

RESEARCH ARTICLE

Knowledge management practices and organizational commitment among employees of line-agencies in Sulu

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ABSTRACT

The study investigated the organizational commitment and knowledge management practices of line-agency employees in Sulu, Philippines during the Fiscal Year 2023. Quota sampling (n=200) was carried out to sample the participants. Descriptive-comparative analysis was conducted to analyze the organizational commitment and knowledge management competence of the employees. Findings of the study revealed that employees are highly competent in various aspects of knowledge management, including knowledge acquisition, sharing, creation, codification, and retention. For organizational commitment, the employees demonstrated a high level of commitment to their organization, work, profession, and group work. Further analysis indicated that some demographic profiles (i.e., age, appointment status, length of service, and educational attainment) mediated the knowledge management competence of the employees. Similarly, some profiles (i.e., appointment status, length of service, and educational attainment) mediated their organizational commitment. Linear correlation revealed that the commitment and knowledge management competence were highly but not significantly correlated. Organizations should continue to invest in training and development programs to sustain and further improve these competencies. This study observed the importance of continuous investment in employee development, personalized management practices, and integrated organizational strategies to optimize both knowledge management and employee commitment.

Keywords: cooperation; knowledge acquisition; knowledge management; knowledge sharing; organizational commitment

1. Introduction

In the context of societal transition towards a knowledge-based paradigm, organizations, including government agencies, are faced with the growing challenge of effectively leveraging the knowledge resources to generate long-lasting value.

The impact of transitioning to a digital economy and society on decision-making, learning, information and knowledge management, cooperation, and communication within organizations is significant. For example, corporate sustainability has evolved from being a mere strategic option to becoming an essential business for the long-term survival of companies^[1]. Accordingly, the use of traditional strategies to endure and maintain in the contemporary competitive landscape is no longer efficacious or satisfactory^[2,3]. Hence, the reassessment of organizational structures and approaches to leadership, knowledge, innovation, and

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learning is crucial for organizations, knowledge workers, and managers, despite the potential for disruptive change brought about by digitization.

The purpose of this study was to assess the knowledge of line-agency personnel in Sulu during the Fiscal Year 2023 and their commitment to their work and industry. Specifically, the study aimed to evaluate the extent to which these personnel understand and apply the principles and regulations relevant to their roles within the agency. Along with that, this study examined the commitment of these personnel to their work and industry, exploring factors such as job satisfaction, motivation, and dedication.

According to North and Kumta^[4], the transformation of knowledge management strategies is necessary to effectively respond to the challenges posed by digitally enabled co-creation and emerging business models. When conducting an analysis of organizational performance using a knowledge-based framework, it becomes evident that intangible factors play a significant role in determining outcomes. Kianto et al.^[5] draw on the foundational work of Schultz^[6] and Crook et al.^[7] to emphasize the critical role of human capital in organizational success. Human capital involves the knowledge, skills, motivation, and attitudes of employees, as well as their capacity to effectively utilize these attributes for the benefit of the organization. These qualities are essential for enhancing organizational performance and achieving strategic objectives. Kianto et al.^[5] build on this understanding to explore the specific ways in which human capital impacts the context under investigation in their study.

The concept of human intelligence, characterized by its individual, ingrained, and implicit nature, poses challenges in terms of its capture and codification^[5]. This poses a challenge when it comes to keeping tabs on it.

Organizational commitment is a significant mentality that plays a crucial role in fostering motivation, high morale, and a positive work environment. It has been observed that employees tend to demonstrate a higher level of commitment to the organization, consequently leading to an enhancement in the quality of their work. According to Yawson et al.^[8] and Mullins^[9], one method for assessing an employee's level of commitment to their occupation involves analyzing their degree of dedication. An alternative perspective on commitment can be characterized as the employee's perception of belonging and loyalty to their workplace^[8,10]. Their research indicates that attitudes that influence tardiness, attrition, and absenteeism are related to the levels of employee engagement and involvement.

North and Kumta^[4] noted that public institutions and non-governmental organizations are capitalizing to the knowledge and creativity of their employees is crucial for achieving their objectives and maintaining a competitive edge. The manifestation of globalization and technology has been significantly influenced by various factors. The correlation between a business's capacity to create value for customers by offering unique services and efficient operations and the specific blend of knowledge and skills it possesses has been widely studied. The identification of current and future stakeholder requirements is a key strategy for effectively leveraging information.

