

The Effect of Affective Commitment to Teacher Performance Moderated by Certification Allowance

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ABSTRACT

The background of this research comes from the phenomenon of demanding age that requires the education sector produces superior and competitive human resources to face industrial revolution 4.0. One of an effort to be taken is through vocational formal education. The purpose of this study is to determine the effect of affective commitment to vocational permanent teacher performance of government school technology and engineering in Bandung Metropolitan moderated by certification allowance. The population in this study were all permanent teachers of government vocational school in Bandung Metropolitan who already had professional teacher certification. The sampling technique used is 'cluster proportional random sampling' based on the cluster region, using statistical testing methods. The research method uses descriptive survey and explanatory survey, using descriptive and verification analysis. The samples were 185 of 342 respondents / certified teacher. The results of the study show there is effect of affective commitment on teacher performance was 63.8%. Furthermore, the effect of affective commitment on teacher performance moderated by certification allowance was 68.8%.

Keywords: affective commitment, certification allowance, teacher performance.

INTRODUCTION

The need for workers at the technical or operational level in the professional field continues to increase demands of the need for the industrial revolution 4.0. The world of work demands that graduates produced by the

Vocational Group in the areas of technology and engineering must be competent in their fields. These graduates' competencies must adapt to the demands of the industrial revolution of 4.0.

One of the determining factors in the competence of vocational graduates in the technology and engineering group is the quality

of vocational teachers in them. This vocational teacher must be able to improve his condition under the demands of the industrial revolution 4.0. The performance of vocational teachers in the technology and engineering vocational group must be able to adjust to the requirements of the needs of the industrial revolution 4.0 to produce graduates who are competent in this technology and engineering field.

The factors forming the performance of vocational teachers must receive better attention to adjust to the needs of the industrial revolution 4.0, including the commitment factor. In the context of vocational education or vocational schools, the performance of vocational professional teachers in technology and engineering groups in the Metropolitan Bandung area must have excellent performance.

The essence of all of these regulations is to direct the performance of teachers to increase with the aim quality of education in Indonesia also increases, including vocational teachers in technology and vocational engineering groups in the Metropolitan Bandung area who expected to produce graduates who are competent and superior in technology and engineering. in the field.

In connection with theories about education, there are several opinions or theories of education, according to experts. Education as an activity that is attached to every life together (Spratt, 2016). While on the other hand, education as a life-long learning experience (Astakhova, Korobeev, Prokhorova, Kolupaev, Vorotnoy & Kucheryavaya, 2016).

Furthermore, related to the matter of improving the quality of education that can do through improving teacher performance, several theories reveal it. Sun & Wu (2016) views the importance of increasing learning achievement as a form of teacher's responsibility for the

students they guide. Furthermore, teacher performance will be more optimal when integrated with school components. The critical meaning of teacher performance is to determine the quality and quantity of learning (Elliott, 2015).

The results of the pre-survey on the performance of teachers to 50 teachers in 5 vocational technology and engineering groups in the Bandung Metropolitan area are included in the category of 'Good Enough' so that it can say that teacher performance is not optimal. The lowest dimension is 'Developing professionalism.' This phenomenon caused by the experience of vocational teachers of vocational technology and engineering groups or flight hours in practice in the real world of work in the field of expertise they have not yet optimal. In other words, there are still many vocational teachers in vocational technology and engineering groups who have never been involved in or practiced directly in the industrial world to implement knowledge about the skills or competencies they have.

Another factor is that cooperation between the technology and engineering vocational groups and the industrial world is still not optimal, so there is still a significant gap between the professional competencies needed by the industrial world and the professional competencies held by vocational teachers in technology and engineering.

One effort to improve teacher performance is through increasing commitment. The degree to which someone knows the organization and its goals is the basis for the formation of commitment (Mercurio, 2015). The study results in line with the opinion of Yahaya & Ebrahim (2016), where employees who have a high commitment, the value of absenteeism is low and have a longer service life, tend to work harder, and show excellent performance. In the context of education, the importance of teacher

commitment is a determining factor that can influence the teaching and learning process of students (Jo, 2014).

Commitment to this research focuses on affective commitment, where the measurement of affective commitment based on the dimensions of emotional ability, problem identification, sense of attachment, sense of belonging, sense of pride, ability to see work conditions, and workability as expected.

