

Teacher's Motivation, Organizational Commitment, and Job Performance in a City- Owned University

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Abstract— *This descriptive-correlational study measured the level of motivation using McClelland's Needs Theory and the organizational commitment of teachers in a city-owned university in Metro Manila in the Philippines using the TCM developed by Meyer and Allen. The study also examined the relationship between motivation to job performance, motivation to organizational commitment, and organizational commitment to job performance using simple linear regression. Participated by 141 teachers, the study first established the validity and reliability of the two instruments used through an exploratory factor analysis before proceeding to measure the variables I studied and the relationship among these variables. The study found that participants have a strong need for security but the moderate need for achievement and power, and a high level of normative and affective commitment but moderate in continuance commitment. The result of the Chi-Square tests also found that motivation is not associated with the demographic profile of participants. However, the organizational commitment revealed only the employment status found to have an association. The Pearson test revealed that motivation and organizational commitment do not influence job performance, while motivation has a low correlation with organizational commitment. The study also showed redundancy between normative and affective commitment exists, further empirical evidence that the TCM is still not an adequate instrument for organizational commitment.*

The low correlation between motivation and organizational commitment to job performance may mean job security may not translate to good performance on the job. The teachers' high sense of organizational commitment, in particular, normative commitment or willingness to stay on the job, coincides with their need for security. This can interpret as teachers primarily driven by personal needs. However, the findings may not represent the teachers in the university, given that the study has a low participation rate. This study is recommended for repetition with a bigger sample size to truly capture the motivation and organizational commitment of the teachers in the university.

Keywords— *Motivation, organizational commitment, job performance, local university, teachers, simple linear regression.*

I. INTRODUCTION

Schools are measured ultimately in terms of student achievement. At the basic education level, metrics for student achievement are performance in standardized tests like the National Achievement Test, which measures students' achievement in subject areas like Mathematics, English, science, and Filipino. For higher education institutions, performance in licensure examinations served as a barometer for student achievement. Consequently, the quality of education provided by the institution.

Undeniably, the teacher is the most important element in the educative process. It is the teacher who decides what the learner learns (subject matter), the way it can be learned, and the setting in which it is to be learned. The teacher's role in attaining

educational goals is unquestionably vital. School administrators must therefore invest in teachers' capability if they were to expect them to deliver a level of performance that yields the results they desire. Aside from a safe and healthy work environment, school administrators must endeavor to motivate their employees and engage them in the attainment of the goals of the school. Igloria (2018), in her study, found that the motivational skills of school managers encourage teachers to stay. The study is descriptive-comparative and was participated by 85 teachers in the basic education from three Catholic schools located in Metro Manila and Laguna run by Dominican sisters. Manalo et al. (2020) concluded that motivated and committed employees are needed to promote organizational performance as they found a significant positive relationship between motivation and organizational commitment. The study also found that motivation has a positive effect on job satisfaction and work engagement, and job satisfaction is positively related to organizational commitment and work engagement. The effect of the motivation on organizational commitment is greater when employees are satisfied. The study was participated in by 1098 private secondary school teachers in Metro Manila and used SEM to analyze the data it collected.

Indeed, employees' motivation affects their performance on the job, and job performance affects the outcome of the organization. It is not surprising that it is one of the most studied dependent variables. Awadh and Wan Ismail (2012), as cited in Ghani et al. (2015), defined it as employee participation to achieve organizational goals. For educational institutions teaching performance is the most important process metric as it assures that teaching and learning transpire in the classroom. Teaching performance is what drives student achievement. In turn, student achievement makes an educational institution.

Motivation is the force that drives us to do something. It is possibly the most studied concept as various theories have been proposed about it that will help us understand employee motivation. There are the motives and needs theories, expectancy theory of Vroom, equity theory, goal setting, cognitive evaluation theory, work design, and reinforcement theory (Lee & Raschke, 2016). Motives and theory of motivation from Maslow's hierarchy of needs are the most familiar. Building on the work of Maslow, McClelland developed his own Human Motivation Theory, which states that every person has one of three main driving motivators: the need for achievement, affiliation, or power. These three motivators are learned from one's culture and life experience.