Comparatively, Yawson and Wonnia^[8] and Jones^[11] have discovered that dedicated employees exhibit a great deal of enthusiasm, have a firm grasp on the organization's objectives, and are utterly devoted to their supervisor. Extremely invested employees are less likely to resign and more likely to go above and beyond the call of duty, according to their research.

Building, providing, energizing, and maintaining appropriate knowledge environments are key components of knowledge management techniques that successfully manage corporate commitment and knowledge. This study evaluated the extent to which these personnel understand and apply the principles and regulations relevant to their roles within the agency especially in the context of policy guidelines, procedural

standards, and operational protocols critical to their functions. In addition to assessing knowledge, the study also explored the commitment of line-agency personnel to their work and industry.

2. Research question

This study aimed to assess the level of knowledge management practices and organizational commitment among employees of line-agencies in Sulu. This study aimed to address the following research questions:

- a) What was the knowledge in management practices among employees of line-agencies in Sulu based on acquisition, sharing creation, codification, and retention?
- b) How committed the employees of line-agencies in Sulu were in their organization, work, profession, and group work?
- c) Did the knowledge in management practices of employees of line-agencies in Sulu differ according to their demographic profiles?
- d) Did the commitment of line-agencies employees differ based on their demographic profile?
- e) Was there any correlation between knowledge in management practices and commitment of the employees of line-agencies in Sulu?

3. Literature review

Recent research by Candelario et al.^[12] examined the levels of job satisfaction and organizational commitment among government workers. The study surveyed fifty employees, with an equal representation of females, all working for a government agency in the northern region of the Philippines. The findings indicated that employees with a high level of commitment are more likely to put in extra effort at work. Additionally, the study revealed that government workers generally exhibit strong loyalty to their employers and report high levels of job satisfaction. Furthermore, the results showed that employees who experience high job satisfaction are more likely to remain loyal to their organization. This research highlights the positive correlation between job satisfaction and employee loyalty in the government sector.

Asio and Jimenez^[13] investigated a university in the Central Luzon region of the Philippines, focusing on factors such as the institutional environment, supervisory relationships, opportunities for professional growth, and staff satisfaction levels. The findings revealed that employees across different demographic groups were generally satisfied with their jobs and agreed with positive descriptions of their workplaces and the ideas presented. The study highlighted significant results regarding the quality of supervisory relationships, the organizational atmosphere, and opportunities for professional development, with notable differences observed based on demographic classifications. The analysis identified statistically significant correlations between several factors, including demographics, work environment, job satisfaction, supervisory rapport, and career growth opportunities. These results underscore the importance of a supportive institutional environment and effective supervisory relationships in enhancing employee satisfaction and professional development.

Manalo, de Castro and Uy^[14] investigated the impact of intrinsic motivation and job satisfaction on teachers' commitment to their work. The study focused on 1,098 private secondary school teachers in the Metro-Manila area. Data analysis methods included structural equation modelling (SEM) and descriptive statistics. The study found that teachers in this group were highly committed to their jobs, motivated, and loyal to their organizations. Moreover, the results indicated that teachers' levels of job satisfaction

significantly influenced their motivation, organizational commitment, and work engagement. The findings suggest that teachers who are deeply invested in their jobs and their organizations tend to experience higher levels of happiness and career success.

In 2019, Tindowen^[15] studied 215 professors from Catholic colleges in the Philippines to examine the impact of empowerment on organizational practices. Using a survey approach, they found that many teachers participated in programs promoting classroom empowerment. The results highlighted high levels of autonomy in scheduling, self-efficacy, career advancement, status, and impact. The survey revealed that faculty members were highly satisfied with their employment, professional growth opportunities, classroom effectiveness, and influence on students and the school environment. However, they had limited autonomy in determining their working hours and course schedules, and their involvement in institutional decision-making was constrained. Despite these limitations, the professors displayed positive organizational behaviors, such as strong job engagement, good relationships with managers, and deep commitment to their employers and the teaching profession.

According to Lacap^[16], employee engagement mediates the relationship between transformational leadership and the likelihood of partnership termination. The study utilized convenience sampling following standard operating procedures for subject selection, involving academic and administrative departments across three institutions in Pampanga, Philippines. This quantitative, causal research aimed to examine the connections between transformational leadership, employee engagement, and the intention to resign. Using Partial Least Squares Structural Equation Modeling (PLS-SEM) for data analysis, the study found a statistically significant negative relationship between transformational leadership and the likelihood of employees tendering resignations. The results indicated a strong positive correlation between transformational leadership and employee engagement. Additionally, employee engagement was shown to have a strong inverse relationship with resignation intentions, justifying its role in mediating the link between transformational leadership and resignation intention, despite its moderate effect size.

