

THE IMPACT JOB INVOLVEMENT AND JOB SATISFACTION ON EDUCATIONAL ORGANIZATION COMMITMENT OF FAMILY PLANNING FIELD WORKERS IN THE POPULATION AND FAMILY PLANNING BOARD (BKKBN) OF WEST JAVA PROVINCE, INDONESIA.

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Abstract

The purpose of this study was to determine the impact of job involvement and job satisfaction on the education organization commitment of family planning field workers in the Badan Kependudukan dan Keluarga Berencana (BKKBN) of West Java Province, Indonesia. The research was conducted using a survey method with a quantitative approach and path analysis techniques. The research sample was 301 family planning field officers using a simple random sampling technique. The data were obtained through a questionnaire and analyzed using path analysis techniques. Based on the results of data analysis in this study, it reveals that (1) job involvement has a positive direct effect on educational organization commitment; (2) job satisfaction has a positive direct effect on educational organization commitment, and (3) job involvement has a positive direct effect on job satisfaction. Thus, job involvement and job satisfaction have an important role in improving educational organization commitment.

Keywords--- *Job Involvement, Job Satisfaction, Educational Organization Commitment*

Theme--- *Educational, Human Resources*

I. Introduction

Indonesia currently, is the country having the largest population in Southeast Asia. In Indonesia alone, the most populated province is West Java with a total population of 48.27 million people (Population Census of Statistics Indonesia, 2020). The Human Development Index Ranking in West Java is ranked 10th out of 34 Provinces in Indonesia. Meanwhile, the population growth rate in 2020 in West Java is 1.26 percent, Total Fertility Rate (TFR) is 2.4, Modern Family Planning is 59.5 percent (IDHS, 2017), the poverty rate is 3.92 million people (7.88 percent) in March 2020 (Statistics Indonesia West Java, 2020) the average length of pursuing formal education (school) is 8.3 years or have not graduated from primary education and West Java is one of the provinces contributing to the highest number of

underage marriages in Indonesia based on data from the National Planning and Development Agency in 2020 and the rate of early marriage in Indonesia increased in the course of the COVID-19 pandemic.

The National Population and Family Planning Board (BKKBN) has the goal of achieving a balanced population and priority activities, namely the Family Development, Population, and Family Planning Program. To grow in balance, the Family Planning Program is needed, which is a system of out-of-school (informal) education, community education, and community-based education to provide communication, information, and education for couples of childbearing age (PUS), the younger generation, and prospective brides in rural and urban areas. It is hoped that by participating in community outreach activities, the community gains knowledge, understanding, and skills related to health, and family planning in controlling population growth. The quality of family planning extension workers is the key or spearhead of the success of the Family Planning Program in the field, in conducting extension activities, services, mobilizing and developing Population, Family Planning, and Family Development Programs. The human resources of family planning field worker have the lowest level of education, lack of technical and substance training, access to technology and information, commitment to the educational organization, low job involvement, as well as low job satisfaction.

Complex problems in family planning counselors are related to organizational commitment, Griffin (2013: 454) explains, "organizational commitment is an attitude that reflects the identification of individuals with and attachment to the organization itself". Employee behavior reflects his attachment to the organization. A committed employee can be identified from his or her behaviors in the workplace. Hence, their commitment is reflected in everything they say and do daily when they are working Their working performances underpin the achievement of the organizational goals. Kreitner and Kinicki (2010:166), argued " *committed individuals are expected to display a willingness to work harder to achieve organizational goals and a greater desire to stay employed at an organization.*" Educational organization commitment that is embedded within the employees will create a willingness and sincerity to work hard as expected by the organization. Employees who are committed and sincere do not just work because of expecting rewards from the organization, yet they want to give their best in their work and are loyal to the organization.

