

The Impact of Individual Factors on Job Satisfaction and Organizational Loyalty among Secondary School Teachers in Baghdad

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Abstract - This study investigates the impact of individual factors—specifically personality traits, work-life balance, and occupational stress—on job satisfaction and organizational loyalty among secondary school teachers in Baghdad. Using a quantitative, correlational research design, data were collected from 385 randomly selected teachers through validated questionnaires measuring the Big Five personality traits, work-life balance, job satisfaction, occupational stress, and organizational loyalty. Analysis revealed that conscientiousness and job satisfaction are positively correlated, alongside work-life balance, while occupational stress negatively affected job satisfaction. Moreover, job satisfaction emerged as a strong predictor of organizational loyalty. Multiple regression analysis showed that personality traits, work-life balance, and occupational stress had a combined impact of 45% on occupational satisfaction, and that satisfaction was 40% of the variance in organizational commitment. The results indicate that fostering better work-life balance and lowering stress can improve the job satisfaction and organizational commitment of teachers who, as seen in many facets of life, are chronically over-committed to their roles. These outcomes are evident through policy and practice across the education system. Further research should focus on the role of emotional intelligence and support from leadership in employing these strategies.

Keywords: Job Satisfaction, Organizational Loyalty, Personality Traits, Occupational Stress, Impact

I. INTRODUCTION

Contemporary educational organizations assign far wider responsibility to instructors than simply imparting knowledge relative to their profession. Their contribution is important for achieving corporate objectives, and areas such as job satisfaction, organizational commitment, and personal welfare are increasingly being appreciated throughout the institution as fundamental for achieving success at both individual and institutional levels. To what extent organizational satisfaction impacts the educational achievement, retention of teachers, effectiveness of teachers, satisfaction of teachers, and overall performance of the education system is considerable. Regarding secondary school teachers in Baghdad, it is highly important to study the effects of personal factors like traits of personality, balance between professional and personal life, and occupational

stress on job satisfaction and organizational loyalty (Jumaah & Sejzi, 2024).

As stated, Organizational loyalty or commitment to the organization is one of the underlying issues of the professional behaviour of employees, which influences turnover and productivity (Taşkaya, 2022). Highly loyal teachers seasoned with a great deal of organization demonstrate extra-role behaviour towards pupils and students. But in this context, the connection existing between satisfaction of work and organizational loyalty, attributes of teachers, and their satisfaction has not been explored (Arasuraja, 2024). A comprehensive combination of these relationships would assist in deriving specific solutions and aids to enhance the effectiveness of teachers (Özdemir et al, 2023).

This study article aims to analyze the effects of personality traits, the balance between personal and professional life, and work-related stress on the level of satisfaction concerning one's work and organizational loyalty among teachers in secondary schools in Baghdad (Khyade, 2019). This study is guided by the following research questions.

1. What is the impact of personality traits on the job satisfaction of secondary school teachers in Baghdad?
2. To what extent does work-life balance enhance job satisfaction among teachers?
3. How does occupational stress impact job satisfaction and loyalty towards the organization?

This study intends to fill the gaps stated above so that teachers and discipline supervisors around the world can alter their approaches toward providing school management to improve educational results among students.

II. LITERATURE REVIEW

Personality Traits and Job Satisfaction

Job satisfaction has been linked with individual personality traits as shown in several studies (Fakhari, 2014). One commonly used model in the study of work-related attitudes is the Five Factor Model of personality, which includes

openness, conscientiousness, extraversion, agreeableness, and neuroticism. Teachers with high levels of conscientiousness are likely to outperform and be more satisfied in their positions because they are organized and responsible (Costa & McCrae, 1999). Neuroticism, which is associated with emotional instability and stress, is known to have a negative correlation with job satisfaction (Kurkuri & Krishnamurthy, 2021).

About education, teachers' personality traits impact their work attitudes as well as their relations with students and colleagues. For instance, extroverted teachers tend to foster pleasant classroom atmospheres and therefore tend to enjoy their work more. They also tend to interact with colleagues and students in a more agreeable manner, which further enhances job satisfaction. Teachers who score low on emotional stability are affected by high levels of stress and dissatisfaction because they are more likely to become overwhelmed by the demands of their jobs (John & Srivastava, 1999).