Aban et al.^[17] conducted a study to analyze the relationship between telecommuting and various factors such as job satisfaction, organizational commitment, perceived organizational support, and overall job satisfaction in the National Capital Region (NCR). The study aimed to understand how remote workers in the NCR assess their employer's support, their general job satisfaction, and the impact of their perceptions of organizational support on their loyalty and job happiness. The survey involved 200 telecommuters from various industries including advertising, banking, multimedia, information technology, and business process outsourcing (BPO) in the National Capital Area. The results indicated a positive correlation between telecommuters' feelings of job satisfaction and commitment to their employer with their perceptions of organizational support. The empirical data supported the proposed model, suggesting a significant relationship between telecommuting, organizational support, job satisfaction, and commitment among remote workers in the NCR.

Batugal and Tindowen^[18] conducted a study to investigate the influence of organizational culture on the happiness and dedication of faculty members in Catholic colleges in the Philippines. The study found that clan culture is prevalent among Catholic universities in the Philippines. Despite this, teachers report high levels of job satisfaction and demonstrate significant dedication to their schools. The researchers also observed that teachers' sense of belonging to a clan had a positive impact on their job happiness and contributed to their commitment to the school.

Castaño et al.^[19] conducted a research study to explore the relationship between different forms of leadership, psychological capital, and employee engagement in the workplace. The participants were

recruited from three high-tech enterprises in the Chinese province of Henan, each with a minimum of one year of experience at their respective organizations. The study, conducted from August to October 2014 in collaboration with the human resources departments of the selected firms, utilized a four-month cross-lagged design to mitigate common method bias. Both transformational and transactional leadership styles were found to positively impact psychological capital and workplace engagement. However, transformational leadership demonstrated greater predictive accuracy for both factors compared to transactional leadership. Furthermore, psychological capital was identified as a mediator in the relationship between leadership styles and employee engagement. Overall, the study underscores the importance of leadership styles in fostering psychological capital and engagement among employees in high-tech enterprises.

Rehman et al.^[20] conducted a study to assess the impact of the knowledge management process on knowledge-based innovation among Malaysian academic researchers during the COVID-19 pandemic. Using a random sampling technique, data were collected from 382 academic researchers through self-administered questionnaires. The study revealed a positive and significant relationship between the knowledge management process and knowledge-based innovation among academic researchers during the pandemic. Furthermore, knowledge workers' productivity was found to mediate this relationship, highlighting its role as a crucial factor. Specifically, knowledge sharing emerged as a key driver of knowledge-based innovation, presenting a significant challenge and opportunity for management disciplines worldwide amidst the pandemic.

Zeb et al.^[21] conducted a study to examine the impact of organizational justice on job performance intention, mediated by high-performance human resource practices (HPHRPs) in the context of a developing environment. The findings revealed a significant direct and indirect influence of distributive justice on job performance, mediated by selective staffing and extensive training. Similarly, procedural justice demonstrated both direct and indirect effects on job performance, mediated by incentive rewards. However, interactional justice, result-oriented appraisal, and employment security showed insignificant influences on job performance. The study emphasizes the importance of synergizing organizational justice to enhance job performance. The results contribute to the existing body of knowledge on job performance in both developed and developing countries.

Zeb et al.^[22] investigated the application of Competing Values Framework (CVF) model of organizational culture and job performance, mediated by high-performance human resource (HPHR) practices. Employing a quantitative research approach, data were collected through structured questionnaires from employees of a public telecom company in Pakistan. The findings revealed that three culture typologies of the CVF—adhocracy, market, and clan culture—had significant effects on job performance, while hierarchy culture showed an insignificant influence. The study also found that extensive training and incentive rewards partially mediated the relationships between market culture and job performance. Additionally, selective staffing and extensive training partially mediated the relationships between clan culture, market culture, and job performance.

4. Methodology

4.1. Research design

This study carried out descriptive-comparative analysis to assess the knowledge management practices employed by the employees of line agencies in Sulu, Philippines. This study also determined their commitment to their work and industry.