The pre-survey results of Affective Commitment are included in the 'Good Enough' category so that it can say that teacher commitment is not optimal. The lowest dimension is 'Workability as expected.' This phenomenon caused because the planning of targeting is too high, not proportional to the capacity owned. Besides, the level of teacher discipline is still not optimal.

No less important is the presence of certification; in this case, the teacher certification allowance given to teachers who have met the requirements for certification. The government hopes that the teacher certification allowance provided will improve teacher performance. Compensation is an important factor and is a concern for many organizations in maintaining and attracting quality human resources (Xavier, 2014). In the context of the world of education, compensation in the form of teacher certification allowance expected to improve teacher performance, including vocational school teachers.

Teacher Certification Allowances in this study were measured based on the dimensions of the amount of the allowance, timeliness, conformity to workload, administrative requirements, professionalism, goals, sacrifice, and welfare. The pre-survey results on Certification Allowances are included in the 'Good Enough' category so that it can say that

certification allowances are not optimal. The lowest dimension is 'Purpose.' The competency of vocational teachers causes this phenomenon is not optimal. In other words, the appropriateness between the allowance given compared to the competency of permanent teachers in vocational schools is not yet optimal. Another factor is that encouragement from within is still not optimal. This condition means that teachers have a passion or a spirit of teaching that is not optimal.

The author chose the locus in the State Vocational Technology and Engineering group because in the Metropolitan Bandung region many industries grew and developed based on technology and engineering, so it was felt necessary to know and examine the quality of the human resources that would run this industry, especially at the technical level operational. To produce quality graduates, of course, it cannot separate from the teacher performance factors and the factors that influence them.

Based on the background of the problem above, the problem formulation is to determine the effect of Affective Commitment on Teacher Performance, which moderated Certification Allowance.

RESEARCH METHODS

The research method used is a quantitative method using descriptive and verification analysis. Descriptive analysis is to analyze descriptively the condition of affective commitment variables and teacher performance based on data in the field. In contrast, the verification analysis is to calculate the magnitude of the influence of affective commitment on teacher performance.

Operationalization Variables in this study divided into 2 (two) groups, namely:

1. The independent variable Affective Commitment (X1) with the ability dimension involves emotional feelings; Ability to identify problems at work, Have a sense of attachment in creative activities, Have a high sense of ownership at work, Have a sense of pride at work, Ability to see work conditions, and Ability to do work in line with expectations.

2. The moderation variable Certification Allowance (X2), with dimensions of Amount of Allowance, Timeliness, Workload, Professionalism, Purpose, Sacrifice, and Welfare.

3. The dependent variable Teacher Performance (Y), with dimensions Mastering the characteristics of students, Mastering theories and principles of learning, curriculum development, learning activities that educate, Development of potential students, Communication with students, Assessment and Evaluation, Acting following religious norms, legal, social, and national culture, Showing mature and exemplary personalities, Work ethics and responsibilities as a teacher, Acting inclusive and objective, Communication with stakeholders, Mastery of scientific material and concepts, and Developing professionalism.

Data Determination Techniques, in this case, determining the number of samples or sampling techniques using Proportional Random Sampling Clusters. With a population of 342, a sample of 185 obtained.

RESULTS AND DISCUSSION

Research Instrument Tests, including Test Validity and Reliability, are shown in the following table:

Table 1. Test Results of Validity of Affective Commitment Variables

Items	r	r-critical	Validity
X1.1	0,512	0,300	Valid
X1.2	0,456	0,300	Valid
X1.3	0,483	0,300	Valid
X1.4	0,453	0,300	Valid
X1.5	0,446	0,300	Valid
X1.6	0,398	0,300	Valid
X1.7	0,449	0,300	Valid
X1.8	0,431	0,300	Valid
X1.9	0,418	0,300	Valid
X1.10	0,371	0,300	Valid
X1.11	0,421	0,300	Valid
X1.12	0,497	0,300	Valid
X1.13	0,399	0,300	Valid
X1.14	0,571	0,300	Valid
X1.15	0,403	0,300	Valid

Source: Processed from Primary Data

From the table above, it can conclude that all Affective Commitment variable question items are declared valid because of $r\text{-Count} > 0.300$.