Organizational commitment (OC) was the first proposed concept in the 1960s with the Becker's side-bet theory. Becker argued that employees are committed because they have hidden

investments or side-bets made by remaining in the organization. That is, it is increasingly difficult for an employee to disengage from membership in an organization because costs accrue over time. Since it was first put forward, many researchers have followed through on commitment as it was deemed a better predictor of turnover than job satisfaction. This interest in commitment and engagement is understandable since it has an impact on the productivity and profitability. A 2014 Gallup poll reported that only three out of every ten employees felt engaged in their jobs and committed to their organizations. Willingness to work long hours and mindfulness for productivity is enacted first by an emotional attachment, or commitment, to an organization's mission (Mercurio, 2015).

By 1991, Meyer and Allen developed their three-component model (TCM) of organizational commitment, which emerged as the most accepted tool to measure OC (Weibo et al. 2010). To Meyer and Allen, OC has three components: affective refers to an employee's affection for the job, continuance, or the aspect of OC that refers to the fear of loss for the job, and normative, the dimension that refers to an employee's sense of obligation to stay. Over the years, other authors have challenged the TCM. They argued that results of empirical studies repeatedly showed that affective commitment correlated more strongly with turnover and performance. Also, there is empirical evidence that there is redundancy between normative and affective commitment (Cohen, 2007).

II. REVIEW OF LITERATURE

Sinani (2016) found that teachers from pre-university systems (primary, lower- and upper-secondary education) motivations are an orientation towards success, followed by orientation towards goal and cooperation with colleagues. These three factors have the highest positive influence on organizational commitment. The study also found that the teachers' organizational commitment was not affected whether they were teaching in urban or rural area. The study used multiple linear regression and was participated by 100 teachers ranging from 23 to 65 ages.

The study of Cena et al. (2021) investigated the work values of Filipino teachers and their impact on their organizational commitment. It was participated by 111 elementary and high school teachers from public schools who met the inclusion criteria – permanent, full-time, with at least five years of work experience in their current organization, and age ranges from 25 to 55. The study cited the findings of Cohen (1993) which showed that tenure is positively correlated to organizational commitment, but it is only evident when an employee has at least five years of experience in the organization. The study made use of the Filipino Work Value Scale developed by Cervera (1998) and Klein et al. Unidimensional Target neutral (K.U.T.) Commitment Measure (Klein et al. 2014) to measure public school teachers' organizational commitment. The study found that of the ten dimensions for Filipino work values, only three are positively correlated, albeit minimal, to organizational commitment and have statistical significance, namely familial, religious, and occupational. Separately the study found that Filipino teachers have high work values and strong organizational commitment, but the former does not influence

the latter. This suggests that family and religion remain a potent force among Filipino teachers as it guides their actions.

The study of Batugal and Tindowen (2019) investigated the organizational commitment of 129 faculty members sampled from Catholic HEIs in the Philippines. The study used multiple regression analysis and found that the teachers have a high level of commitment in all three dimensions - affective, normative, and continuance. The findings indicated that the faculty members are willing to stay, practical to stay in the organization, and happy to spend the rest of their careers in their organization. They also found that organizational culture and organizational commitment are highly correlated.

Statement of the Problem

From these previous studies, it is evident that organizational commitment as a construct is still evolving. There was empirical evidence that suggests organizational commitment (OC) is influenced by motivation and that OC, in turn, influenced job performance. But a definitives instrument for the construct is still not available, as the researchers continue to debate its essence.

Previous studies have focused on pre-university teachers and public servants. While the study of Batugal et al. was participated by teachers in the HEI, they are from a private, sectarian school. It can be argued that the motivation of these teachers is different from that of teachers in a government-owned HEI.

This paper then is an investigation on the motivation factors of teachers, the level of their organizational commitment, and if it is influenced by the demographic profile of the respondents. The paper also investigates the influence of motivation on organizational commitment and job performance and the influence of organizational commitment on job performance.

Conceptual Framework

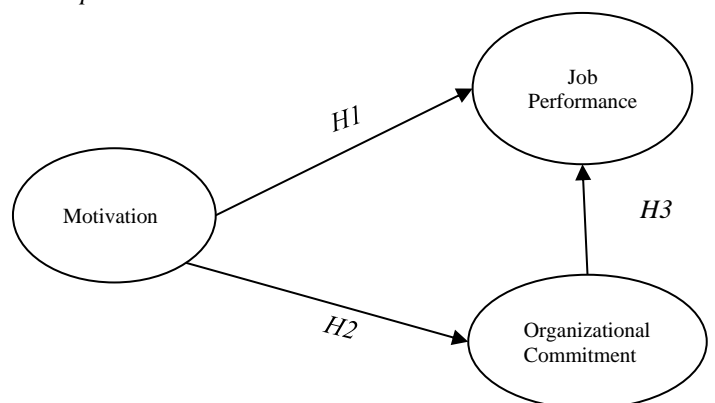


Fig. 1. Hypothesized model showing the relationship of the variables investigated

