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The Mediating Effect of Job Satisfaction Between Organizational Learning and Job Performance

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Abstract

This study aims to find the impact of organizational learning on job performance among preparatory school teachers through the mediator role of job satisfaction. A survey was conducted at six preparatory schools in Heet City, Iraq. The study employed stratified random sampling to ensure a fair representation of samples from all six schools, and a questionnaire was used to collect the data. The results from 183 valid questionnaires were analyzed using Smart-PLS, indicating that organizational learning positively and significantly impacted a teacher's performance. Moreover, job satisfaction also showed a significant positive effect on job performance. Additionally, organizational learning has a positive and significant effect on job satisfaction. The model indicated that job satisfaction mediated the relationship between organizational learning and job performance. This study enriched the body of knowledge in the context of Iraq. It contributed to the literature by examining the mediator role of job satisfaction in the relationship between organizational learning and job performance by focusing on schools as the samples. Practical implications suggest that schools could adopt various innovative approaches to increase job satisfaction among preparatory school teachers to increase job performance.

Keywords: Organizational Learning, Job Performance, Job Satisfaction, Teachers.

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1.0 Introduction

Schools today face the challenge of a rapidly changing environment, increasing complexity, and greater uncertainty. A system-wide solution is needed, which should be efficient and useful on a large scale to enhance school sustainability. At present, organizational learning (OL) is considered a critical component of school performance in a rapidly evolving climate. The significance of academic achievement is growing since it enhances the efficacy and productivity of organizations. High job performance (JP) is crucial for organizations to fulfill their objectives and successfully ensure their survival and growth (Alwali & Alwali, 2022). OL is also a proven strategy to promote information management in an enterprise and a useful tool for enhancing organizational efficiency and retaining competitive advantage. Previous scholars described OL as the identification and correction of errors through single-loop knowledge (revision of mistakes without altering the corporate values, opinions, policies, and objectives) or two-loop learning (modifying corporate values, assumptions, procedures, and goals) (Argyris & Schön, 1997).

Theoretically, job satisfaction (JS) could play a mediating role in the relationship between OL and JP of teachers because several studies emphasized that JS can enhance the correlation between variables in a professional setting (Ahmad & Jameel, 2020); also, the relationship between OL and JS need a mediator because not all the studies found a direct effect impact of OL on JP (Hendri, 2019). However, several studies confirmed the mediating role of JS, such as JS mediated the impact between employee engagement and organizational citizenship behavior (Na-Nan et al., 2021). Similarly, Hendri (2019) confirmed the mediation role of JS between OL and employee performance. Most of the prior studies have been conducted in the field of higher education, particularly at universities (Kessler, 2007; Lauer & Wilkesmann, 2017; Pudjiarti, 2018; Rose et al., 2020) and limited studies have been undertaken among school teachers (Kurland & Hasson-Gilad, 2015), particularly in Iraq (Altae, 2022). Iraq is facing several challenges nowadays and the country is in a transitional period and the future of Iraq is highly dependent on enhancing the education system (Ahmad & Jameel, 2020). Iraqi schools mainly operate in a conventional way that prevents reform, growth, and advancement. Furthermore, the Iraqi education system is considered one of the most centralized

education systems in the Middle East (Altae, 2022). Nevertheless, the progress of education largely depends on the actions of school principals to promote the role and allow teachers and schools to continually learn and develop their performance (Ahmad et al., 2021). The most critical aspect of successfully reforming schools is how collaborative learning methods are used (e.g., sharing reference materials and reports), thereby generating relationships between those who revolve around curriculum and training issues (Al-Obaydi, 2023). This study aims to find the direct impact of OL on teachers' performance in preparatory schools in Heet City. Likewise, this study examines the mediation role of JS among preparatory school teachers.