Table 2. Test Results for Validity of Certification Allowances

Items	r	r-critical	Validity
X2.1	0,449	0,300	Valid
X2.2	0,544	0,300	Valid
X2.3	0,470	0,300	Valid
X2.4	0,564	0,300	Valid
X2.5	0,607	0,300	Valid
X2.6	0,619	0,300	Valid
X2.7	0,605	0,300	Valid
X2.8	0,557	0,300	Valid
X2.9	0,618	0,300	Valid
X2.10	0,511	0,300	Valid
X2.11	0,364	0,300	Valid
X2.12	0,458	0,300	Valid

Source: Processed from Primary Data

From the above table, it can conclude that all items of the Certification Allowance variable question are declared valid because of the value of $r\text{-Calculate} > 0.300$.

Table 3. Teacher Performance Validity

Items	r	r-critical	Validity
Y.1	0,418	0,300	Valid
Y.2	0,410	0,300	Valid
Y.3	0,426	0,300	Valid
Y.4	0,523	0,300	Valid
Y.5	0,444	0,300	Valid
Y.6	0,576	0,300	Valid
Y.7	0,407	0,300	Valid
Y.8	0,510	0,300	Valid
Y.9	0,548	0,300	Valid
Y.10	0,437	0,300	Valid
Y.11	0,424	0,300	Valid
Y.12	0,555	0,300	Valid
Y.13	0,416	0,300	Valid
Y.14	0,726	0,300	Valid
Y.15	0,550	0,300	Valid
Y.16	0,415	0,300	Valid
Y.17	0,418	0,300	Valid
Y.18	0,461	0,300	Valid
Y.19	0,463	0,300	Valid
Y.20	0,558	0,300	Valid
Y.21	0,414	0,300	Valid
Y.22	0,410	0,300	Valid
Y.23	0,419	0,300	Valid
Y.24	0,490	0,300	Valid
Y.25	0,436	0,300	Valid
Y.26	0,605	0,300	Valid
Y.27	0,419	0,300	Valid
Y.28	0,605	0,300	Valid
Y.29	0,422	0,300	Valid
Y.30	0,423	0,300	Valid
Y.31	0,418	0,300	Valid
Y.32	0,407	0,300	Valid
Y.33	0,452	0,300	Valid
Y.34	0,609	0,300	Valid
Y.35	0,517	0,300	Valid
Y.36	0,532	0,300	Valid
Y.37	0,512	0,300	Valid
Y.38	0,527	0,300	Valid
Y.39	0,605	0,300	Valid
Y.40	0,529	0,300	Valid

From the above table, it can conclude that all items in the Teacher Performance variable are declared valid because of $r\text{-Calculate} >$

0.300. With the results of the calculation of Affective Commitment (X_1) = 0.825, Certification Allowance (X_2) = 0.854 and Teacher Performance (Y) = 0.931. And it can be concluded that the variables Affective Commitment, Certification Allowance, and Teacher Performance are all declared to be reliable because of Cronbach Alpha's score $>$ 0.70.

Normality Test, to find out whether the research data is normally distributed (have a normal distribution) or not. The normality test results show that the research data has a normal distribution, which is indicated by the Asymp value. Sig. (2 tailed) $>$ 0.05 with the value of X_1 = 0.217, X_2 = 0.070 and Z = 0.071.

In this descriptive analysis answers the first and second problem formulations, namely How Affective Commitments and How Teacher Performance. The following is the intended descriptive analysis.

Affective Commitment Variable Conditions, described through the following dimension such The ability to involve emotional feelings, Ability to identify problems, Having a sense of attachment in creative activities, Having a high sense of belonging, Have a sense of pride, Ability to see conditions of work and Ability to do work as expected.

The average results of respondents' answers regarding the Affective Commitment variable are 3,209 (included in the category is quite good), with a standard deviation of 0.805. Hence, the range of values obtained is between 2.404 to 4.014, which involved in the category of Low to High. This result means that affective commitment, as measured through 7 dimensions, is still not optimal and must be further enhanced.