- H1: Motivation significantly influences job performance
- H2: Motivation significantly influences organizational commitment
- H3: Organizational commitment significantly influences job performance

III. METHOD

Participants

The sample size was determined using the rule of 100, which states that the sample should be larger between 100 and five for each item. Since the study made use of an 18-item instrument, the sample size should be at least 100. Table 1 shows a total of 141 teachers from the University of Makati, a higher education institute funded by the local government of Makati, considered the financial capital of the Philippines, participated in the study. From Table 1, it can be gleaned that the study merited an overall participation rate of 22%.

TABLE 1. Distribution of Participants by College

College	n	%	N	Participation rate, %
College of Arts and Letters	12	8.5	63	19.0
College of Business and Financial Science	33	23.4	116	28.4
College of Computing and Information Sciences	8	5.7	37	21.6
College of Construction Sciences and Engineering	4	2.8	18	22.2
College of Human Kinetics	8	5.7	26	30.8
College of Allied Health Studies	10	7.1	58	17.2
College of Education	5	3.5	18	27.8
College of Sciences	17	12.1	43	39.5
College of Tourism and Hospitality Management	9	6.4	17	52.9
College of Technology Management	8	5.7	21	38.1
Higher School ng UMak	27	19.1	114	23.7

Table 2 is the demographic profile of the respondents. It shows that 74 or 52.5% are male, 74 or 52.5% are married, 62 or 44% belong to the age group 42 to 57, referred to as the Generation X. In terms of employment status, 62 or 44% are regular or tenured faculty members which is 30% of the total tenured faculty members while 58 casual faculty members who participated is 37% of the actual casual. The 21 lecturers who participated in the study is 7.8% of the actual and total number of lecturers the university employs as of June 2022. It is interesting to mention that 3 or 2% of the respondents are aged 25 and below. The generation referred to as Gen Z while 6 or 4.3% are above the compulsory retirement age of 65. Also, about 40% of the respondents are not tenured, while another 15% serve as lecturer.

TABLE 2. Demographic Profile of Respondents

Demographics	Category	f	%
Sex	Male	74	52.5
	Female	67	47.5
Marital Status	Married	74	52.5
	Single	57	40.4
	Solo Parent/Widowed	10	7.1
Age Group	25 and below	3	2.1
	26 to 41	46	32.6
	42 to 57	62	44.0
	58 to 67	24	17.0
	68 to 76	6	4.3
Employment Status	Regular	62	44.0
	Casual	58	41.1
	Lecturer	21	14.9

On average, the respondents have been with the university for at least 10 years ($M=11.24$, $SD = 10.16$), but have been in the teaching profession longer than their service in the university ($M=17.32$, $SD = 10.9$). The academic qualification in Table 3 shows that 28% of the respondents have earned their doctorate while 32% are in the pipeline. Surprisingly, a total of 30 or 21% have yet to earn a master’s degree. In terms of academic rank, only eight or 6% of the respondents are holding a professor rank, indicating that some of the respondents with a doctorate are not holding a professor rank.

TABLE 3. Academic Qualifications and Rank of Respondents

	Category	f	%
Academic Qualification	Bachelor’s degree	7	5.0
	With MA units	23	16.3
	Master’s degree	26	18.4
	With Doctoral units	45	31.9
Academic Rank	Doctorate	40	28.4
	Teacher	22	15.6
	Instructor	26	18.4
	Assistant Professor	43	30.5
	Associate Professor	29	20.6
	Professor	8	5.7
	Lecturer	13	9.2

Research Design and Instrument

The study is descriptive-correlational in design, and a questionnaire was the primary data collection instrument. The instrument is divided into three sections. The first section collects demographic information of the respondents, such as sex, marital status, age group, employment status, education attainment, academic rank, years in teaching, and years in the university. The second section measures the motivation of the respondents on the Likert scale and consists of 18 items, with six statements each for McClelland’s needs - achievement, power, and security. The instrument was adopted from the study of Satow (2021). The third and last section measures an individual’s organizational commitment. Meyer and Allen’s 1991 five-point rating scale was used to measure organizational commitment. There are 18 items on the scale, six items each for affective, continuance, and normative commitment.