Descriptive analysis is a statistical method used to summarize and describe the characteristics of a dataset. Through descriptive analysis, researchers can identify patterns, trends, and relationships within the data without making inferences or drawing conclusions about the broader population^[23-25]. In this study, descriptive analysis was used to analyze the commitment and the knowledge management competence of the employees.

Comparative analysis is used to compare different elements within a dataset or between multiple datasets. It involves examining similarities and differences to identify patterns, trends, or relationships across variables, groups, or contexts. This study employed comparative analysis in determining whether the commitment and knowledge management competence of the line agencies employees differed based on their demographic profile.

4.2. Participants

This study was conducted in different line-agencies operating in Sulu throughout the Fiscal Year 2023, with employees serving as respondents. These line-agencies fall under the direct administration and supervision of both the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM) Regional Office and the National/Central Office.

The participants were regular employees of line-agencies in the region. Quota sampling (n=200) was used to sample the participants. In this method, the researcher established specific quotas for various subgroups within the population based on predetermined criteria *i.e.*, current employee of line-agencies, in legal age. Quota sampling does not involve random selection, as participants are purposefully chosen to meet the predetermined quotas. In the case provided, a quota of 200 participants was selected based on predetermined criteria to ensure adequate representation of relevant subgroups within the population.

4.3. Research instrument

The primary tool utilized in this study to collect data on the work attitudes and organizational commitment of faculty members in HEIs in Sulu was a survey questionnaire. This instrument was adapted and structured, drawing partly from standardized questionnaires developed by Kianto et al.^[5] on Knowledge Management Practices and Organizational Commitment^[9,10]. (Mullins, 1999; Mowday et al., 1985).

The questionnaire comprised three main sections. The first part focused on gathering demographic information about the respondents, including gender, age, length of service, and educational attainment. The second part aimed to assess the extent of knowledge management, covering dimensions such as Knowledge Acquisition, Knowledge Sharing, Knowledge Creation, Knowledge Codification, and Knowledge Retention. The third part of the questionnaire gathered data on organizational commitment, exploring sub-categories such as commitment to the organization, commitment to work, commitment to one's profession, and commitment to group work.

To measure these variables, a 5-point Likert scale was employed, allowing respondents to express their opinions or perceptions on the extent of knowledge management and organizational commitment.

The reliability of the questionnaire used in this study was assessed through the calculation of Cronbach's alpha coefficient, a measure of internal consistency. A high Cronbach's alpha value indicates that the items within each section of the questionnaire are closely related and consistently measure the same underlying construct. In this study, Cronbach's alpha was computed for each section of the questionnaire, including the dimensions of knowledge management and organizational commitment. The results revealed that all sections of the questionnaire demonstrated high internal consistency, with Cronbach's alpha values exceeding the commonly accepted threshold of 0.70.

4.4. Research procedure

To ensure a structured and compliant approach to data collection, the researcher followed the established protocol for data gathering set forth by the graduate studies department at Sulu State College. This involved obtaining permission to conduct the survey in accordance with the department's guidelines. Subsequently, to ensure the smooth implementation of the study's instrument at the designated research site, the researcher sought approval from the dean of the graduate studies department.

Once the necessary permissions were secured, the researcher proceeded with the survey at the designated research site. The data collection process orientation with an orientation session, during which clear instructions were provided to all participants regarding the proper procedures for distributing and collecting the research instrument. Participants were encouraged to carefully review and understand all items in the questionnaire, emphasizing the importance of providing honest responses to each item. This systematic approach aimed to ensure the integrity and reliability of the data collected for the study.

4.5. Data analysis

This study employed a comprehensive statistical analysis to interpret and evaluate empirical data effectively. The analysis was conducted using Jeffrey's Amazing Statistics Program (JASP) version 0.18.2, a user-friendly, open-source software tool supported by the University of Amsterdam.

To compare different groups or categories, percentage analysis was utilized. This approach helped assess the proportions of respondents across various demographic groups. Also, the weighted mean was calculated to determine the average values within the dataset. Each value was multiplied by a corresponding weight, reflecting its significance or relevance, to derive composite means for all items or statements. This study used the descriptors in **Table 1** to interpret the computed mean scores from participants' responses.

Table 1. Descriptors for mean scores.