Abdallah, Obeidat, Aqqad, Janini, and Dahiyat (2016: 42), explained that organizational commitment is directly influenced by job involvement. Job involvement and educational organization commitment are empirically different constructs. Therefore, they reflect various aspects of interconnectivity (Hallberg and Schaufeli, 2006). Moreover, organizational commitment is positively influenced by job satisfaction as stated by Yucel and Bektas (2012) as well as Fu and Deshpande (2013) explained that job satisfaction has a significant direct effect on organizational commitment. Meanwhile, Zopiatis, Constanti, and Theocharous (2014) elaborated that there is a positive relationship between job involvement and job satisfaction.

As aforementioned, it has explained the impact of job involvement, job satisfaction on educational organization commitment. Likewise, job involvement also affects job satisfaction,

seeing from the relationship between both of those matters, thus it can be questioned about what model can be formed by those three mentioned variables, to explain its impact on educational organization commitment.

A. Educational Organization Commitment

Luthans also mentioned organizational commitment (2011:147), “...as a *willingness to exert high levels of effort on behalf of the organization; and a definite belief in, and acceptance of, the values and goals of the organization*. Employees having high commitment will show more effort to be involved actively to achieve organization goals and employees who worked longer have higher commitment and discipline and usually show lower turn-over. In brief, organizational commitment is a level or degree of employee self-identification with the organization and their willingness to actively continue participating within the organization itself.

Kreitner and Kinicki (2010:166), “...*committed individuals are expected to display a willingness to work harder to achieve organizational goals and a greater desire to stay employed at an organization.*”

Allen and Meyer (1990:3) explained forms of commitment in three concepts, namely: (1) *affective commitment*; (2) *continuance commitment*, and (3) *normative commitment*. Allen and Meyer (1990:3) provided a conclusion regarding those three concepts of organizational commitment, “*employees with strong affective commitment remain because they want to, those with strong continuance commitment because they need to, and those with strong normative commitment because they feel they ought to do so*”.

This very employee commitment is highly affected whether the employee will stay or resign (*turn over*) to find another job in another place (Morin, Meyer, McInerney, Marsh, & Ganotice, 2015)... Based on Meyer and Espinoza (2016:135), organizational commitment affects the effectiveness of an organization and employee well-being. It can be understood from the statement “... *commitment has implications for more than the longevity of a relationship; it can also have an impact on organizational effectiveness and employee well-being*”.

From sharing the concepts and opinions of the experts, it can be concluded that educational organization commitment is a strong desire which arises from the attachment of employees to the organization to stay as a member of the organization, to work following their main duties and functions, and to play an active role in facing challenges until the implementation of organizational goals is achieved, with indicators of educational organization commitment including (1) loyalty, (2) work completeness, (3) compliance with applicable regulations, and (4) readiness to face organizational challenges.

B. Job Involvement

Kinicki and Fugate (2012:163) defined *job involvement* as, “... *which is a component of an employee engagement, represent the extent to which an individual is personally involved with his or her work role*”.

Schermerhorn (2013:390) stated that, *“job involvement is the extent to which an individual feels dedicated to a job”*. Having stated by Schermerhorn (2013:390), *“someone with high job involvement psychologically identifies with her or his job, and, for example, would be expected to work beyond expectation to complete a special project”*.

As what has been stated by Brown dan Leigh, (1996) in Singh and Gupta (2014:1194) :

Job involvement is related to both the personal characteristics such as age, education, sex, tenure, need strength, level of control and values, and job characteristics such as task autonomy, task significance, task identity, skill variety, and feedback and supervisory behaviors, etc.

Based on the aforementioned description, it can be synthesized that job involvement is the level of participation of employees identified through their work, actively participating in work and trying to show good performance as something which deserves to be achieved at work, with indicators: (1) involvement; (2) proactive; (3) dedicated; and (4) consistent.