For the job performance, the document source was the results of the faculty evaluation made by students from the first semester in SY 2021-2022. The instrument comprises ten items that measure the teacher’s ability to provide relevant learning activities, challenge students to think critically, clear learning objectives, and assess student performance.

Reliability and validity of the instruments

The instruments used to measure motivational factors and organizational commitment were subjected to an exploratory factor analysis using principal component analysis with direct oblimin rotation. The factors to extract were set at three, and coefficients lower than 0.5 were suppressed. Items with communalities lower than 0.4 were excluded, and the resulting pattern matrix was inspected for effect on validity. The results of the factor analysis as shown in Tables 4 and 5, shows a realignment of items and a total variance of 58.019% and 54.776% for motivation and organizational commitment, respectively. A total variance of 40 to 60% is considered good,

but at least 50% total variance is preferred. A simple structure was achieved, thereby establishing the convergent (high loading) and discriminant (no cross-loadings) validity of the instruments at the preset conditions.

KMO measure of sampling adequacy was .844 for the motivation instrument and .787 for the OC instrument, deemed to be at least middling and above the commonly accepted value of .50, and Bartlett’s test of sphericity was significant ($\chi^2(120) = 853.707, p < .05; \chi^2(136) = 884.437, p < .05$) for the two instruments used in this study.

After establishing the validity through factor analysis, the instruments were subsequently subjected to a reliability test which yielded a Cronbach $\alpha = .745$ for achievement, .755 for power and .873 for security. These reliability results are consistent with that of Satow (2021), where the security also posted the highest reliability score. For the OC instrument, the affective component has a Cronbach α of .810; the continuance .768; and normative, .772. All Cronbach alpha are higher than the generally acceptable α of .70.

TABLE 4. Factor Loading for Motivational Factors of Respondents

	Need for Security	Need for Power	Need for Achievement	Communalities
MOT1				.456
MOT2			-.704	.683
MOT3			-.670	.653
MOT4			-.602	.565
MOT6		.833		.696
MOT7		.709		.539
MOT8	.560			.452
MOT9		.786		.702
MOT12	.584			.449
MOT13	.805			.714
MOT14	.835			.716
MOT15	.763			.596
MOT16	.749			.581
MOT17	.852			.751
MOT18	.765			.667

TABLE 5. Factor Loading for Organizational Commitment of Respondents

	Continuance	Affective	Normative	Communalities
OC1			-.657	.479
OC2			-.734	.493
OC3_Recoded		.815		.685
OC4_Recoded		.844		.692
OC5			-.661	.457
OC6_Recoded		.831		.663
OC7				.488
OC8	.612			.510
OC9	.735			.516
OC10	.694			.534
OC11	.843			.705
OC12	.661			.441
OC13_Recoded		.691		.507
OC15				.419
OC16			-.829	.674
OC17				.473
OC18			-.607	.578

Procedure

The survey was conducted using GoogleForm, ran from April 29 to May 25, 2022, or 27 days. The study conducted in a period of considerable job loss and job uncertainty brought about by the pandemic. A letter of request was sent to all faculty members channeled through their respective colleges. Faculty

members with designations were excluded from the treatment of data.

Data Analysis

Frequency was used to paint a picture of the demographic profile of respondents. The mean and standard deviation were used to describe the level of motivation and organizational commitment of teachers. As a result of the validity test, items in the instruments used to measure motivation and OC were redefined. Only the items that satisfied the validity requirement were included in the determination of the level of motivation and OC. A Chi-square test was also conducted to determine if the level of motivation and OC are independent of the demographic profile of respondents. A simple regression test was conducted to answer the hypotheses posited in this study.

IV. RESULTS

An exploratory factor analysis was first conducted to establish the psychometric property of the data collection instrument before determining the motivation and organizational commitment level of the participants. Table 6 shows the items that fall under the three subcomponents of motivation.