2.0 Literature Review and Hypotheses Development

2.1 Organizational Learning

Recently, the significance and emphasis on organizational learning has increased. Based on Argyris and Schön (1997), organization-based learning occurs when organizational participants serve as OL agents, reacting to internal or external organizational changes to identify and correct mistakes. OL is typically a common view of life within an institution or a collective mind-building project established within a learning organization (Hendri, 2019). However, it is also performed as an effective force and as a guide to productive organizational strategy renovation (Spicer & Sadler-Smith, 2006). In order to keep up with a complex and unpredictable setting, a learning process must be established, which can lead to both a new and diverse knowledge base and to staff developing confidence in their abilities (Berson et al., 2015). Meanwhile, according to Hendri (2019), OL is not an option but a definite requirement at the present time. The most important and specifically related elements in the OL are program relation, control, inquiry, and dialogue with each other (Dekoulou & Trivellas, 2015). OL activities can help executives build answers to external commitments and tackle organizational performance issues (Kezar, 2005). Furthermore, it can extend the variety and complexity of mental organizational models and improve the institution's ability to change and innovate.

2.2 Learning Schools

Kools and Stoll (2016) defined organizational learning in a school context as a regular adjustment to new situations and conditions as the leaders strive to realize their mission individually and together. Schools are improving learning processes, methods, and mechanisms to improve their responses and navigate change in unpredictable, volatile, and complex environments (Al-Obaydi, 2023). Senge et al. (2012) argued that if changes in the school system are required, the first step is to observe how students think and communicate with each other before changing the rules. Otherwise, the new regulations and management systems will disappear, and in time, the organization will revert to the prior state. OL has been conceived as a significant element of the efficacy of education, particularly given the constant increase in the knowledge available today (Qadach et al., 2020). The OECD proposed seven action-oriented learning elements to develop a stable, thriving, and efficient learning school. The seven action-oriented elements are: (1) Developing a common vision focused on literacy and students' learning, (2) Promoting continuous technical education, (3) Encouraging team learning and cooperation, (4) Creating science, discovery and innovation culture, (5) Embedding information, learning collection and sharing schemes, (6) Learning from the outside world and enhancing the broader structure, and (7) Training and increasing leadership learning (Kools & Stoll, 2016). Eventually, the school that embraced these critical elements of learning organization improved its outcomes.

2.3 Job Satisfaction

According to Locke (1976), job satisfaction can be defined as “a pleasurable or positive emotional state resulting from the appraisal of one's job and job experience”. JS is generally defined as the affective response of an employee to a job based on a comparison of desired results and actual results (Na-Nan et al., 2021). A satisfied employee has the notion that employment offers the individual's desired benefits and values (Hwang et al., 2024), thus resulting in positive behavior and notions of different work or career aspects (Tafese, 2024). Several studies confirmed that the satisfaction of employment does not take place on its own, as it depends mainly on work and organizational environments,

such as fair treatment between employees in granting incentives and rewards, equal opportunities for career growth, high decision-making involvement, positive work support and adequate compensation for supervision and management (Herzberg, 1966), and fair organization policies, supervision, salary and quality of life (Farooqui & Nagendra, 2014). According to Metle (2001), employment satisfaction also depends on bonuses, reasonable terms of employment, cooperation, and job character with internal marketing, among others. Several organizational benefits related to JS include decreased employee turnover and absenteeism, which led to high employee engagement, dedication, and organizational performance (Cheloha & Farr, 1980; Gazi et al., 2021; Ostroff, 1992).

2.4 Hygiene-Motivation Theory

The hygiene-motivation theory was founded by Herzberg and is also known as the two-factor theory. The theory was brought in to focus on the motivation of workers in the workplace and, subsequently, with managers (Herzberg, 1968). According to this theory, specific elements lead to satisfaction and dissatisfaction among workers in the workplace. Herzberg theorized that only certain rewards encourage employee motivation. However, paying higher salaries, creating a comfortable working environment, and reducing working hours were not among those. Herzberg referred to these elements as ‘satisfiers’ or ‘hygiene factors’, which apply to a person’s climate or background. Such considerations include company policies and management, staffing, interpersonal relationships, wages, employment, health, personal life, and employment and working conditions. Such variables are not designed to create job satisfaction but mostly to avoid job dissatisfaction (Bexheti & Bexheti, 2016; Gazi et al., 2021). Herzberg stated that the two variables are unrelated and distinct since two sets of needs are addressed. The theory states that the factors most contributing to job satisfaction are motivators, and hygiene components are the most contributing factors to job dissatisfaction. Therefore, bonuses are seen primarily as expected privileges rather than opportunities for greater satisfaction and success. The motivators are linked to what someone does at work instead of the context in which it is done (also called the growth

factors). Those include – performance, appreciation, employment, obligation, career development, and growth opportunities.