Rating Scale	Scale Value	Description	Interpretation
<i>Knowledge Management Competence</i>			
5	4.50-5.00	Strongly Agree	Very High
4	3.50-4.49	Agree	High
3	2.50-3.49	Moderately Agree	Moderate
2	1.50-2.49	Disagree	Low
1	1.00-1.49	Strongly Disagree	Very Low
<i>Organizational Commitment</i>			
5	4.50-5.00	Strongly Agree	Very High
4	3.50-4.49	Agree	High
3	2.50-3.49	Moderately Agree	Moderate
2	1.50-2.49	Disagree	Low
1	1.00-1.49	Strongly Disagree	Very Low

For inferential analysis, the study employed the Student's t-test and Analysis of Variance (ANOVA). Student's t-test was used to evaluate significant differences between the means of two independent groups, particularly useful for smaller sample sizes. It helped determine if observed differences were statistically significant. ANOVA was utilized to examine significant differences among the means of three or more independent groups. Unlike the pairwise comparisons facilitated by the t-test, ANOVA assesses variances

within and between multiple groups simultaneously, providing insights into whether group means differ more than expected by chance alone.

For correlation analysis, this study used Pearson product-moment correlation coefficient r (Pearson's r) to evaluate the level of association between the commitment and knowledge in management practices. This coefficient ranges from -1 to +1. A value of +1 indicates a perfect positive linear relationship, meaning that as one variable increases, the other also increases proportionally. Conversely, a value of -1 signifies a perfect negative linear relationship, where one variable increases as the other decreases. A value of 0 implies no linear relationship between the variables.

5. Results

Question 1. What was the knowledge in management practices among employees of line-agencies in Sulu based on acquisition, sharing creation, codification, and retention?

This study analyzed the knowledge management competence of line-agency employees in Sulu, Philippines. Descriptive analysis in **Table 2** revealed that the line-agencies employees were highly competent (\bar{x} =4.2504; S.D.=0.5214) in knowledge management. Specifically, they were highly competent in metrics knowledge acquisition (\bar{x} =4.3620; S.D.=0.49739), knowledge sharing (\bar{x} =4.3871; S.D.=0.4653), knowledge creation (\bar{x} =4.125; S.D.=0.6486), knowledge codification (\bar{x} =4.141; S.D.=0.69247), and knowledge retention (\bar{x} =4.237; S.D.=0.5675).

Table 2. Knowledge management competence of line-agency employees.

Knowledge Acquisition	Mean	S.D.	Rating
1 I easily find information needed in my work from sources outside my organization	4.2800	0.59445	High
2 I get much important information from collaboration partners outside my organization.	4.0500	0.76841	High
3 I solicit new knowledge from my coworkers based on their experience and knowhow that helped me follow up my assigned tasks.	4.5250	0.52989	Very High
4 I ask for knowledge and expertise from my co-workers.	4.4700	0.67183	High
5 I ask for source knowledge from experts.	4.4850	0.61781	High
Composite	4.3620	0.49739	High
Knowledge Sharing			
1 I am able to effectively and efficiently communicate with my coworkers.	4.5700	0.57161	Very High
2 My coworkers are open and honest with each other.	4.4450	0.63164	High
3 Communication is strong and ideas are freely shared between employees.	4.4800	0.57555	High
4 Collaborating and communicating with coworkers in different departments and roles is something I do without any problem.	4.3300	0.55010	High
5 Every department and section of the company works together in harmony.	4.0950	0.80574	High
6 Members of our team teach and learn from one another.	4.2950	0.57413	High
7 We value and listen to diverse perspectives in our organization.	4.4950	0.63402	High
Composite	4.3871	0.46531	High
Knowledge Creation			
1 There is easy access to data on the progress, outcomes, and issues of many projects.	4.1750	0.68316	High
2 It is strongly advised that employees actively seek out information from sources outside of their business.	4.0300	0.76290	High
3 Information on the external operating environment is continuously being gathered by my company.	4.0150	0.85347	High