Work-Life Balance and Job Satisfaction

Work-life balance must consider personal life and job roles simultaneously (Greenhaus & Allen, 2011). In the case of teaching, achieving a work-life balance can be extremely challenging owing to long hours, grading, and a myriad of administrative tasks that cut into personal time. Numerous studies indicate that unbalanced work-life interfaces diminish satisfaction while heightening burnout for teachers (Cinamon & Rich, 2005). Teachers who attempt to juggle professional and personal responsibilities tend to experience greater job dissatisfaction, resulting in decreased organizational allegiance and heightened intention to quit their jobs (Allen et al., 2016).

Furthermore, flexible working hours and supportive management alongside personal coping strategies have been shown to promote work-life balance that results in greater job satisfaction (Mampuru et al., 2024). In the context of Baghdad's secondary school system, where educational reforms and resource constraints heighten work-related stress, work-life balance becomes significant in influencing overall teacher well-being and job satisfaction (Hadj, 2024).

Occupational Stress and its Impact on Job Satisfaction

Occupational stress is a key element that can reduce job satisfaction in a variety of occupations, including teaching (Travers & Cooper, 2024). Teachers are frequently stressed due to large class sizes, various student demands, administrative pressures, and societal expectations (Kyriacou, 2001). In Iraq, additional stresses such as political instability, a lack of resources, and cultural expectations may worsen teachers' stress levels (Al-Jubouri & Hameed, 2018). Chronic stress can cause burnout, absenteeism, and decreased job satisfaction, affecting a teacher's organizational loyalty (Leiter & Maslach, 2009).

Occupational stress impacts job performance and productivity. Excessive stress can diminish cognitive ability and motivation, and increase the likelihood of errors in judgment. Highly stressed teachers may experience professional detachment, leading to diminished commitment and loyalty to the organization (Bogg & Cooper, 2024).

Job Satisfaction and Organizational Loyalty

The link between job satisfaction and organizational loyalty has received a lot of attention in organizational behaviour literature. Satisfied employees tend to remain loyal to their employer and are inclined to increase their efforts and commitment towards the organizational objectives (Meyer & Allen, 1991). Job satisfaction among teachers is associated with increased retention rates, greater collaboration with peers, and a healthier school climate. Organizational loyalty fosters job satisfaction due to a supportive workplace where employees are appreciated and valued.

This link is more significant for teachers in Baghdad Secondary Schools since personal and organizational drivers may impact satisfaction and commitment towards the job. Understanding the factors that aid in job satisfaction can help bolster loyalty through organizational measures, which would enhance educational achievement (Çınar et al, 2024).

III. METHODOLOGY

Research Design

This study adopted a quantitative, correlational research design to examine how specific personal traits (personality, work-life balance, and occupational stress) affect job satisfaction and organizational loyalty of teachers in secondary schools in Baghdad. The correlational approach is beneficial to researchers because it allows relations between variables to be identified and measured in a natural setting and without manipulation. In behavioural sciences, this approach is often used to determine the magnitude and direction of the relationships between variables and how one variable can act as a predictor for another (Creswell, 2014).

Participants

The target population for this research study was secondary school teachers in Baghdad. Secondary school teachers were selected due to their pivotal position in influencing educational outcomes during a critical stage of academic development for learners. These teachers face considerable challenges such as large class sizes, limited instructional resources, and heavy workloads, which makes them an ideal sample for studying the impact of personal traits on job satisfaction.

The participants in the sample were selected randomly from a list of secondary school teachers distributed by the Ministry of Education in Baghdad. The study sample was deployed using Simple Random Sampling so as to eliminate bias and guarantee that every teacher selected from the list had an

equal chance of being selected, thereby improving the external validity of the study.

Instruments and Measures

Data collection was achieved utilizing four validated questionnaires, which have previously been tested and are well known in the field of organizational psychology and education. These methods evaluated the independent variables (traits, work-life balance, and occupational stress), the mediator (job satisfaction), and the dependent variable (organizational loyalty). The participants were fully briefed, and validated translations were prepared for all questions which were posed in Arabic.