C. Job Satisfaction

Gibson et.al (2012:104) explained that *“job satisfaction is an attitude that individuals have about their jobs. It results from their perception of their jobs, based on factors of the work environment workgroup affiliation, working conditions, and fringe benefit”*. Locke in Colquitt, Lepine, and Wesson (2017:96) *Job satisfaction is a pleasurable emotional state resulting from the appraisal of one’s job or job experiences. It represents how you feel about your job and what you think about your job. Employees with high job satisfaction experience positive feelings when they think about their duties or take part in task activities.* The view of Greenberg (2010:144) regarding job satisfaction is *Job satisfaction-known as feelings of satisfaction, reflecting attitudes toward their jobs. Job satisfaction plays an important role in organizations, it makes sense to identify the factors that contribute to job satisfaction. These included things such as chances for promotion, opportunities for personal growth, recognition, responsibility, and achievement.*

Based on the analysis of the concepts mentioned before, it can be synthesized that what is meant by job satisfaction is a psychological aspect that reflects an individual’s positive or negative feeling towards one’s job, having indicators: (1) pleasant work, (2) leader support; (3) cooperative colleagues, (4) promotional opportunities; and (5) adequate income.

II. METHOD

1. Participants and Procedures

This research was conducted by employing a quantitative approach by survey method. This very method fits to assess either major or minor population by selecting sample taken from the population to define incidence, distribution, and inter-relation between sociological and psychological variables. (Klinger, 2004).

The impacts among the variables were assessed by employing the path analysis technique. This path analysis technique in the research was constructive to examine cause relation between variables or direct impacts of a set of independent variables to dependent variables. There were three variables, namely Job Involvement variable (X1), Job Satisfaction (X2) as an exogenous variable along with its endogenous variable, Educational Organization Commitment (Y).

The research was conducted between October to December 2020. The population of the research was Family Planning extension agents in West Java Province as many as 1.214 agents. In determining the size of the sample in research, it was conducted through calculations that can be implemented using the Slovin formula, the samples taken were set at 301 KB extension agents as research respondents representing all districts and cities in West Java Province. Sampling in the field was randomized based on existing Family Planning extension agent names in West Java Province and a total of 301 selected extension agent names were taken. The sampling instrument trial was taken from the extension agents who were not taken as the research sample. Data processing was employed by SPSS version 22.0 .

A. **Measures**

Respondents were presented with a Likert scale questionnaire. They were asked to rate their level of approval or disagreement with statements about Job Involvement, Job Satisfaction (X2), and Educational Organization Commitment (Y).

Educational organization commitment is a strong desire which arises from employee attachment to the organization to stay as a member of the organization, work by their main duties and functions, and play an active role in facing challenges until the realization of educational organization goals is achieved, the indicators are: (1) loyalty, (2) work completeness, (3) compliance with applicable regulations, and (4) readiness to face organizational challenges. Educational Organization commitment was measured by a scale of 5 (five) alternative answer items using a Likert scale model in the form of positive and negative statements, as follows: (1) Always; (2) Often; (3) Sometimes; (4) Rarely; and (5) Never.

Job involvement is the level of employee participation identified through one's work, actively participating in work and trying to show good performance as something which deserves to be achieved at work, the indicators are as follows: (1) involvement; (2) proactive; (3) dedicated; and (4) consistent. Job involvement was measured by using 5 (five) alternative answer items using a Likert scale model in the form of positive and negative statements, namely: (1) Always; (2) Often; (3) Sometimes; (4) Rarely; and (5) Never.

Job satisfaction is a psychological aspect that reflects an individual's positive or negative feeling towards one's job, the indicators are as follows: (1) pleasant work, (2) leader support; (3) cooperative colleagues, (4) promotional opportunities; and (5) adequate income. It is measured by employing 5 (five) alternative answer items using a Likert scale model in the

form of positive and negative statements, namely: (1) Always; (2) Often; (3) Sometimes; (4) Rarely; and (5) Never.