2.5 Job Performance

Job performance refers to the performance evaluation of an employee in terms of work attitudes and work results concerning his or her colleagues, which can be assessed by the competence level of each employee and by the contribution to achieving organizational objectives (Campbell et al., 1990). Other studies claimed that JP encompassed the staff's ability to execute tasks effectively by utilizing available resources at work (Tafese, 2024). JP comprises employee behaviors and financial indicators (Armstrong, 2006). Nevertheless, institution sustainability does not only involve financial competitiveness. Managers must treat employee expectations, preferences, and desires equally to ensure productivity and consistency in task execution. Viswesvaran (2002) defined objective and subjective JP evaluation methods. The former contains the profitability indices, such as performance amounts, while the latter includes the employee, self-esteem, and supervisory scores (Kessler, 2007). However, several studies failed to take into account the effects of human resources or subjective approaches (Guest, 1997; Sopiah et al., 2021).

The JP's evaluation is aimed at evaluating, comparing, and providing input about employee JP and managing human capital by defining changes, promotional programs, and training needs in organizations. Interventions for human resource growth will upgrade and prepare workers through coaching to achieve high employee JP (Rowold, 2008; Sopiah et al., 2021). JP is calculated in educational institutions employing instruction, study and dissemination, supervision, consultation, civic activities, and community involvement (Mamiseishvili & Rosser, 2011). JP assessments also help define operational priorities and create strategic plans (Pudjiarti, 2018). Teacher JP can be defined as the roles and obligations of teachers in achieving the goals set by the school administrators for a stipulated period (Obilade, 1999). Karem et al. (2019) added that the regular involvement of workers in different operations in their respective organizations

influences JP. Besides, teachers are also responsible for administrative tasks that should not be part of their official employment responsibilities (Johari et al., 2018).

2.6 Hypotheses Development

2.6.1 Organizational Learning and Job Performance

Organizational learning can be seen as a sophisticated information cycle aimed at improving the tools and capacities that lead to improved performance (Wu & Cavusgil, 2006). Salas-Pilco et al. (2022) indicated that higher performers engage in a greater volume of learning activities, and individuals with high performances engage highly with learning activities. OL practices lead to increasing awareness, improving skills, and building performance (Rose, 2009). Nevertheless, OL allows individuals to acquire new information and skills and contributes to improved results (Alegre & Chiva, 2013). OL is an essential part of an employee's success, which ultimately improves performance (Alipour & Karimi, 2011). However, organizational performance highly depends on employee learning (García-Morales et al., 2012) as employee and administration learning improves the company's efficiency and vice versa (Mutahar et al., 2015). In the same way, employee learning and administration are one of the main elements of an organization's high performance (Nghah et al., 2016).

Research has shown that OL promotes self-reflection and empowers individuals to actively engage in decision-making over areas of their employment that may be improved. This gives them genuine fulfillment from their daily work and enhances overall job satisfaction (Kurland & Hasson-Gilad, 2015). OL will be implemented as a self-control technique, primarily to enhance human resources skills, expertise, and abilities and improve organizational and employee performance (Pudjiarti, 2018). In order to ensure the adaptability and effectiveness of the organization and to remain open to changes in the business world, OL must never be ignored because it links training to improvements in performance (Jamali et al., 2009). OL is likely to boost the strategic potential of companies and enhance performance (Pudjiarti, 2018). OL and JP were widely examined in prior studies without consensus between the results of different

scientific studies. Rose (2009) confirmed OL's positive and significant impact on JP in the Malaysian context. Similarly, Pudjiarti (2018) reported that the OL positively and significantly impacts JP in the education system. On the other hand, OL has an insignificant effect on JP in the Indonesian setting (Hendri, 2019). Therefore, the following hypothesis is proposed.

