

Organizational Identification Among Workers In Yatta Education Directorate

Kamal Makhamreh, Jafar Abu saa

Article Info	Abstract
Article History Received: June 02,2026 Accepted: September 02,2026 Keywords : organizational Identification, Yatta Education Directorate DOI: 10.5281/zenodo.22257589	<i>This study aimed to identify the level of organizational Identification among workers in Yatta Education Directorate from their point of view and indicate the extent of organizational similarity level according to gender, educational qualification, occupation, and years of experience.</i> <i>The descriptive approach based on the questionnaire was used. A random sample of (58) male and female workers from the Yatta education directorate was selected, which forms 63% of the study population (110) male and female teachers. The study results indicated that the level of organizational Identification among workers came at a high degree, with no statistically significant differences in organizational Identification among workers according to gender, educational qualification, occupation, and years of experience.</i>

Introduction

Organizational Identification is one of the most important guarantees for the continuity and vitality of systems. It contributes to employees' satisfaction, raises their morale, and provides them with the opportunity to demonstrate their capabilities. They also feel the management's appreciation and trust in them, which is a significant factor for the success of systems, especially in an increasingly competitive environment (Rasheed, 2003), and Organizational Identification has positive effects. The efforts of researchers have revealed that Organizational Identification achieves the individual's self-respect, increases the level of ambition and affiliation, and gives meaning to life for the individual (Saks, 2006). And that the higher the level of organizational uniformity, the greater the motivation, which increases the efficiency and effectiveness of work. (Marzouk, 2014) indicated that Organizational Identification at the level of the organization reduces employee leave, increases job satisfaction, loyalty, and organizational commitment, and increases the level of individual motivation to work.

The education directorates sector is among the educational systems that, like other organizations, need an Organizational Identification strategy, which contributes to raising the levels of workers' motivation, which helps achieve the directorate's goals with a high degree of efficiency and quality. Based on the above, there is an urgent need to study the level of Organizational Identification for workers in Education directorates.

The importance of Organizational Identification: Organizational Identification is one of the renewed forms of social similarity, so different organizations seek to have their employees attached to their mission and vision that they aim to achieve (Simon, 2000: 750). The similarity is a characteristic of successful organizations that create harmony between the individual and the organization. The lack of similarity affects its performance, outputs, the satisfaction of its employees, and consequently, its success and stability. Employees as a work team adopt a positive and bright image of the organization, improve its position in society, and highlight its competitive advantage. Its employees accept development and change easily (Rasheed, 2003: 31). While (Al-Qarawla, 2005: 30) believes that the importance of Organizational Identification in the functional life lies in: strengthening the individual and his self-respect, giving a unique formula and a distinct meaning to life, raising the level of ambition, increasing the degree of belonging to the organization, and achieving a degree of transcendence of self.

Dimensions of Organizational Identification: Several studies have indicated the diagnosis of several dimensions to infer on the level of Organizational Identification, including the study (Al-Saud, Ratib, and Al-Sarayrah, Khaled, 2009), the study (Al-Shalma, 2018), the study (Al-Shawara, 2016), and the study (Al-Muwadhiya, 2018).), and concluded that Organizational Identification includes the following dimensions:

1. The similarity is the individual's awareness of the values and goals common to him and the organization's employees. For the process of Organizational Identification to be successful, there must be a significant degree of similarity in both parties' values, desires, goals, and interests (Al-Khulaifat, 2006: 39).

2. Membership: The degree of the individual's self-concept in terms of his association with the organization and his affiliation, a deep sense of attachment and psychological attractiveness, and self-definition through membership in the organization (Marzouk, 2014: 3).
3. Loyalty: Loyalty refers to the enthusiasm and motivation to achieve, defend and support the organization's goals (Al-Bashsha, 2008: 430).

The problem and questions of the study: The directorates of education represent the middle management of educators, which is the authority authorized by the Ministry of Education to manage education in a specific geographical area, and it has an approved structure consisting of the director of education, two deputies (technical and administrative), heads of technical and organizational departments, and their employees. They have a close relationship with the two deputy directors of education, and this connection means that they represent the most essential administrative processes by virtue of their roles, and they bear the responsibility to achieve the goals of the directorate through its employees, and in order for the employees to achieve the goals, they must believe in the goals that the directorate seeks to achieve, through integration in its work, personal sacrifice in its favour, and achievement above expectations for its tasks, and this is what is known as Organizational Identification:

1. What is the level of Organizational Identification among the employees in Directorate Education of Yatta from their point of view?
2. Are there statistically significant differences at the significance level ($\geq 0.05 \alpha$) in the average estimates of the study sample members of Organizational Identification among workers in Yatta Directorate of Education due to the variables (gender, qualification, occupation, years of experience)?