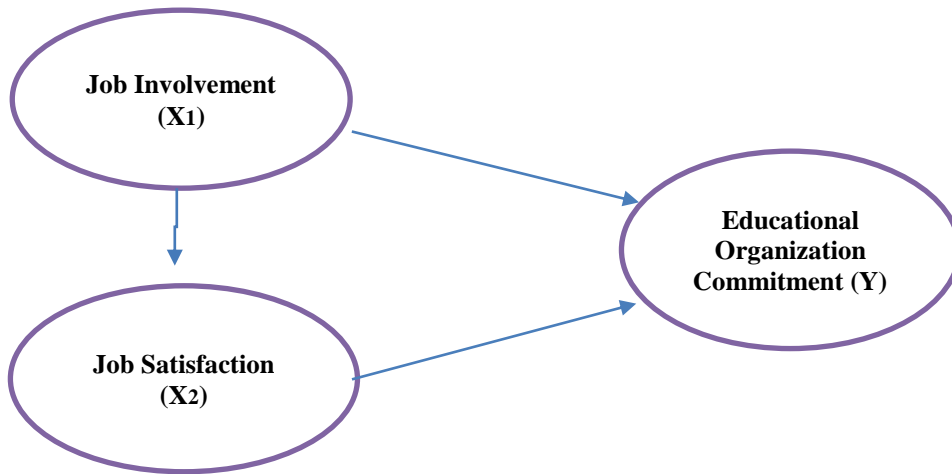


Figure 1. Research Model Constellation

Legends:

- Y = Educational Organization Commitment
- X₁ = Job Involvement
- X₂ = Job Satisfaction

III. RESULTS AND DISCUSSIONS

Regression analysis was conducted to estimate the relationship between variables, while correlation analysis was conducted to measure the strength of the relationship between variables. The first stage of hypotheses testing, which is implemented using a set of measurement data consisting of pairs of exogenous and endogenous variables, reveals the effect of exogenous variables on endogenous variables. This relationship is presented in the regression equation model. The first requirement in path analysis is that the research sample must derive from a normally distributed population. The estimated normality error test can be analyzed using the Lilliefors test, as shown in Table 1.

The results of the calculation of the gallant estimation normality test based on Table 1 can be explained as follows:

1. Normality Testing of Job Involvement Score Data on Educational Organization Commitment

The result of normality testing for gallant estimation of educational organization commitment

upon job involvement is $L_{count} = 0.048 < L_{table} = 0.051$ at $\alpha = 0.05$. The test results indicate that the data is normally distributed and the requirements of the analysis can be met, it can be concluded that job involvement on educational organization commitment derives from a normally distributed population.

2. Normality Testing of Job Satisfaction Score Data on Educational Organization Commitment

The result of normality testing for gallant estimation of organizational commitment upon job involvement is $L_{count} = 0.035 < L_{table} = 0.051$ at $\alpha = 0.05$. The test results indicate that the data is normally distributed and the requirements of the analysis can be met, it can be concluded that job satisfaction on organizational commitment derives from a normally distributed population.

3. Normality Testing of Job Involvement Score Data on Job Satisfaction

The result of normality testing for gallant estimation of job satisfaction upon job involvement is $L_{count} = 0.043 < L_{table} = 0.051$ at $\alpha = 0.05$. The test results indicate that the data is normally distributed and the requirements of the analysis can be met, it can be concluded that job involvement on organizational commitment derives from a normally distributed population.

Table 1. The Results of Normality Testing

No	Error Estimation	L_{count}	L_{table}	Normality Testing Result
1	Y on X_1	0,048	0,051	Normal Distribution
2	Y on X_2	0,035	0,051	Normal Distribution
3	X_2 on X_1	0,043	0,051	Normal Distribution

The second requirement is that the regression equation model must be tested for its significance and linearity using the F-test in the ANOVA table before concluding hypotheses testing. The criteria for testing significance and linearity are as follows: (1) Significant regression: $F_{count} \geq F_{table}$ on the regression line; and (2) linear regression: $F_{count} < F_{table}$. Correlational analysis was conducted to review the significance of the relationship between exogenous and endogenous variables. The results of the correlation test of significance for simple regression and linear regression are presented in Table

2.