H₁: OL has a positive and significant impact on JP among teachers.

2.6.2 Organizational Learning and Job Satisfaction

The better the learning activity in an organization, the larger the increase in individuals' job satisfaction (Hendri, 2019; Rose, 2009). Meanwhile, OL leads to several benefits and significant results, such as high job satisfaction and performance enhancement (Alegre & Chiva, 2013). Hendri (2019) demonstrated that OL practice would affect the employees' JS in their workplace. This is because employees feel that their current work is beneficial and significant for them, and the employees can carry out their work, which becomes their duty and responsibility. When OL is initiated, employees can exchange information, develop skills together, and reduce their sense of deprivation, thus enhancing job satisfaction (Zheng & Wang, 2017).

Recently, investigators have examined the effects of OL on JS. Such as Lin et al. (2019) and Hendri (2019) reported that OL has a positive and significant impact on JS. Similarly, Liu and Ren (2019) concluded that the OL has a positive and significant effect on JS. However, in the school context, the study conducted by Kurland and Hasson-Gilad (2015) among elementary school teachers indicated a significant positive impact on school OL and teachers' JS. Based on the arguments above, the following hypothesis is constructed.

H₂: OL has a positive and significant impact on JS among teachers.

2.6.3 Job Satisfaction and Job Performance

There are a variety of outcomes for job satisfaction, one of which is employee performance (Karem et al., 2019). Greater job satisfaction leads to higher employee performance and ultimately improved organizational performance. JS plays a vital role in enhancing job performance among employees (Hendri, 2019). The importance of JS is based on a critical variable that can lead to employee behaviors that have a positive impact on JP (Aung et al., 2023). According to Farooqui and Nagendra (2014), JS enhances and increases the performance of employees. If a person has responsibilities that suit their abilities, they will perform successfully and show better results or more exceptional performance. Hendri (2019) reported that their study was conducted in the Indonesian context. The study revealed that JS has a notable and statistically significant influence on JP among the employees. Farooqui and Nagendra (2014) lend further support when they revealed that JS positively and significantly impacts JP. Similarly, Aung et al. (2023) found that JP was positively impacted by job satisfaction.

H₃: JS has a positive and significant impact on JP among teachers.

2.6.4 The Mediating Role of Job Satisfaction

Job satisfaction is characterized as an individual's emotional reaction to their work. Still, it is typically calculated as a job embeddedness assessment in conjunction with internal or external reference criteria (Locke, 1976). Several studies have confirmed the mediating role of JS. Recently, Alwali and Alwali (2022) reported that JS mediated the relationship between emotional intelligence and job performance. JS also facilitated the link between transformational leadership and organizational citizenship behaviors among secondary school teachers in Iraq (Ahmad & Jameel, 2020). According to Kurland and Hasson-Gilad (2015), JS is mediating between OL and elementary school teachers' extra effort in their study in Israel. In a study conducted in Malaysia, Rose (2009) discovered that OL's impact on organizational commitment is influenced by JS. Meanwhile, Hendri (2019) also found that OL's impact on employee performance is fully mediated by JS in Indonesia. Therefore, the final hypothesis is stated below.

H₄: JS mediates the impact of OL on JP among teachers.

The research framework was derived based on the above development of the hypotheses.