Study Objectives

The study seeks to achieve the following objectives:

1. Identifying the level of Organizational Identification among employees of the Yatta Education Directorate from their point of view.
2. Revealing the significance of the differences in Organizational Identification among workers in the Yatta Directorate of Education according to the variable (gender, educational qualification, and years of experience).

There are many Arabic and literary studies that dealt with Organizational Identification in the educational process, including the study (Al-Muwadiyah, 2018), which aimed to reveal the effect of Organizational Identification on the motivation to work among the principals of kindergartens from the point of view of the nannies in the Zarqa Directorate of Education. The study (Al-Omari and Battah, 2018) also aimed to determine the degree of Organizational Identification among educational supervisors in the governorates of northern Jordan, and its relationship to the incentive system provided to them, as well as the study

(Chan Sow Hup, 2006), which aimed to identify the level of Organizational Identification and the level of organizational loyalty among workers. In humanitarian organizations in Malaysia, and (Jeffry, 2002) conducted a study aimed at clarifying the differential effect of Organizational Identification in cooperation in decision-making and the moderate role of sub-groups, and conducted (Puurula & Puurula, 2003) a study describing the development of Organizational Identification between employees in small and medium-sized enterprises participation in large-scale training programs at the level of the entire institution filled a void in the Palestinian educational research when it addressed the **Organizational Identification of the employees of the Yatta Education Directorate.**

Study Methodology: The descriptive method was used.

Study Population and Sample: The study population consists of all the number of (110) male and female employees in the Directorate of Education in Yatta. The questionnaire was distributed to a stratified random sample of (63) male and female teachers at a rate of 57% of the study population through the study's independent variables (gender, educational qualification, occupation, years of experience).

Study Results:

Results of first study question: What is the level of Organizational Identification among workers in the Yatta Directorate of Education from their point of view?

Table No. (1):

Arithmetic averages and standard deviations of the response of the study sample to each domain of Organizational Identification.

Loyalty domain	. Arithmetic means	standard deviation,	degree.	Ranking.
I care about the future of the Yatta Education Directorate.	4.32	0.62	High	3 I get
I get annoyed when others subjectively criticize the directorate.	4.23	0.93	High	6
I feel my ongoing loyalty to the directorate.	4.35	0.52	High	2

I am proud to be one of the employees of the directorate.	4.41	0.63	High	1
I defend the directorate and its policy in front of others.	4.25	0.69	High	5
I see that the directorate's achievements are a cause of pride for its employees.	4.16	0.70	High	7
I like to talk publicly about the successful projects of the directorate.	4.30	1.03	high	4
total score	4.29	0.73	high	
Membership domain:	arithmetic average	standard deviation	degree	rank
I belong to the directorate I work for.	4.27	0.34	High	3
I feel very happy because I work for this directorate.	4.36	0.54	High	1
I would describe myself to others by saying: I am from the Yatta Education Directorate.	4.19	0.77	High	4
I easily identify myself through the directorate.	4.31	0.34	High	2
I hope to continue working in the directorate, even if I do not need the salary.	3.89	0.67	High	7
I can describe the directorate as a large family.	4.08	0.82	High	6
I feel that my plans for the future are the same as those of my directorate	4.17	0.57	high	5
total score	4.18	0.64	high	
similarity domain	arithmetic average	standard deviation	degree	rank
I try to make my decisions to avoid negative consequences that may accrue to the directorate.	4.22	0.49	High	4
I work in the directorate to achieve its mission.	4.28	0.45	High	2
I make every effort to achieve the directorate's objectives.	4.33	0.37	High	1
I see the directorate's problems as my own.	4.27	0.63	High	3
I see that my values and those of the directorate are very much the same.	4.04	0.67	High	7
I think that the image of the directorate in the local community matches my orientations and aspirations.	4.11	0.60	High	5
I agree with some of the directorate's policies regarding important matters related to my affairs	4.09	0.35	High	6
Total score	4.19	0.52	High	
Total score for all areas	4.22	0.63	High	