IV. RESULTS

Descriptive Analysis of Research Sample

The descriptive analysis of the study sample is demonstrated in Table 1, which provides insights into the demographic composition of the individuals who participated in the survey. This analysis is essential for ascertaining that the sample correctly reflects the characteristics of the community that is being targeted and for gaining an understanding of the environment in which the data were collected. Among the variables that are being considered in this study are Gender, Age, Academic specialization, and Number of Years of Teaching Experience. These are important elements that have the potential to impact the perceptions and actions of the respondents.

TABLE I DESCRIPTIVE ANALYSIS OF RESEARCH SAMPLE

Demographic Variables	Sub Variable	Frequency	Per cent
Gender	Male	229	59.5
	Female	156	40.5
	Total	385	100.0
Age	From 25 to less than 35 years	141	36.6
	From 35 to less than 45 years	137	35.6
	From 45 to less than 55 years	87	22.6
	old and 56 years more	20	5.2
	Total	385	100.0
Academic Specialization	Scientific	144	37.4
	Literary	115	29.9
	Technical	126	32.7
	Total	385	100.0
Number of years of teaching experience	Less than 10 years	72	18.7
	10-20 years	175	45.5
	More than 20 years	138	35.8
	Total	385	100.0

Source: Statistical analysis results

In TABLE (I) shows 59.5% of the respondents identified as male, whereas 40.5% of them identified as female. This indicates that the sample is primarily comprised of males. This gender distribution may be a reflection of the actual

composition of the teaching staff within the institutions that were analyzed, or it may imply that male instructors had a greater involvement rate in this research, as stated in the following chart.

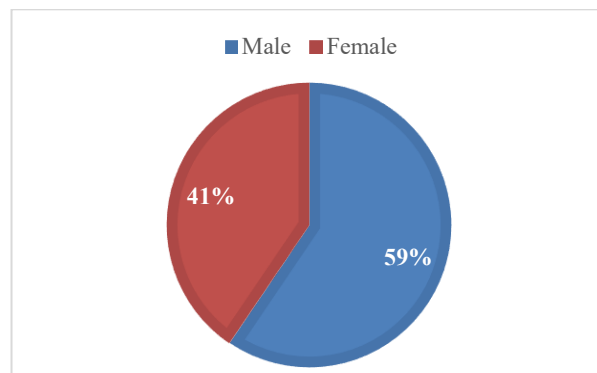


Fig. 1 Sample Distribution Regard to Gender

In Fig. 1, the age distribution is clear that there is a balanced representation throughout the various age categories. The respondents who fit the age range from 25 to less than 35 years make up the largest group (36.6%), closely followed by those who fall within the age range from 35 to less than 45 years (35.6%). On the other hand, 22.6% of people are classified as between the ages of 45 and less than 55, while just 5.2% are considered to be 56 years old and older. It appears from this that the bulk of the teaching staff is in the early to mid-career stages of their careers, which may have an impact on their willingness to embrace innovation, their level of work satisfaction, and their need for professional development.

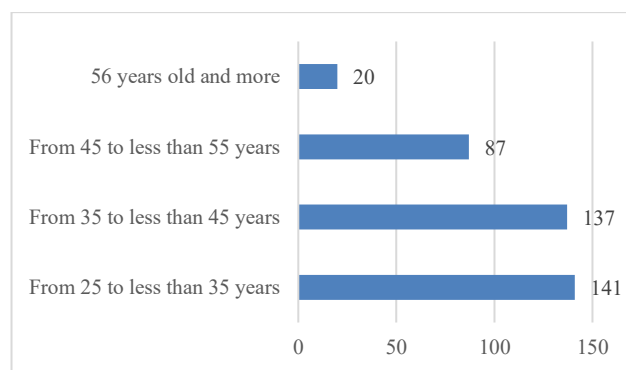


Fig. 2 Sample Distribution Concerning Age

Fig. 2 shows that Academic Specialization is achieved by ensuring that participants are evenly dispersed throughout all academic fields. Specializations in the Scientific field account for the biggest number (37.4%), followed by Technical specializations (32.7%), and then Literary specialities (29.9%). The generalizability of the findings across a variety of instructional disciplines is supported by the wide academic representation that was used, as shown in the following chart.