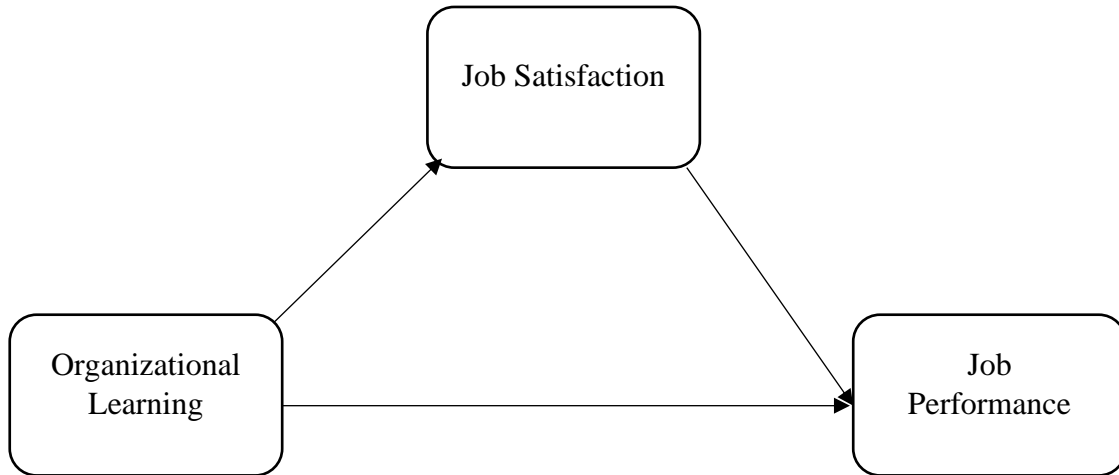


Figure 1: Research Framework

3.0 Methodology

3.1 Population

This study's population is the preparatory school teachers in Iraq. The study focused only on the preparatory schools in Heet City because these schools have a considerable number of staff. Based on the statistics of the education directorate in Heet City, six preparatory schools and 434 teachers were teaching in these six schools.

3.2 Sample

The sample was defined by Hair et al. (2017), as a selected element from the population. The sampling technique employed in this study was stratified sampling due to the fact that the six schools have different numbers of teachers, and the representativeness of each stratum can be achieved by using this sampling technique. The population of this study

was 434 teachers, and based on Krejcie and Morgan (1970), the sample size of 205 teachers was sufficient to perform the data analysis and generalize the findings.

Questionnaires were employed as the data collection method to gather the data from teachers throughout the academic year of 2023-2024. Responses were ranged on a “five-point Likert scale described by 1-Strongly Disagree to 5-Strongly Agree”. Furthermore, a total of 205 questionnaires were issued by self-administration. However, only 186 were received. Following the process of data screening, a total of 183 questionnaires were deemed legitimate and eligible for analysis. The data was analyzed using Smart-PLS software.

3.3 Research Instrument

The instrument was adopted from prior studies. Table 1 illustrates the number of items from each factor and the sources.

Table 1: Instrument and Source of Items

Constructs	Number of Items	Source of Items
Job Performance	6	(Hendri, 2019)
Job Satisfaction	4	(Hendri, 2019; Liu & Ren, 2019)
Organizational Learning	8	(Hendri, 2019; Liu & Ren, 2019)

4.0 Results and Discussion

4.1 Demographic Analysis

As illustrated in Table 2, most respondents are male, 54%, and only 46% are female. Besides, most respondents were between 41 to 50 years old, 30%, followed by 30 to 40 years old, 25%, and 51 to 65 years old, 21%. Only 17% of the respondents were less than 29 years old, and finally 7% of the respondents were more than 66 years old. As expected,

most teachers were Diploma holders, 53%, while 42% of them were Bachelor degree holders. However, 3% of the teachers had a Masters degree and only 2% had PhD degrees.

Table 2: Demographic Analysis

Factor	Label	Number	Percentage
Gender	Male	98	54%
	Female	85	46%
	Total	183	
Age	Less than 29 years	32	17%
	30 to 40 years	46	25%
	41 to 50 years	54	30%
	51 to 65 years	39	21%
	More than 66 years	12	7%
	Total	183	
Qualification	Bachelor	77	42%
	Diploma	98	53%
	Master	5	3%
	PhD.	3	2%
	Total	183	

N=183

4.2 Measurement Model

This assessment aims to verify the model's accuracy and consistency. To ensure reliability and validity, Hair et al. (2017) and Ringle et al. (2015) recommend assessing the Cronbach Alpha and Composite Reliability (CR) measures. These measures examine the internal consistency of items, and it is recommended that both criteria exceed 0.70. Each item's factor loading must also exceed 0.70 (Hair et al., 2017).