TABLE 6. Motivational Needs of Participants

Statements	Mean	SD
2. I have always felt a strong need for recognition and admiration.	3.56	0.951
3. I would give up a lot for more admiration.	2.82	1.030
4. I am happiest when many people admire me and like what I do.	3.72	0.979
Need for Achievement scale (nA)	3.37	0.987
6. I often dream of being famous.	2.98	1.024
7. I often dream of making important decisions for politicians or other powerful people.	2.89	1.110
9. Deep inside, I long for power and influence	2.77	0.948
Need for Power scale (nP)	2.88	1.027
8. If I had a choice, I would like to make decisions of great importance in my life.	4.25	0.785
12. I can understand people, who state that there are things, which are more important than power and politics.	4.20	0.819
13. I have always felt a strong need for safety and quietness	4.27	0.830
14. If I had the choice, I would choose to live in security	4.59	0.767
15. I would give up a lot for a safe and life without any bad surprises	4.04	0.909
16. Deep inside, I long for safety and peacefulness	4.41	0.877
17. Often, I dream of a peaceful life without any nasty surprises.	4.28	0.813
18. I am happiest when I feel safe	4.55	0.802
Need for Security scale (nS)	4.32	0.825

Legend: 4.51-5.00, Very Strong; 3.51-4.50, Strong; 2.51-3.50, Moderate; 1.51-2.50, Weak; 1.00-1.50, Very Weak.

From Table 6, the results of descriptive statistics revealed teachers have a strong need for security (M=4.32, SD=0.825), followed by the need for achievement (M=3.37,SD=0.987). Also, the table shows that the motivation instrument was reduced to 14 items, distributed as follows: three statements each for achievement and power and eight statements for security.

TABLE 7. Level of Organizational Commitment of Participants

Organizational Commitment	Mean	SD
3. I do not feel like 'part of my family' at this organization.	3.80	0.904
4. I do not feel emotionally attached to this organization.	3.72	1.002
6. I do not feel a strong sense of belonging to this organization.	3.86	0.975
13. I do not feel any obligation to remain with my organization.	3.64	0.887
Affective Commitment	3.76	0.942
8. Too much of my life would be disrupted if I leave my organization.	3.40	1.041
9. Right now, staying with my job at this organization is a matter of necessity as much as desire.	3.23	1.100
10. I believe I have too few options to consider leaving this organization.	3.01	0.914
11. One of the few negative consequences of leaving my job at this organization would be the scarcity of available alternatives elsewhere.	2.87	0.999
12. One of the major reasons I continue to work for this organization is that leaving would require considerable personal sacrifice.	3.38	0.982
Continuance Commitment	3.18	1.007
1. I would be very happy to spend the rest of my career in this organization.	4.27	0.877
2. I feel as if this organization's problems are my own.	3.61	0.916
5. This organization has a great deal of personal meaning for me.	4.13	0.786
16. This organization deserves my loyalty.	4.33	0.842
18. I owe a great deal to this organization.	4.16	0.822
Normative Commitment Scale	4.10	0.849

Legend: 4.51-5.00, Very High; 3.51-4.50, High; 2.51-3.50, Moderate; 1.51-2.50, Low; 1.00-1.50, Very Low.

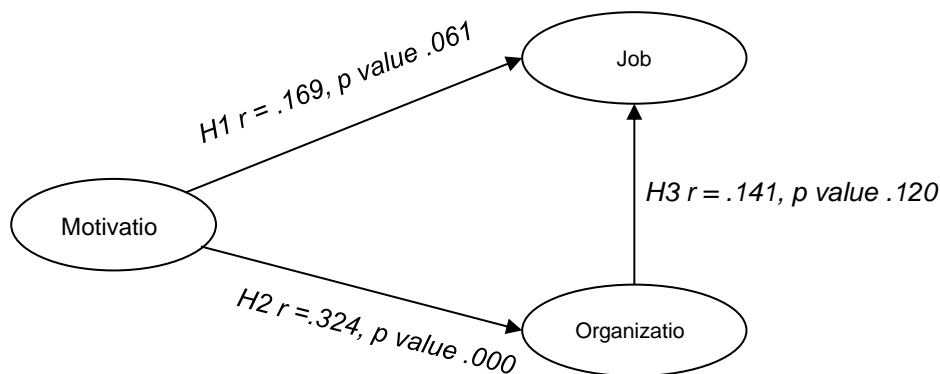
Table 7, the result of descriptive statistics revealed teachers have a high level of normative commitment (M = 4.10, SD =

0.849), and affective commitment (M = 3.76, SD = 0.942), and moderate continuance commitment (M = 3.18, SD = 1.007). Also, the table shows that the results of factor analysis reduced the organizational commitment instrument to 14 statements. The deleted statements are 7, 14, 15, and 17 because of low factor loadings. The distributed statements are as follows; five statements for continuance and normative commitment and four for affective commitment. The actual five statements for normative commitment, on scrutiny, is a combination of affective and normative commitment statements.