The results of the significance and linearity tests from Table 2 show the following:

1. The significant impact of job involvement on organizational commitment is $F_{count} = 444.339$, while F_{table} at error level $\alpha = 0.05$ is 3.872. With the value of $F_{count} > F_{table}$, it can be concluded that the regression equation for job involvement on organizational commitment is significant. Furthermore, from the regression linearity test, it is known that F_{count} is 1.341 and F_{table} at an error level of $\alpha = 0.05$ is 1.405. With the value of $F_{count} < F_{table}$, it can

be concluded that the regression equation for job involvement on educational organization commitment is linear.

2. The significant impact of job satisfaction on educational organization commitment is $F_{\text{count}} = 432.391$, while F_{table} at the error level $\alpha = 0.05$ was 3.872. With the value of $F_{\text{count}} > F_{\text{table}}$, it can be concluded that the regression equation for job satisfaction on educational organization commitment is significant. Furthermore, from the regression linearity test, it is known that F_{count} is 0.947 and F_{table} at an error level of $\alpha = 0.05$ is 1.392. With the value of $F_{\text{count}} < F_{\text{table}}$, it can be concluded that the regression equation for job satisfaction on educational organization commitment is linear.
3. The significant impact of job involvement on job satisfaction is $F_{\text{count}} = 521.042$, while F_{table} at error level $\alpha = 0.05$ is 3.872. With the value of $F_{\text{count}} > F_{\text{table}}$, it can be concluded that the regression equation for job involvement on job satisfaction is significant. Furthermore, from the regression linearity test, it is known that F_{count} is 1.237 and F_{table} at an error level of $\alpha = 0.05$ is 1.405. With the value of $F_{\text{count}} < F_{\text{table}}$, it can be concluded that the job involvement regression equation on job satisfaction is linear.

Table 2.

Simple Regression Significance Test Results and Regression Linearity Tests

Reg	Equality	Significance Test		Linearity Test		Conclusion
		F_{count}	$F_{\text{table}} \alpha = 0,05$	F_{count}	$F_{\text{table}} \alpha = 0,05$	
Y on X_1	$\hat{Y} = 55,940 + 0,735 X_1$	444,339	3,872 ^{ns}	1,341	1,405 ^{**}	Very significant/ Linear regression
Y on X_2	$\hat{Y} = 56,467 + 0,713 X_2$	432,391	3,872 ^{ns}	0,947	1,392 ^{**}	Very significant/ Linear regression
X_2 on X_1	$\hat{X}_2 = 31,083 + 0,817 X_1$	521,042	3,872 ^{ns}	1,237	1,405 ^{**}	Very significant/ Linear regression

The correlation coefficient shows the closeness of the relationship between variables. This correlation coefficient is then used as a basis for calculating or analyzing the direct impact of exogenous variables on endogenous variables on the path structure in the model. The correlation coefficients of the regression equation are presented in Table 3.

Table 3. Coefficient Correlations

Regressions	t_{value}	t_{tabel}	Coefficient Correlation
X_1 towards Y	21,079	1,649	0,733
X_2 towards Y	20,794	1,649	0,769
X_1 towards X_2	22,826	1,649	0,797

The results of the path analysis, where the first sub-structural model confirms that job involvement and job satisfaction have an impact on the educational organization commitment of family planning extension agents in West Java Province are presented in Table 4.

Tabel 4. Path Coefficient Of Structure 1

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	43,882	5,048		8,693	,000
X1	,418	,053	,440	7,876	,000
X2	,388	,052	,419	7,500	,000

a. Dependent Variable: Educational Organization Commitment

The second sub-structural model analysis confirms that Job Involvement has an impact on job satisfaction, which is presented in Table 5.

Tabel 5. Path Coefficient Of Structure 2

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	31,083	5,350		5,809	,000
X1	,817	,036	,797	22,826	,000

a. Dependent Variable: Job Satisfaction

Structurally, the overall path diagram for each sub-structure can be seen in the figure below, it is obtained ϵ^2 of 36.5% which states the level of influence of other variables on job satisfaction besides job involvement. The figure below also explains that there is ϵ^1 of 33.8%

which states the level of influence of other variables on educational organization commitment variables, apart from job involvement and job satisfaction.