The Average Variance Extracted (AVE) determined the convergent validity and should exceed 0.50. Meanwhile, the discriminant validity is measured by the Fornell-Larcker Criterion and Heterotrait-Monotrait Ratio (HTMT).

4.2.1 Reliability

Based on Table 3, all constructs exceeded the acceptable Cronbach Alpha value and CR, which is 0.7, thus indicating high internal consistency of the items.

4.2.2 Convergent Validity

In order to demonstrate the reliability of items, the factor loading must surpass the minimal value of 0.70 (Hair et al., 2017). All items in this study have factor loadings greater than 0.70, except for JP3, which had a factor loading below 0.7 and was subsequently eliminated to improve the model. Similarly, OL6, OL7, and JS5 were eliminated because they exhibited minimal factor loading.

This type of test criterion shows whether a collection of items measures the same latent variable (Hair et al., 2017). However, the AVE of all constructs were between 0.642 and 0.735. Hence, the finding exceeds the cut-off value of 0.50 (see Table 3).

Table 3: Construct Reliability and Validity

Constructs	Items	Loadings	Alpha	CR	AVE
		>0.70	>0.70	>0.70	>0.50
Job Performance	JP1	0.834			
	JP2	0.909			
	JP4	0.830	0.910	0.933	0.735
	JP5	0.850			
	JP6	0.861			

	JS1	0.700			
Job Satisfaction	JS2	0.921	0.878	0.915	0.731
	JS3	0.916			
	JS4	0.865			
	OL1	0.770			
	OL2	0.796			
	OL3	0.808			
Organizational Learning	OL4	0.815	0.908	0.926	0.642
	OL5	0.827			
	OL8	0.811			
	OL9	0.780			

4.2.3 Discriminant Validity

The aim of discriminant validity (DV) is to evaluate the extent to which each construct differs from other constructs. The primary criterion for assessing the DV in this study is the Fornell and Larcker Criterion. This criterion pertains to the AVE root correlation, which requires that each construct have a stronger correlation with its own indicators compared to other constructs (Fornell & Larcker, 1981). Table 4, in bold font, illustrates the result of this analysis. It shows that each construct is highly correlated with itself compared to the others.

Table 4: Fornell-Larcker Criterion

Constructs	JP	JS	OL
JP	0.857		
JS	0.429	0.855	
OL	0.465	0.378	0.801

Note: Value with (bold) reflects the square root of AVE

The second method of assessing the DV for this study is HTMT, and according to Kline (2016), this method's cut-off value is below 0.85. Accordingly, the HTMT result depicted in Table 5 showed that all values were less than 0.85; thus, the second analysis for DV was fulfilled. Overall, the study achieved the validity and reliability of the proposed model. Thus, the researchers proceeded to the next step.

Table 5: Heterotrait-Monotrait Ratio (HTMT)

Constructs	JP	JS	OL
JP			
JS	0.456		
OL	0.495	0.403	

Note: OL: Organizational Learning, JP: Job Performance, JS: Job Satisfaction

4.3 Structural Model

The purpose of this step is to find the effect of independent variables (IV) on the dependent variable (DV) as well as determine the mediation effect if it exists (Hair et al., 2017). The study proposed OL as an independent variable, JP as a dependent variable, and JS as a mediator.

To measure the model, four criteria should be assessed first: the effect size (F2), predictive relevance (Q2), variance explained (R2), and the path coefficient (β) (Hair et al., 2017). Table 6 depicts the structural model's findings.

Table 6: Path Coefficients

Hypotheses	β	T Value	P Value	R ²	Q ²	F2	Status
H1 Organizational Learning -> Job Performance	0.354	4.542	0.000	0.291	0.205	0.151	Supported
H2 Organizational Learning -> Job Satisfaction	0.378	4.130	0.000			0.167	Supported
H3 Job Satisfaction -> Job Performance	0.295	3.527	0.000			0.105	Supported

Note: ns: $p > 0.05$; * $p < 0.05$

As illustrated in Table 6, the R² of the current model is 0.291, meaning that OL could explain 29% of the variation in JP. In alignment, Falk and Miller (1992) claimed that the R² value should be reached 0.10 as a minimum acceptable level. Hence, R² is acceptable for this study.