The lowest dimension is the Ability to Carry Out Work as Expected, with an average value of

2.585. This result means that the teacher's ability to carry out work according to expectations is not optimal. Efforts to further enhance the dimensions of Ability to Perform Work as Expected, is to improve the indicators of this dimension (ie, indicators of Achieving Results following the Expected Goals and indicators of Achieving the Accordance of Time Used with Planned)

The highest dimension is having a high sense of ownership, with an average value of 3.587. This result means that this elevated sense of ownership is an advantage of permanent vocational teachers in the State Vocational Technology and Engineering Group in the Metropolitan Bandung Region. Efforts to further enhance the dimension of High Ownership are to increase indicators of this dimension (ie, indicators of Dedication in Work and indicators of Loyalty in Employment).

Conditions of Variable Allowances for Certification, illustrated by Dimensions, Amount of Allowances; Punctuality; Workload; Professionalism; Purpose; Sacrifice and Prosperity.

The average results of respondents' answers regarding the Certification Allowance variable were 3.308, with a standard deviation of 0.831, so the range of values obtained was between 2,477 to 4,139, which included in the inappropriate category. This result means that teacher certification allowances measured through 7 dimensions are still not optimal and must be further improved.

The lowest dimensions are the Goal dimension and the Professionalism dimension with average values of 2,973 and 2,984, respectively. This result means that goals and professionalism are not optimal. Efforts to further enhance the Goal dimension and Professionalism dimension are to increase

indicators of the Goal dimension (ie, Indicators of Education Quality Level) and indicators of the Professionalism dimension (ie, indicators of Expertise Owned and Professional Attitudes).

The highest dimension is the Amount of Allowance, with an average value of 3,681. This result means that the Amount of Allowance is an advantage of permanent vocational teachers in the State Vocational Technology and Engineering Group in the Metropolitan Bandung Region. Efforts to further increase the Amount of Allowance dimension are to improve indicators of this dimension (ie, Indicator of the Amount of Money Received).

Teacher Performance Variable Conditions, illustrated with the dimension Mastering the characteristics of students; Mastering the theories and principles of learning; Curriculum development; Educating learning activities; Development of potential learners; Communication with students; Assessment and evaluation; Acting according to norms; Showing a mature and exemplary person; Work ethic and responsibility as a teacher; Acting inclusive and objective; Communication with stakeholders; and Mastery of scientific material and concepts; and Developing professionalism

The average results of respondents' answers regarding the Teacher Performance variable are 3,315 (which means that in the category is quite good), with a standard deviation of 0.932. Hence, the range of values obtained is between 2,383 to 4,247, which included in the unsatisfactory category to very good. This result means that teacher performance measured through 14 dimensions is still not optimal and must be further improved.

The lowest dimension is Developing Professionalism with an average value of 2,856. This result means that the professionalism of teachers is still not optimal. To further enhance

the dimension of Developing Professionalism is to improve the indicators of this dimension (ie, do a specific self-evaluation, conduct research, and use of technology).

Verification analysis to answer the formulation of the problem presented in this third study, namely How Big is the Effect of Commitment on Teacher Performance. The results of the calculation of the regression coefficient for this model can show in the following figure:

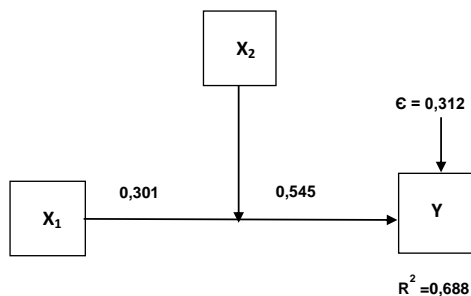


Figure 1. Path Analysis Structure

Related to the influence of the Affective Commitment on the Teacher Performance, it can conclude that the Affective Commitment variable has an effect of 63.8%. The influence of 63.8% included in the category of influence, in which the level of significance is quite high.