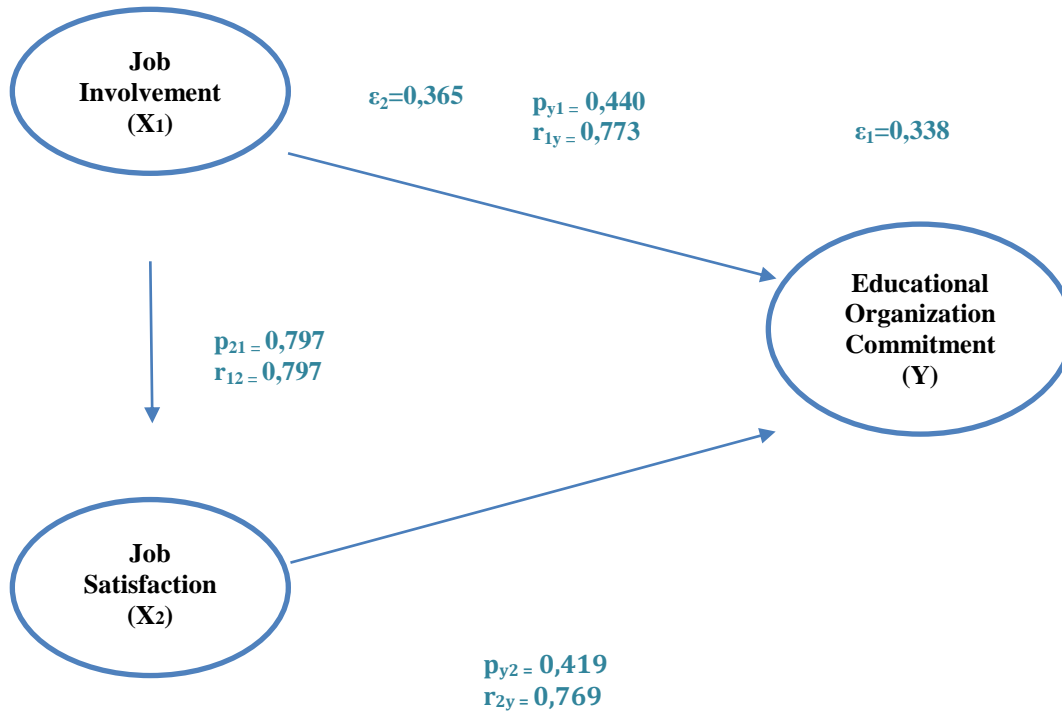


Figure 2. Causal Path Diagram on the Impact of Job Involvement (X₁), and Job Satisfaction (X₂) on Educational Organization Commitment (Y)

A. The Impact of Job Involvement on Educational Organization Commitment

Table 3 shows the correlation coefficient of job involvement on educational organization commitment is 0.773. Table 4 shows the path coefficient of Job Involvement on educational organization commitment (p_{y1}) is 0.440, and $t_{count} = 7.876 > t_{table} = 1.649$ ($\alpha = 0.05$). Thus, H_0 is rejected and H_1 is accepted. The path coefficient (p_{y1}) significantly indicates that job involvement has a direct impact on educational organization commitment.

According to research by Zopiatis, Constanti, and Theocharous (2014) it was concluded that there is a positive relationship between job involvement and affective commitment, and between job involvement and normative commitment. Likewise, Singh, and Gupta's (2015) research found that job involvement, affective commitment, and normative commitment, and commitment have a positive relationship. Based on the calculations, empirical verification,

and analysis aforementioned, it is found that Job Involvement has a direct impact on educational organization commitment.