It is evident from Table No. (1) that the arithmetic average of the total score (for all domains) was (4.22), which is to a high degree. And that the values for these domains ranged between (4.29) and (4.18), the loyalty domain

obtained the highest arithmetic mean of (4.29), which is a high degree, followed by the similarity domain, with an arithmetic average of (4.19) which is a high degree, followed by the membership domain. With an arithmetic average of (4.18), which is a high degree, the highest appraisal of the paragraphs was the paragraph "I am proud to be one of the employees in the directorate" with an average of (4.41), followed by the paragraph "I feel very happy because I work in this directorate" with an average of (4.36) followed by The paragraph "I make every effort to achieve the directorate's goals" with an average of (4.33),

and this may be since the Directorate of Education was created at the request of the Fatah movement's territory in Yatta and Al-Masafer and by a decision of His Excellency President Abu Mazen to strengthen the steadfastness of our people and to confront the occupation policy aimed at deporting them from their land. It plays an educational and patriotic role, especially through the schools of endurance and challenge, and that the vast majority of employees in the district are from Yatta and are aware of the purpose of its establishment and the role entrusted to it, all of which contributed to enhancing their level of organizational uniformity. The result of this study agreed with the result of the study (Al-Omari and Al-Amoush, 2017), which indicated that the level of Organizational Identification among faculty members is high, and the study (Al-Shammari, 2012), which indicated that there is a high degree of Organizational Identification at Kuwait University, and the study, (2012). (Al-SaudAl-Sarayra, 2009), which indicated that the degree of Organizational Identification among faculty members in official Jordanian universities was high, and the study (Chan Sow Hup, 2006), which indicated that workers in humanitarian organizations in Malaysia have Organizational Identification and high loyalty because they work in organizations that serve humanity. The result of this study differed from the result of the study (Al-Mawadiyah, 2018), which indicated that the level of Organizational Identification among the principals of kindergartens in Zarqa education came with a medium degree, and the study (Al-Omari and Battah, 2018) which indicated that the degree of Organizational Identification among educational supervisors in the governorates of northern Jordan was medium, and the study (Al-Shawwara, 2016) which indicated that the degree of Organizational Identification among teachers of the Ministry of Education in the Directorate of Education Kasbah Karak was medium.

The results of the second study question: Are there statistically significant differences at the significance level ($\geq 0.05\alpha$) in the average estimates of the study sample members of the level of Organizational Identification among workers in the Yatta Directorate of Education due to the variables (gender, educational qualification, years of experience,?)

The following hypotheses were developed to answer this In the question: The first hypothesis: There are no statistically significant differences at the level of significance ($\geq 0.05\alpha$) in the average estimates of the study sample members of the level of Organizational Identification among employees of the Yatta Directorate of Education due to the gender variable

Table No. (2)

Results of the test (t-test) of the differences between the average estimates of the study sample members of the level of Organizational Identification among workers in the Yatta Directorate of Education due to the variable gender,

gender,	number,	arithmetic mean	standard deviation,	degrees of freedom,	"t" value,	statistical significance ,
male	41	4.28	0.86	62	0.108	0.32
female	22	4.30	0.53			

It is evident from Table (2) that there are no statistically significant differences at the significance level ($\geq 0.05\alpha$) between the average estimates of the study sample members of the level of Organizational Identification among employees of the Yatta Education Directorate due to the gender variable. The statistical significance was greater than (0.05).

The second hypothesis: There are no statistically significant differences at the level of significance ($\geq 0.05\alpha$) in the average estimates of the study sample members of the level of Organizational Identification among employees of the Yatta Directorate of Education due to the educational qualification variable.

Table No. (3)

results of the t-test of the differences between the average estimates of the study sample members of Organizational Identification among workers in the Yatta Directorate of Education due to the educational qualification variable.

Academic Qualification	Number	Arithmetic mean	Standard deviation	degrees of freedom	"T" value	Statistical significance
------------------------	--------	-----------------	--------------------	--------------------	-----------	--------------------------

Bachelor's degree and less	47	4.25	0.64	62	0.043	0.56
Master's degree and above	16	4.26	0.96			

It is evident from Table (3) that there are no statistically significant differences at the significance level ($\geq 0.05\alpha$) between the means. The study sample members' estimates of the level of Organizational Identification among workers in the Yatta Directorate of Education attributed to the educational qualification variable, where the statistical significance was greater than (0.05).

The third hypothesis: There are no statistically significant differences at the level of significance ($\geq 0.05\alpha$) in the average estimates of the study sample members of the level of Organizational Identification among employees of the Yatta Directorate of Education due to the variable years of experience.

Table No. (4)

According to the variable (years of experience), arithmetic averages and standard deviations of the study sample members' estimates of the level of Organizational Identification among workers in the Yatta Education Directorate according to the variable (years of experience).

Years of experience	Number	Arithmetic mean	Standard deviation
1_5 years	18	4.24	0.65
6_10 years	14	4.26	0.43
More than 10 years	31	4.23	0.58

It is clear from Table (4) that there are apparent differences between the estimates of the study sample members for the level of Organizational Identification among workers in the Directorate of Education in Yatta according to a variable (Years of experience), and to find out the significance of the differences, the One Way ANOVA analysis was used as shown in Table No. (5): One Way Anova

Table No. (5) The

results of the test for the estimates of the study sample members for the level of Organizational Identification among workers in the Directorate of Education Yatta according to the variable (years of experience).