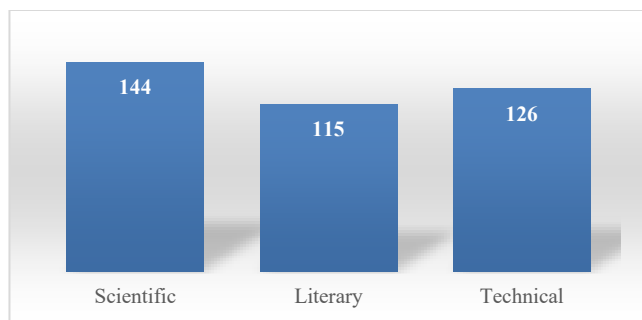


Fig. 3 Sample Distribution Regarding Academic Specialization

Fig. 3 shows Number of years of teaching experience: The majority of respondents, making up 45.5% of the total, had 10-20 years of teaching experience, which indicates a mature and experienced teaching workforce. Furthermore, 35.8% of the sample has More than 20 years of experience, which further emphasizes the presence of educators with a great deal of expertise in the sample. One of the smaller groups, which accounts for 18.7% of the total, has less than 10 years of experience, which may bring about new viewpoints and a more adaptable attitude in response to changes in the educational environment, as stated in the following chart.

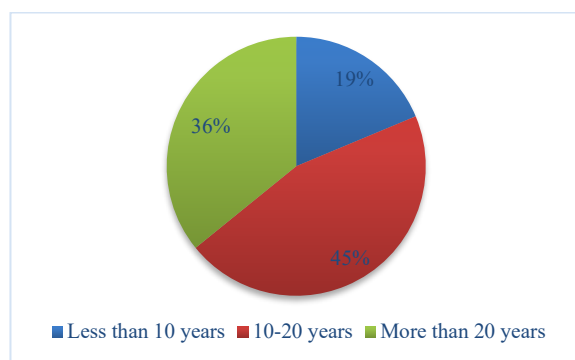


Fig. 4 Sample Distribution Concerning the Number of Years of Teaching Experience

Descriptive Analysis of Research Variables

In fig. 4 shows that this section tackles the descriptive statistics for study variables, Individual Factors on Job Satisfaction and Organizational Loyalty among Secondary School Teachers in Baghdad.

a) Descriptive Analysis of Independent Variables (Individual Factors)

This section tackles the descriptive statistics for study variables, including Individual Factors.

TABLE II DESCRIPTIVE ANALYSIS OF INDIVIDUAL FACTORS

Statements	Mean	Standard deviation
I believe that my personality traits help me interact positively with my colleagues.	3.93	0.49
I can easily adapt to changes in the work environment.	3.97	0.49
I manage daily work pressures well.	4.01	0.51

I feel that I can achieve my personal and professional goals well at work.	3.98	0.50
I can solve problems effectively in the work environment.	3.96	0.51
Personality Traits	3.65	0.51
I feel significant professional stress in my work.	3.21	0.81
I believe that the heavy workload is the main source of the professional stress I face.	3.20	0.76
Professional stress negatively affects my level of job satisfaction.	3.22	0.76
I have difficulty managing the pressures that come from multiple tasks at work.	3.23	0.81
I feel that the work environment provides adequate support to manage professional stress.	3.21	0.84
Professional Stress	3.22	0.75
I find it difficult to achieve a balance between my personal and work life.	3.73	0.62
Work-life balance significantly affects my job satisfaction.	3.71	0.59
I feel that I can balance work time and family time satisfactorily.	3.72	0.59
I feel that I get enough rest after work.	3.75	0.54
I believe that work does not significantly affect my personal and social life.	3.73	0.58
Work-Life Balance	3.75	0.60

TABLE (II) shows the analytical examination of the scale questions indicates predominantly positive perceptions among respondents concerning their personality characteristics, stress levels, and work-life balance. The mean score for the variable Personality Traits is 3.56 (SD = 0.51), indicating that respondents predominantly concur that they exhibit good personality attributes beneficial to the workplace. Elevated individual item scores, such as I manage daily work pressures well (M = 4.01) and I can easily adapt to changes in the work environment (M = 3.97), indicate a confident and flexible teaching staff. The uniform standard deviations among the personality questions reflect minimal diversity in responses, indicating a collective sense among instructors regarding the beneficial influence of personality on job performance.