B. The Impact of Job Satisfaction on Educational Organization Commitment

Table 3 shows the correlation coefficient of job satisfaction on educational organization commitment is 0.769. Table 4 shows the path coefficient of job satisfaction on educational organization commitment (p_{y2}) is 0.419, and $t_{count} = 7.500 > t_{table} = 1.649$ ($\alpha = 0.05$). Thus, H_0 is rejected and H_1 is accepted. The path coefficient (p_{y2}) significantly indicates that job satisfaction has a direct impact on educational organization commitment.

Yucel and Bektas (2012) in their research found that educational organization commitment is positively correlated with job satisfaction and there are several significant implications for school leaders and teachers conveyed in this research. Fu and Deshpande (2013) found that job satisfaction has a significant direct impact on educational organization commitment, where job satisfaction has also a significant indirect impact on performance. Ersozlu (2015) concluded that job satisfaction is a mediator between the managerial resource behavior of school administrators and the educational organization commitment of teachers. Based on the calculations, empirical verification, and analysis aforementioned, it is found that job satisfaction has a direct impact on educational organization commitment.

C. The Impact of Job Involvement on Job Satisfaction

Table 3 shows the correlation coefficient of job involvement on job satisfaction is 0.797. Table 4 shows the coefficient of job involvement on job satisfaction (p_{21}) is 0.797, and $t_{count} = 22.826 > t_{table} = 1.649$ ($\alpha = 0.05$). Thus, H_0 is rejected and H_1 is accepted. The path coefficient (p_{21}) significantly indicates that job involvement has a direct impact on job satisfaction.

In the research of Zopiatis, Constanti, and Theocharous (2014) it is concluded that there is a positive relationship between job involvement and intrinsic job satisfaction, there is no significant relationship, yet there is a positive relationship between job involvement and extrinsic job satisfaction. Whereas Lambert, Qureshi, Hogan, Klahm, Smith, and Frank (2015) showed that job stress, job involvement, job satisfaction, affective commitment, and continuance commitment have an impact on fatigue or the desire to quit work among Indian officers. Moreover, Deepak (2016) stated that professional commitment and job involvement have a positive relationship and an explanatory power for job satisfaction. Family planning field workers should have high job involvement since it has a positive direct impact on job satisfaction. Family Planning field workers that are actively involved in their work drive job satisfaction. Based on the description aforementioned, it is suspected that high job involvement has a direct impact on the Family Planning field workers' job satisfaction.

IV. CONCLUSIONS

The findings of this research conclude that there is a relationship between two independent variables, namely job involvement and job satisfaction on educational organization commitment of the Family Planning extension agents of the National Population and Family

Planning Board in West Java Province, with job involvement giving the most significant contribution of the impact related to the level of educational organization commitment. Family planning extension agents have a high level of educational organization commitment by showing loyalty, thoroughness in their work, obeying the rules, and readiness to face various organizational challenges. Job involvement has an important role in increasing educational organization commitment, with indicators of being involved in activities, proactive, dedicated, consistent. The higher the job involvement of the family field workers, the higher the organizational commitment. Involvement in various activities such as participating in education and training activities, planning outreach, creating learning media, extension media, conducting family planning counseling, evaluating and monitoring family planning field workers makes the educational organization commitment within the workers even higher. Besides, job satisfaction also affects directly the increase of educational organization commitment. This job satisfaction includes being content in preparing counseling materials before implementing counseling, creating a pleasant atmosphere for family planning counseling, being content to innovate in the development of extension media, being content when prospective acceptors are confident in using contraception, content to do guidance for acceptors, content to share information, knowledge, and experience with prospective acceptors and the community is looking forward to it.

Furthermore, the findings of other researches show that job involvement affects job satisfaction. The higher involvement of family planning field workers in various activities will increase family planning extension agents in the field. To further optimize the potential of family planning extension workers in West Java Province, it is necessary to conduct structured and directed soft skills and hard skills training, starting from the need for sovereignty analysis, curriculum development, variations in learning resources and learning media as well as the use of the latest technology, information, communication as well as the role of leadership is significant in providing coaching and rewards along with mapping a clear career direction to increase educational organization commitment.

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