlated to administrative empowerment than compensatory services.

### 2-2 Testing the Third Hypothesis: Comparing the Effect of Both Variables

To test the third hypothesis—asserting that administrative empowerment exerts a stronger effect than compensatory services on occupational motivation—Stepwise Multiple Regression analysis was conducted as follows:

**Table (6):** Results of Multiple Regression Analysis for Occupational Motivation

| Independent Variable       | Standardized Beta | t Value | Significance Level |
|----------------------------|-------------------|---------|--------------------|
| Administrative Empowerment | 0.389             | 5.84    | 0.000**            |
| Compensatory Services      | 0.291             | 4.17    | 0.000**            |

$R^2 = 0.584$  |  $F = 82.3$  |  $Sig = 0.000$ \*\*

It is evident from Table (6) that the model as a whole is statistically significant ( $F = 82.3$ ,  $Sig = 0.000$ ) and explains 58.4% of the variance in occupational motivation. The standardized Beta coefficient indicates that administrative empowerment ( $\beta = 0.389$ ) possesses greater influencing power than compensatory services ( $\beta = 0.291$ ) in directing occupational motivation.

Accordingly, the third hypothesis is accepted.

## 2-3 Testing the Fourth and Fifth Hypotheses: The Effect of Motivation on Commitment

**Table (7):** Regression Analysis Results for Testing the Fourth and Fifth Hypotheses

| Dependent Variable / Independent Variable                   | R <sup>2</sup> | F Value | Significance Level |
|-------------------------------------------------------------|----------------|---------|--------------------|
| Occupational Motivation → Organizational Commitment         | 0.512          | 94.7    | 0.000**            |
| Compensatory Services + Empowerment (Combined) → Commitment | 0.537          | 71.4    | 0.000**            |

The findings of Table (7) indicate that the fourth hypothesis is accepted, as occupational motivation significantly affects organizational commitment, accounting for 51.2% of its variance. Moreover, the fifth conjecture is also supported since R<sup>2</sup> increases to 53.7% by including the joint direct effect of compensatory services and administrative empowerment, which means the joint effect of independent variables delivers the best explanation of organizational commitment.

## Chapter Five: Discussion, Conclusions, and Recommendations

### First: Discussion of Results

The findings of this research present a distinguished analytical contribution that intersects with theoretical literature and adds to it a local empirical evidence base. These results may be discussed through the following dimensions:

#### 1. Compensation in the Phase of 'Necessity' Rather Than 'Strategic Motivation':

The level of compensatory services was moderate (3.41), implying that they have not yet reached to the level of 'generative motivators' as per Herzbergian philosophy and were categorized under 'hygiene factors' that prevent dissatisfaction but do not lead to producing genuine motivation. This is the diagnosis that comparative research in Arab universities has chronicled, revealing that the feeble connection between pay and performance undermines its power to motivate.

#### 2. Administrative Empowerment: The More Effective Driver:

The results of this analysis revealed the effect of occupational motivation ( $\beta = 0.389$ ) was stronger than compensatory services ( $\beta = 0.291$ ) in mediating the relationship of administrative empowerment with an effect of positive nature. The reason is that academic employees – they hold high human and academic capital – care more about autonomy, involvement, and influence in decision-making processes than they do about material payoffs. This finding is consistent with the conclusions of Seibert et al.(2011): that psychological empowerment is the most powerful mediator between management practices and organization outcomes.

#### 3. Occupational Motivation as a Strategic Bridge to Commitment:

Occupational commitment accounted for more than half of the variance in organizational commitment ( $R^2 = 0.512$ ), reinforcing the importance of this variable in organizational processes. A motivated worker is endowed with a purpose and worth in his work that pushes him above the level of formal commitment to a level of voluntary institutional commitment. Another significant finding is that affective commitment was the strongest component of commitment indicating that the relationship with the College is at its core an emotional attachment.

#### 4. The Integrative Role of Both Independent Variables:

The analysis results confirmed that combined application of compensatory services and administrative empowerment best accounted for organizational commitment among the two constructs ( $R^2 = 0.537$ ), further supporting the fundamental premise of this study in the context of the assertion of an integrative as opposed to the individual role. They are complementary: compensation fulfills needs for security and equity, and empowerment fulfills needs for growth, meaning, and belonging.

### Second: Conclusions

Accordingly, this study comes to these findings.

1. Services Provision in the College of Science at the University of Al-Qadisiyah is currently dealing with some limitations and they implement their (motivational) potential not fully. The vulnerability of immediate material recourse is the system's most sensitive element.
2. Four-Dimensional Administrative Empowerment Being reported as the most potent driver to empower college faculty



leaders to motivate its employees in academic world; and being College's leadership model.

3. Work motivation is not an end, but a critical determinant to develop a strong organizational allegiance that converts an employee from 'physically present' to 'actively belonging'.

4. The combination of compensatory services and administrative empowerment explains more than 50% of the total variance in organizational commitment, indicating the validity of the integrative research model.

5. The affective commitment is the anchor of organizational commitment in the College and thus activating this element could be achieved by increasing the sense of belonging and identity with the institute not by financial rewards only.

### Third: Recommendations

Based on the research findings and conclusions, the researcher presents the following practical recommendations:

#### A. Regarding Compensatory Services:

1. Reviewing salary and bonus structure and linking that to objective and transparent criteria of research and teaching quality in an integrated institutional performance evaluation system.
2. Broaden the range of moral compensations to include awards for excellence in research, certificates of annual appreciation, and organization of distinguished personalities in international conferences under the university's costs.
3. To create a portfolio of scholarships and developmental missions, that allow faculty members to stay abreast of advances in their fields, enhancing non-material compensation and professional empowerment at the same time.

#### B. Regarding Administrative Empowerment:

1. Introduction of a policy that delegates the formal authorities of department heads and academic-administrative personnel to be exercised in the daily operations thereof, impelling them to take daily operational decisions without having to submit those to superior levels of the AGS for each and every detail.
2. Instituting a Staff Advisory Council to assist in developing the organizational and developmental policies of the College, with the understanding that its recommendations are incorporated in real decisions.
3. Implementation of transformational and empowered leadership training for department heads and mid-level leadership in the College to promote a culture of trust, delegation, and competency development.

#### C. Regarding Occupational Motivation and Organizational Commitment:

1. Establishing a quality of work life that recognizes accomplishment and strengthens the sense of community through cultural and social programmes that enhance cultural belonging to the College.
2. Introduction of the 'Periodic Performance Discussions' model for leaders and employees to discuss their professional aspirations and potential growth paths at the individual level, I.e. what motivates them on the inside.
3. Implement the periodic assessment of motivation and organizational commitment as strategic indicator in the institutional performance reports of the College, in line with top universities practice.

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