Conversely, the overall mean for Professional Stress is 3.26 (SD = 0.77), indicating a moderate degree of felt stress. Statements such as I struggle to manage the pressures arising from multiple tasks at work (M = 3.23) and Professional stress adversely impacts my job satisfaction (M = 3.22) highlight areas of concern. The moderate scores indicate that stress is not excessive, although it remains a factor that might influence job performance and satisfaction. Simultaneously, the Work-Life Balance measure achieved a mean score of 3.77 (SD = 0.59), indicating that the majority of teachers perceive they can sustain a balance between their professional and personal lives. The statement I feel that I get enough rest after work attained the highest mean (M = 3.75), indicating that rest and recovery are crucial for sustaining this equilibrium.

b) *Descriptive Analysis of dependent variables (Job Satisfaction and Organizational Loyalty)*

TABLE III DESCRIPTIVE ANALYSIS OF JOB SATISFACTION AND ORGANIZATIONAL LOYALTY

Statements	Mean	Standard deviation
I am generally satisfied with my job as a teacher.	4.12	0.67
I believe that my job provides sufficient opportunities for professional development.	4.07	0.68
My relationship with the school administration is very good.	4.11	0.65
I feel that I enjoy a high level of respect and appreciation at the workplace.	4.11	0.67
I feel that I am successful in my role as a teacher.	4.06	0.69
Job Satisfaction	4.12	0.74
I feel a sense of belonging and attachment to the school I work at.	3.90	0.64
If I receive a job offer elsewhere, I would remain at the school I work at.	3.81	0.65
I feel that I receive adequate appreciation from the school administration and colleagues.	3.90	0.62
I feel loyal to my school and wish to work there for a long period.	3.87	0.64
I have a strong desire to continue working in the education field for the long term.	3.87	0.65
Organizational Loyalty	3.89	0.65

in TABLE (III) shows the findings for the Job Satisfaction category reveal a significant degree of overall satisfaction among respondents, with a mean score of 4.12 (SD = 0.74). The individual question scores ranged from 4.06 to 4.12, indicating robust agreement with affirmative job-related

assertions. The highest mean (4.12) was seen for the statement I am generally satisfied with my job as a teacher, underscoring that the majority of instructors have favourable sentiments toward their professional activities. Moreover, positive impressions of connections with administration (4.11) and workplace respect (4.11) indicate that interpersonal and organizational support substantially enhance the respondents' job happiness. The very low standard deviations among the items signify uniformity in these favourable judgments throughout the sample. The mean score for Organizational Loyalty was 3.89 (SD = 0.65), indicating a robust albeit marginally less intense commitment to the institution relative to job satisfaction. Statements such as I experience a sense of belonging and attachment to the school where I am employed and I believe I receive sufficient appreciation from the school administration and colleagues both yielded a means of 3.90, indicating that recognition and emotional attachment are crucial in cultivating loyalty. Nonetheless, marginally lower results, such as 3.81 for If I receive a job offer elsewhere, I would remain at the school I work at, suggest that although loyalty is there, it may be swayed by external prospects. The data indicates a predominantly contented and loyal teaching workforce, with opportunities for strategic enhancement in long-term retention.