Cohen (1988) delineated that the effect size (F2) value of more than 0.35 was considered as large, medium for 0.15 to 0.35, small for 0.02 to 0.15, and no effect for less than 0.02. The effect size (F2) of OL to JP was 0.151, corresponding to a medium effect. Likewise, the effect of OL on JS was 0.167, representing a medium effect. Lastly, the effect of JS on JP was small because the F2 obtained was only 0.105.

The intent of Q² is to assess the model's predicted precision. An accurate model is indicated when the value of Q² is larger than zero. This study found that the value of Q² was 0.205, indicating the predictive relevance of factors (OL, JS) on teachers' performance.

To confirm the stability of the results, the given hypotheses will be examined using the bootstrapping method with 5000 subsamples, as recommended by Hair et al.

(2017). The hypotheses were tested at the level of 5% margin error and 95% confidence. Hence, the P-value should be less than 0.05 to accept the hypothesis, or it will otherwise be rejected. The T value should be > 1.96 . The findings of these hypotheses are exhibited in Table 6 and Figure 2. The first hypothesis aims to measure the impact of OL on the JP of the preparatory school teachers. The results showed a T-value of $4.542 > 1.96$ and a P-value < 0.05 ; thus, H_1 is supported.

The second hypothesis is supported due to the fact that the OL has a positive and significant impact on JS among preparatory school teachers in the level of T-value $4.130 > 1.96$ and the P-value < 0.05 .

The third hypothesis is to examine the impact of JS on the JP of preparatory school teachers. The P-value showed $0.00 < 0.05$ and T- value $3.527 > 1.96$, thus H_3 is supported.

The study followed the Preacher and Hayes (2008) method to examine the mediator role of job satisfaction between the OL and JP. According to this method the indirect effect, 95% boot confidence interval (CI: LL–UL), should not straddle a “0” between variables. Mediation results, as depicted in Table 7 and Figure 2. It showed the indirect effect $OL \rightarrow JS \rightarrow JP$, β 0.112, the T-value 2.091, and the P-value < 0.05 is significant. In addition to indirect effects, the findings also suggest that there is mediation, as the indirect effects do not cross a value of 0, H_4 supported.

Table 7: Mediation Analysis

Hypothesis	β	T -Values	P Values	Interval	Interval
				Estimate	Estimate
				LL 95%	UL 95%
H4 OL -> JS -> JP	0.112	2.091	0.037	0.008	0.215

Note: ns: $p > 0.05$; * $p < 0.05$. OL: Organizational Learning, JS: Job Satisfaction, JP: Job Performance