TABLE 8. Results of Chi-Square Test for Demographic Profile, Motivation and Organizational Commitment

	Motivation			Organizational Commitment		
	Likelihood Ratio	df	p-value	Likelihood Ratio	df	p-value
Gender	4.320	3	.229	1.831	3	.608
Marital Status	5.111	6	.530	8.412	6	.209
Age Group	12.412	12	.413	13.461	12	.336
Employment Status	4.622	6	.593	14.537	6	.024
Educational Attainment	9.828	12	.631	13.085	12	.363
Years in University	3.619	6	.728	1.891	6	.929

Table 8 shows that there is no association between the demographic profile of respondents and the motivation level. Also, the table shows that there is no association between demographic profile and organizational commitment, except for employment status.



On the question of whether the variables studied influence job performance, results of regression analysis show that motivation and organizational commitment do not influence job performance. However, motivation has a positive, weak but significant relationship with organizational commitment.

V. DISCUSSION

Teachers in the university are motivated more by the need for security and achievement. Of the three, power is the least motivating factor. The gap between security and achievement is wider than the gap between achievement and power.

Teachers are not motivated to achieve great things. The findings suggest that security may not translate to good performance on the job. This study contradicts the findings of Sinani (2016), who found that teachers from pre-university systems are motivated towards achieving success. This study also found that teachers in the university have a high level of organizational commitment, with normative being the highest, closely followed by affective, and last, continuance. The findings corroborate the study of Batugal and Tindowen (2019) even though it was participated by teachers from a Catholic HEI, suggesting that teachers, regardless of background, are

committed to their job and may share the same work values. The teachers in this study are willing to stay, or the normative commitment level coincides with their need for security. This may be so because 56% of the participants have no tenure as either casual or lecturers. A casual teacher needs at least three years of stay in the university before they can be given a permanent appointment.

Unfortunately, the study found that motivation does not translate to excellent performance on the job. The study of Manalo et al. (2020) found a connection between motivation and job satisfaction. It may be inferred that job satisfaction is a mediating variable between motivation and job performance. Another study using SEM may confirm the mediating effect of job satisfaction. Dharma (2018) also found that the work motivation had a positive and significant impact on organizational citizenship behavior and job performance of bank employees in Indonesia. The studies of Manalo and Dharma made use of Maslow's hierarchy of needs theory as the basis for measuring work motivation. This may suggest that motivation is instrument-dependent and thus theory dependent.

The study found that motivation influences organizational commitment, affirming the findings of Manalo et al. (2020). While Manalo et al. found that job satisfaction has a mediating role on the organizational commitment, Batugal and Tindowen discovered that the organizational culture influences organizational commitment. This suggests that organizational commitment is a complex construct that can be aptly captured in a more sophisticated conceptual framework and analyzed using more advanced statistical tools.

Organizational commitment does not influence job performance. The findings contradict organizational commitment theory, which states that employees work harder and smarter when they are loyal to their organization. Klein et al. (2012) define organizational commitment as a volitional psychological bond that reflects a dedication to and responsibility for a particular target. The empirical evidence from this study does not support this theory. The mediating role of job satisfaction on organizational commitment, as discovered in the study of Manalo et al., may explain the lack of direct association between OC and job performance. The findings also showed no association between demographic profile and organizational commitment, except for employment status. The findings indirectly corroborate Cohen's (1993) assertion that tenure was correlated positively to organizational commitment but only evident when an employee has at least five years of experience in the organization. For the research locale, lack of tenureship and length of stay in the organization are collinear.

The study recommends repetition of the study because of the low participation rate. The researchers also suggest the use of other theories and subsequently instruments to measure motivation and organization. The current theory of motivation is the Four Drive Theory of Lawrence and Nohria, developed in 2002, which states employees are guided by four basic emotional drives (Lee & Raschke, 2016). Recent studies have challenged the TCM of organizational commitment. In 2007, Cohen proposed a two-dimension model for organizational commitment one dimension is instrumental and the second affective. Cohen contends that his model will address some of

the issues against the TCM, which includes conceptual redundancy between normative and affective commitment. Also, a triangulation to validate the survey findings with interviews and other qualitative techniques will substantiate the study.

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