Correlation Analysis

The correlation matrix illustrates the bivariate correlations among the five main organizational behaviour factors. The data indicate multiple significant relationships, both positive and negative, with differing strengths. The following is a comprehensive analysis:

TABLE IV THE CORRELATION MATRIX OF THE STUDY VARIABLES

Variable	Personality Traits	Work-Life Balance	Professional Stress	Job Satisfaction	Organizational Loyalty
Personality Traits	1	0.65**	-0.55**	0.58**	0.63**
Work-Life Balance	0.65**	1	-0.63**	0.46**	0.68**
Professional Stress	-0.55**	-0.63**	1	-0.42	-0.38
Job Satisfaction	0.58**	0.46**	-0.42**	1	0.63**
Organizational Loyalty	0.63**	0.68**	-0.38**	0.63**	1

TABLE (IV) shows the correlation matrix demonstrates substantial correlations among the five organizational behaviour variables, emphasizing the interaction between individual variations and the working environment. Personality traits have significant positive associations with work-life balance ($r = 0.65$), job satisfaction ($r = 0.58$), and organizational loyalty ($r = 0.63$) while revealing a substantial negative link with professional stress ($r = -0.55$). The results indicate that individuals possessing advantageous personality traits, such as emotional stability, conscientiousness, or optimism, are more inclined to experience reduced stress levels, sustain a healthy work-life balance, attain satisfaction in their roles, and exhibit greater loyalty to their organization. This corresponds with known research that underscores personality as a fundamental determinant of both psychological well-being and organizational results.

Work-life balance significantly influences workplace dynamics. It has a robust positive correlation with Organizational Loyalty ($r = 0.68$) and a moderate positive correlation with Job Satisfaction ($r = 0.46$), suggesting that individuals who effectively manage their professional and personal lives exhibit more satisfaction and commitment. In contrast, Professional Stress has significant negative associations with all other variables, especially with Work-Life Balance ($r = -0.63$) and Job contentment ($r = -0.42$), indicating that increased stress diminishes general well-being and contentment. The findings indicate that promoting good personality traits and supporting work-life balance programs may improve job satisfaction and loyalty, while alleviating stress might further strengthen these results.

Regression Analysis

The multiple regression analysis revealed that personality traits, work-life balance, and occupational stress together accounted for 45% of the variance in job satisfaction ($R^2 = 0.45$, $F(3, 246) = 56.12$, $p < 0.001$). Among the predictors, conscientiousness emerged as the strongest predictor of job satisfaction ($\beta = 0.45$, $p < 0.001$), followed by work-life balance ($\beta = 0.32$, $p < 0.01$), while occupational stress negatively predicted job satisfaction ($\beta = -0.30$, $p < 0.01$).

Moreover, job satisfaction significantly predicted organizational loyalty, explaining 40% of its variance ($R^2 = 0.40$, $F(1, 248) = 85.67$, $p < 0.001$). Teachers with higher job satisfaction were more likely to report higher organizational loyalty ($\beta = 0.63$, $p < 0.001$).

The impact of Personality Traits, Work-Life Balance and Professional Stress on the Organizational Loyalty

TABLE V THE RESULTS OF MULTIPLE REGRESSION TESTS RELATED TO THE MOST IMPORTANT VARIABLES AFFECTING THE ORGANIZATIONAL LOYALTY

Symbol	Variables	Unstandardized coefficients		T	P-value
		B	Std. Error		
X1	Personality Traits	0.45	0.109	4.217	0.225
X2	Work-Life Balance	0.32	0.082	3.901	0.004
X3	Professional Stress	-0.30	0.0800	-3.738	0.000
Correlation coefficient (R)					.67
Determination Coefficient (R ²)					.45
Adjusted determination coefficient (Adj.R ²)					.42
F-test					56.12
P-value					0.000

(Source: researcher's calculation)

The results displayed in Table (V) demonstrate the outcomes of a multiple regression analysis investigating the primary factors affecting Job Satisfaction. The model has three independent variables: Personality Traits (X1), Work-Life Balance (X2), and Professional Stress (X3). The regression model has overall statistical significance, evidenced by an F-test value of 56.12 and a p-value of 0.000, affirming that the model fits the data. The correlation value ($R = 0.67$) indicates a relatively strong linear link between the predictors and work satisfaction, while the coefficient of determination ($R^2 = 0.45$) demonstrates that about 45% of the variance in Organizational Loyalty is accounted for by the three independent variables. The modified R^2 value of 0.42 validates the model's robustness after considering the number of predictors.