Variables	source variation	sum squares	mean squares	degrees freedom	P-value	level significance
Organizational Identification level	between groups	45.126	15.042	3	0.944	0.67
	within groups	955.500	15.925	60		

Table (5) shows that the P-value is (0.944) and level significance (0.67) which greater than the significance level ($\geq 0.05\alpha$), meaning that there are no statistically significant differences between the estimates of the study sample members of the level of Organizational Identification among workers in Yatta education according to the variable (years of experience).

The study results related to this question showed no statistically significant differences between the estimates of the study sample members of the level of Organizational Identification among workers in Yatta education according to the variables (gender, educational qualification, and years of experience).

This result may be since employees of different genders, qualifications, jobs, and experience practice Organizational Identification according to the circumstances that require their practice and based on the values they believe in, and with full conviction of the objectives, mission, and vision of the directorate, which is reflected in the practiced behavior regardless of gender, educational qualification, job, and years of experience. The result of this study agreed with the result of the study (Al-Omari and Al-Amoush, 2017), which indicated that there were no differences in the assessment of faculty members of their level of Organizational Identification due to gender, and years of experience. This study differed from the result of the study (Al-Omari and Battah, 2018), which indicated that there were statistically significant differences in the degree of Organizational Identification of educational supervisors due to the variables of experience and educational qualification.

Recommendations

The following emerged from the results of the study:

1. The Palestinian Ministry of Education has to increase interest in workers in the education directorates and regularly raise the pace of meeting their needs.
2. Raising attention to the development of Organizational Identification among all employees of the Ministry of Education, especially those who work in the educational field in schools.
3. Conducting further studies on Organizational Identification and its relationship with other variables such as job immersion, job involvement, job identity, job empowerment, and motivation at work.....

References

- Bashsha, Samer. (2008). The impact of organizational justice in crystallizing Organizational Identification in Jordanian public institutions, **The Jordanian Journal of Business Administration**, Volume (4), Issue (4), 427_261.
- Rashid, Mazen. (2003). Organizational identity and Organizational Identification: **an analysis of the concept and the behavioral dimensions of its applications**, published by the Research Center, College of Administrative Sciences, Scientific Publishing House and Printing Press, Riyadh.
- Al-Saud, Rateb and Al-Sarayrah, Ahmed. (2009). Organizational Identification among faculty members in public Jordanian universities and its relationship to their job performance, **Studies**, Educational Sciences, Vol. 36, 186-204.
- Al-Shammari, Ahmed. (2012). The degree of practicing leadership roles among deans of faculties at Kuwait University and its relationship to Organizational Identification among faculty members from their point of view, **an unpublished master's thesis**, College of Educational Sciences, Middle East University, Amman.
- Shawawra, Taha. (2016). The effect of Organizational Identification on work motivation among teachers of the Jordanian Ministry of Education in the Directorate of Education, Kasbah Karak, **Journal of the Islamic University of Economic and Administrative Studies**. Vol. 24, v. 1, 120-141.
- The strawberry, Arwa. (2005). The effect of perceived and desired participation in crystallizing Organizational Identification among faculty members in Jordanian public universities, **unpublished master's thesis**, College of Educational Sciences, Middle East University, Amman.
- Marzouk, Abdel Aziz. (2014). A proposed model for the effect of Organizational Identification as a mediating variable on the relationship between dimensions of organizational justice and functional correlation, an applied study on workers in the directorates of services in Kafr El-Sheikh Governorate, unpublished research, Cairo.
- Al-Mawadhi, Reza. (2018). The impact of Organizational Identification on work motivation in kindergarten districts from the point of view of educators in Zarqa districts of education. **Studies** 45 Educational Sciences, Vol. 4, No. 4.
- Chan, SH Organizational Identification and Development. **Journal of Management Development**, 25(1), (2006) 249-268.
- Jeffry, TP (2002). Explaining the Varying Effects of Organizational Identification on Cooperation: The Moderating Role of Subgroup Reputations, Working Papers, Harvard Business School, Morgan Hal, 333.
- Puurula, A. and Lofstrom, E. (2003). Of Professional Identity in SMEs. Paper Presented at the American Educational Research Association (AERA) "Accountability for Educational Quality: Shared Responsibility" 84th, Chicago, IL, 2003
- Saks, AM (2006). psychology, 21(7), 600–619.
- Simon, HA (2000). Public Administration in Today, World of Organization and Markets. **Political Science & Politics**, 33(4), 749-756.

Author Information

Kamal Makhamreh
Hebron University

Jafar Abu saa
Palestine Technical University - Kadoorie