To increase the value of Affective Commitment, the priority that must pursue is to increase the value of the highest indicator, which is the indicator of Participation/dedication in the work and indicators of Loyalty in Employment, because it has proven that both of these indicators contribute high values to the Affective Commitment variable. The results support the research conducted by Meyer, Stanley & Parfyonova (2012) and Raineri (2017)

From this information, it can see that the epsilon value (other factors not examined) is 36.2%. These other factors can include

normative commitment, continuous commitment, and job satisfaction. This result means that if you want to increase the value of the affective commitment variable further, then another alternative is to involve these factors

In connection with the influence of the Affective Commitment variable on the Teacher Performance variable moderated by Certification Allowance, it can conclude that the Affective Commitment variable moderated by Certification Allowance has an effect of 68.8%. The influence of 68.8% included in the category of influence whose level of significance is quite high. This research looked at research conducted by Usman, Gul, Hussain & Ghani (2017) and Ogunnaike, Oyewunmi & Famuwagun (2016).

Before the Certification Allowance as a moderating variable, the effect of affective commitment on teacher performance was 63.8%. After the certification allowance, which functioned as a moderating variable, the effect increased to 68.8%. This result means that there is an additional increase in influence from the moderating variable, in this case, the certification allowance of 5.0%.

From this information, it can see that the value of epsilon (another factor not examined) is 31.2%. These other factors can include normative commitment, continuous commitment, and job satisfaction. To reduce the value of epsilon or increase the amount of performance can be done by involving these factors.

To improve the suitability of the results with the expected goals, the school can apply at least two ways. First, by setting goals or goals that are not too high, where the teacher gave goals or goals that fit his abilities. This method emphasizes the determination of goal optimization. In other words, at this initial stage, the target is not too high. Both schools encourage teachers to improve their

competencies so that they can achieve more optimal results. This method emphasizes increasing teacher competence to achieve optimal results.

The next step is to implement a strategy of combining the two methods or simultaneously increasing the targets to be achieved and increasing teacher competency. Both methods carried out simultaneously and gradually adapted to the situation and conditions of the school and the existing teacher. With this strategy and approach, it is expected that the results achieved and the desired objectives will be more appropriate. This result means that the compatibility between the results obtained and the desired goals of the permanent vocational teachers of the state vocational technology and engineering group in the Metropolitan Bandung area will increase.

On the other hand, to improve the suitability of the time used with the planned time, one alternative solution that can do is to use a strategy to create a teaching team based on specific expertise or field. The task given is not only the responsibility of individuals, but this task is also the responsibility of the team or group. This method intended so that there is a cooperation between members of the group and mutual assistance. If there is a teacher who is unable to attend or is rather slow in delivering the material, then among the members of this group can help overcome it.

The other strategy is the same as a strategy to increase the suitability of the results with the expected goals because if this strategy is successful, then automatically, the appropriateness of the time used with the plan will also be achieved. This result is reasonable because competence is directly proportional to time, meaning that the competency or skill is getting better, the time needed will be less, or the time efficiency will be higher. Thus it is

expected that the suitability of the time used and the time planned by the permanent vocational teachers of the state Vocational High Technology and engineering group will be carried out properly and continue to be better so that ultimately the affective commitment of these teachers will be further increased.

With the increase in the suitability of the results with the expected goals and the relevance of the time used, planned time expected to increase the dimensions of the ability to do work under expectations, which will have implications for the increase in the variable Affective Commitment.

To increase the expertise that must be possessed is to provide provision to vocational teachers with knowledge or competence in their fields. The method can do by holding training or training for teachers where a trainer is a person who works as a practitioner fieldwork. By doing direct training in practice in the field or the world of work and being guided by trainers who are professionals as practitioners, it is expected that knowledge transfer would occur from practitioners to teachers so that it will increase knowledge and practical experience in the world of work. Thus this method is expected to improve the skills that vocational teachers should have. This training should be conducted periodically according to the demands of change or the dynamics of the need for the expertise needed in the world of work so that the skills possessed by these permanent vocational teachers will always be updated.

On the other hand, to improve the level of quality produced, permanent teachers in vocational schools in the Bandung Metropolitan area of the technology and engineering group can apply a portion of the certification allowance received aside for the purchase of laptops, reference books supporting subjects especially those relating to the field of expertise sure to

support cognitive quality. Thus, it expected that the cognitive quality level would be following the magnitude of the certification allowance given by the government to permanent teachers in vocational schools in the Bandung Metropolitan Technology and Engineering group.

With the increase in expertise that must be possessed and the increased level of cognitive quality produced, it hoped that it would increase the Professionalism dimension and the Goal dimension, which will have implications for the improvement of the Certification Allowance variable. So the government provides certification allowances for teachers will be following the original purpose, namely to improve the quality of education.