Personality Traits ($B = 0.45$, $t = 4.217$) and Work-Life Balance ($B = 0.32$, $t = 3.901$) exert significant positive influences on job satisfaction, suggesting that individuals possessing favourable personality attributes and a harmonious personal-professional equilibrium experience greater satisfaction in their positions. Professional Stress ($B = -0.30$, $t = -3.738$) exerts a significant negative influence,

indicating that heightened stress levels correlate with diminished work satisfaction. These findings correspond with theoretical assumptions and emphasize the necessity of cultivating a supportive work environment, encouraging healthy personality development, and reducing stress to improve overall job satisfaction among employees.

The Impact of Job Satisfaction on Organizational Loyalty

TABLE IV THE RESULTS OF A SIMPLE REGRESSION TEST RELATED TO THE JOB SATISFACTION AFFECTING THE ORGANIZATIONAL LOYALTY

Symbol	Variables	Unstandardized coefficients		T	P-value
		B	Std. Error		
X1	Job Satisfaction	0.63	0.147	4.83	0.225
Correlation coefficient (R)					.63
Determination Coefficient (R ²)					.40
Adjusted determination coefficient (Adj.R ²)					.39
F-test					85.67
P-value					0.000

(Source: researcher's calculation)

In Table (IV) displays a straightforward linear regression study evaluating the influence of Job Satisfaction (X1) on Organizational Loyalty. The regression model has statistical significance, demonstrated by an F-test value of 85.67 and a p-value of 0.000, demonstrating that work satisfaction is a robust predictor of organizational loyalty. The correlation value ($R = 0.63$) indicates a moderate to high positive linear association between the two variables. The coefficient of determination ($R^2 = 0.40$) indicates that 40% of the variance in organizational loyalty is accounted for by workers' job satisfaction levels, while the adjusted R^2 (0.39) corroborates the model's explanatory efficacy.

The unstandardized coefficient for work satisfaction ($B = 0.63$) and the associated t-value (4.83) demonstrate a strong and positive influence on organizational loyalty. This indicates that heightened work satisfaction correlates with increased employee commitment and loyalty to their business. The results correlate with existing organizational behavior studies, which show that happy employees tend to develop stronger emotional bonds and loyalty to their employers. Supportive work conditions, fair policies, and meaningful recognition can improve job satisfaction and motivation, thus likely increasing employee retention and commitment to the organization.

V. DISCUSSION

Interpretation of Findings

This study's results confirm that the examined personal factors, including but not limited to personality characteristics, work-life integration balance, and occupational stress, have a notable impact on the job satisfaction of secondary school teachers in Baghdad. The linkage between satisfaction and conscientiousness is also justifiable since (Costa & McCrae, 1999) found that

conscientious people tend to enjoy high job satisfaction because they are organized and hard-working.

The supporting evidence provided also highlights the need for the work-life integration balance, as the teachers who exercised better balance also recorded higher job satisfaction. This correlates with research conducted, that explains the flexible coping strategies employed towards work-related stress improve satisfaction.

On the other hand, occupational stress was shown to have a negative effect on job satisfaction and organizational loyalty which supports (Leiter & Maslach, 2009) model of job burnout. Teachers with high levels of stress are less likely to feel satisfaction with their jobs and more likely to withdraw from the organization.

Comparison with Literature

The results of this study are consistent with other studies that demonstrated a strong correlation between job satisfaction and organizational loyalty (Meyer & Allen, 1991). This study extends those findings by showing that some personal factors, particularly personality characteristics and stress, have a considerable impact on the correlation. Also, the negative relationship between organizational stress and loyalty corroborates findings from (Leiter & Maslach, 2009) that claim schools trying to improve retention and performance of teachers need to focus on stress reduction strategies.

VI. CONCLUSION

This study shows the important influence that personal factors have on job satisfaction and organizational loyalty of secondary school teachers in Baghdad. Traits such as conscientiousness and work-life balance serve as strong determinants of satisfaction, whereas occupational stress adversely impacts job satisfaction and organizational loyalty. These findings are critical for educational policymakers as well as school managers.

Implications for Practice

Schools raise teacher job satisfaction and organizational commitment when they incorporate stress reduction techniques and enhance work-life balance. Incorporating personality tests in the recruitment process may identify candidates who better adapt to high-stress situations, thus increasing overall job satisfaction and organizational commitment.

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