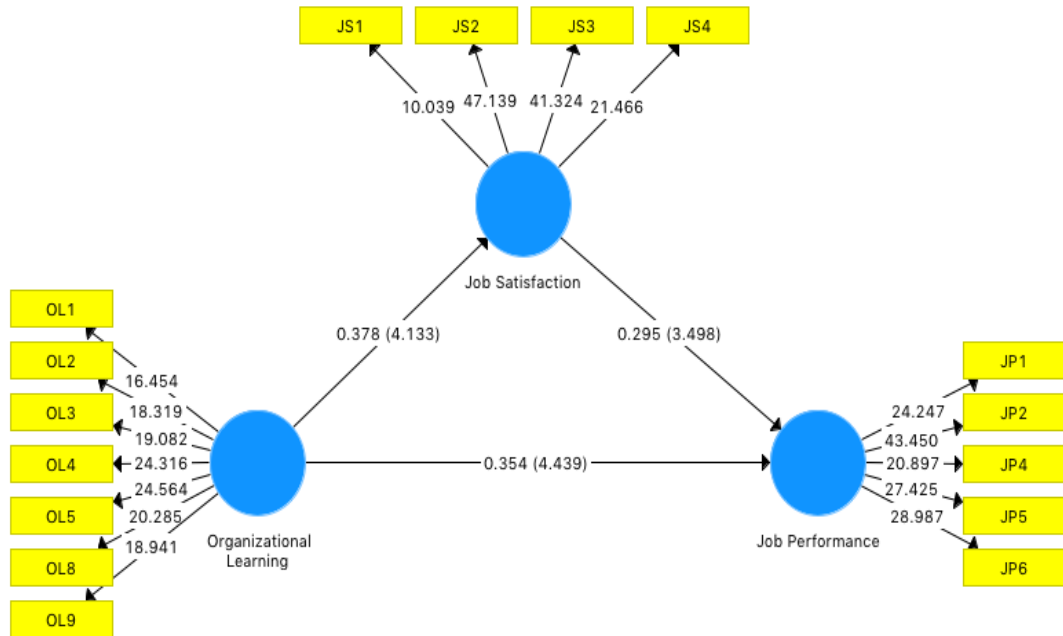


Figure 2: Structural Model

This study aims to assess the influence of OL on JP among preparatory school teachers in Heet City, Iraq. Additionally, it seeks to examine the mediating function of JS in the link between OL and JP. Hence, a total of 183 responses were gathered, and data analysis was conducted using Smart-PLS.

As reported in earlier studies, OL can nurture critical thinking skills among organization employees, which can be increased by educating employees. This study found that OL positively and significantly impacts teachers' JP. meaning that OL can enhance and increase the performance of teachers. Apparently, the findings of this study, combined with evidence from previous studies, confirmed the link between OL and JP, such as Pudjiarti (2018) and Rose (2009). It supported the popular and common argument that learning facilitates behavioral change, improves the efficiency and effectiveness of employees, and assists in attaining organizational objectives and goals.

The second hypothesis indicated that OL improved and increased JS among the preparatory school teachers. This finding is supported by prior results by Lin et al. (2019)

and Hendri (2019). This finding implies that the more the individuals are engaged in the learning activities, the more satisfied and committed they will be in the workplace and the better their JP. OL is the procedure that provides employees with job enrichment, including increased autonomy in decision-making and recognition, and opportunities for growth, learning, and achievement. In turn, this improves employee satisfaction. Therefore, school administrations could cultivate an OL culture, which begins with individuals and then groups, so that when it is properly structured in the working environment, OL will improve teachers' satisfaction. In order to enhance the productivity of teachers, administrators should implement a professional developmental approach that aims at improving staff as much as possible to the available job preparation. The primary philosophy of professional development is to give employees equal opportunities to achieve the highest professional level as long as training is available and the specified employment requirements can be met.

The third hypothesis accentuated that JS could increase teachers' performance. A similar finding was reported by Hendri (2019). Therefore, school principals should pay greater attention to increasing JS among teachers to enhance and improve JP. The satisfaction of teachers with their current actions can be described as very necessary and significant because they can influence their performance. In this study, JS partially mediated the relationship between OL and JP; this result bolstered previous studies that reported the partial mediating role of JS between the IV and DV (Kurland & Hasson-Gilad, 2015). This finding underscores the importance of JS in the workplace to enhance the performance of teachers' teaching quality, particularly when combined with OL.

5.0 Conclusion

The study aims to find the impact of OL on the JP of teachers through JS. A survey was conducted among preparatory schools located in Heet City, Iraq. The results showed that OL's positive and significant impact on JP and JS mediated the relationship between them. It is also worth noting that JS positively affects the JP of teachers. Additionally, OL has a positive effect on JS. Despite the contribution of this study to literature and practice, this study also has several limitations. First, the study was conducted in one city

only, which limits the generalization of the results to all Iraqi schools. Besides, the sample size was relatively small. For future studies, the researchers recommend investigating private schools with a larger sample size consisting of more than one city. Moreover, different variables and mediation roles can be further examined to better understand factors impacting JP. This study contributed to the existing body of knowledge by proving the significant positive impact of OL on JP and the JS mediating the relationship between OL and JP. This study contributed to the existing literature in the Iraqi context, which has been lacking in earlier research. On a different note, this study could be used as an empirical study for the decision-makers in the context of Iraq as well as regional countries and school settings, indicating that the OL has a positive and significant impact on teachers JP, which is mediated by JS.

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