To further increase the Number of Allowances and Income Level indicators, in principle, is the authority of the government. It turned out that the government had planned to increase the budget for teacher certification. This result can see in the news in the June 27, 2019 edition of *Republika*, where the Secretary-General of the Ministry of Education and Culture, Didik Suhardi, said that in 2017, the government through regional transfers channeled 55.1 trillion to 1.3 million local civil servant teachers (PNSD). That number will increase to 56.9 trillion in 2019. So the government has made a solution to increase the number of benefits and the level of income. Meanwhile on the part of the teacher is more on improving the quality of human resources.

With the increase in the Number of Allowances and Income Level, it expected to increase the welfare dimension, which will have implications for the rise in the Certification Allowance variable. In other words, an increase in the Amount of Benefit and Income Level factors will increase Welfare which will impact on increasing the Certification Allowance furthermore, as the impact of the increased

Certification Allowance will affect improving the Teacher Performance of vocational schools in the Bandung Metropolitan area of technology and engineering.

To further improve teacher performance can be done by increasing the contribution of other factors not involved in this study. The deliberate effort is the same as an effort to increase the effect of affective commitment on teacher performance, as mentioned above. The difference here is that there are alternative suggestions that can be considered as input for related parties, for example, the provision of allowances given to teachers who have consistent performance. It is necessary to evaluate the performance appraisal regularly, from the results of this performance evaluation can then be determined the number of performance allowances that will give. So the amount of certification allowance is not constant, but dynamic depending on the value of the performance evaluation obtained. In other words, a teacher can receive a certification allowance every month in the amount varies according to the high or low value of performance. Here it is necessary to formulate a performance evaluation that is more detailed or specific, more objective, and more measurable. The formulation of performance appraisal like this needs to be input for the regulators; in this case, the government and parties related to primary and secondary education.

CONCLUSIONS

Of all the indicators of Affective Commitment represented in the form of questions, two indicators have the lowest value. First is the indicator of Achieving Conformity with the Expected Goals, and the second is an indicator of Achieving Conformity of Time Used with Planned Time. Both included in the

dimension of the Ability to Perform Work as Expected. This result implies that from the perspective of indicators, Achieving Results Compliance with Expected Goals and Achieving Compatibility of Time Used with Planned Time is a weakness of the Affective Commitment of permanent teachers in vocational schools in the Bandung Metropolitan Technology and Engineering Group. By increasing the two indicators mentioned above, is expected to be able to leverage or increase the dimensions of the Ability to Carry Out Work following Expectations which will have implications for the increased Affective Commitment of permanent teachers in vocational schools in the Bandung Kelgroup of Technology and Engineering in the Bandung area. The description of the Certification Allowance from the Certification Allowance indicator represented in the form of questions, and two indicators have the lowest value. First is the Expertise indicator that must be possessed (included in the Professionalism dimension), and second is the Cognitive Quality Level Indicator generated (included in the Objectives dimension).

This result implies that from the perspective of indicators, the Skills that Must Held and the Level of Cognitive Quality are weaknesses of the Teacher Certification Allowance for vocational schools in the Bandung Metropolitan Technology and Engineering Group. By increasing the two indicators mentioned above, is expected to be able to leverage or improve the dimension of Professionalism and the Purpose dimension which will have implications for the increased Teacher Certification Allowance for vocational vocational schools in the Bandung area of Technology and Engineering. Of all the Teacher Performance indicators represented in the form of questions, two indicators have the lowest score. First is an indicator of Successfully Conducting Self-Evaluation Continuously, and second is an indicator of Successfully Utilizing

Technology to Support Teacher Professional Development. Both indicators included in the Develop Professionalism dimension.

This result implies that from the perspective of indicators, successfully conducting self-evaluation continuously and successfully utilizing technology to support the development of teacher professionalism is a weakness of Teacher Performance remains vocational State Group of Technology and Engineering Bandung Metropolitan area. By increasing the two indicators mentioned above, is expected to be able to leverage or improve the dimension of Developing Professionalism, which will have implications for increasing the performance of permanent teachers in vocational schools in the Bandung area of Technology and Engineering.

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