Knowledge Acquisition		Mean	S.D.	Rating
4	Ideas for growth are regularly utilized by our company.	4.1350	0.72067	High
5	Blogs, discussion forums, and other innovative means of information exchange are created and promoted by our company.	4.2050	0.73872	High
6	Staff and upper management are able to more easily exchange information when there is middle management.	4.2000	0.63404	High
7	Customers are often involved in our innovation processes, which include creating new products, services, or solutions.	4.0900	0.69593	High
8	Members may share their thoughts and feelings about the workplace in our learning groups.	4.1500	0.72811	High
Composite		4.1250	0.64861	High
Knowledge Codification				
1	I easily find the documents and files needed in my work.	4.2100	0.78035	High
2	Access to previously created solutions and documents is effortless.	4.2100	0.76736	High
3	Working with electronic communication (e.g., email) is effortless for me.	4.1450	0.71169	High
4	We have information systems that are both relevant and efficient in our company.	4.1050	0.69743	High
5	Efficient use of information systems is accomplished.	4.0350	0.93711	High
Composite		4.1410	0.69247	High
Knowledge Retention				
1	We urge experienced employees to share and transmit their skills when they depart.	4.0350	0.84102	High
2	Getting new hires up to speed on their duties is one of the many goals of mentoring and coaching programs.	4.4150	0.68931	High
3	Collaborative knowledge exchange is promoted by this organization.	4.3000	0.61799	High
4	Everyone on staff is urged to be transparent when it comes to sharing reports and information pertaining to their job.	4.1650	0.66331	High
5	People in the company talk to one another about their jobs, both the good times and the bad.	4.2700	0.63174	High
Composite		4.2370	0.56749	High
Knowledge Management Competence		4.2504	0.52140	High
Legend: (5) 4.50-5.0=Very High; (4) 3.50 – 4.49=High; (3) 2.50 – 3.49=Moderate; (2) 1.50 – 2.49=Low; (1) 1.00 – 1.49=Very Low				

Table 2. (Continued).

Question 2. How committed the employees of line-agencies in Sulu were in their organization, work, profession, and group work?

Presented in **Table 3**, this study determined the commitment level of line-agency employees in Sulu, Philippines. Descriptive analysis indicated that the employees were generally committed (\bar{x} =4.2739; S.D.=0.5246) to their work and industry. Specifically, this study identified that the employees of line-agency in Sulu, Philippines were highly committed to their organization (\bar{x} =4.3406; S.D.=0.55896), work (\bar{x} =4.2593; S.D.= 0.55874), profession (\bar{x} =4.2158; S.D.= 0.6098), and in group work (\bar{x} =4.280; S.D.=0.5897).

Table 3. Commitment of line-agency employees.

Commitment to Organization		Mean	S.D.	Rating
1	I work hard for the best interests of this school.	4.4650	0.60048	High
2	I am willing to handle other work not related to my specialization in order to stay in this agency.	4.3600	0.65770	High
3	I am proud of the school where I work now.	4.4000	0.69456	High
4	I am happy with my school head's attitudes, reasonable demands and full of support, encouragement and appreciation.	4.2000	0.65739	High
5	I prefer working at this school even though I have opportunities to work at other schools.	4.4100	0.61953	High
6	The appreciation displayed by the school motivates me to do my best to contribute to my school development.	4.2250	0.66829	High
7	I am satisfied with the kind of relationships existing among the school head, teachers and other personnel.	4.3950	0.62524	High
8	I am concerned and interested with the future of this school.	4.1850	0.68051	High
9	I consider this school as the best one among the others.	4.4250	0.65308	High
Composite		4.3406	0.55896	High
Commitment to Work				
1	I spend time with the students/clients on activities related to my work even outside the classroom/office.	4.1700	0.72368	High
2	I look for opportunities to conduct extra work when regular teaching/working hours are not enough.	4.2800	0.59445	High
3	I make sure that my work starts and ends on time.	4.3100	0.75946	High
4	I accomplish my job with enthusiasm.	4.3100	0.68281	High
5	I get information about my students'/ clientele's family background, needs and interests.	4.2550	0.67249	High
6	I try to do my best to help the low performing students/unsatisfied clienteles.	4.2150	0.71507	High
7	I enjoy teaching/working.	4.2750	0.77614	High
Composite		4.2593	0.55874	High
Commitment to One's Profession				
1	I consider the choice of becoming a teacher /office personnel as the best decision in my life.	4.1650	0.73517	High
2	I am proud of being a teacher/ office personnel.	4.3200	0.78144	High
3	I regard the values of my present profession more important than those of other professional values.	4.0000	1.0124	High
4	I consider my present profession as the best for working life.	4.4100	0.68867	High
5	I desire to be well-known in my present profession.	4.1850	0.72346	High
6	I like to continue my present work even though I don't need to work for money.	4.2150	0.70088	High
Composite		4.2158	0.60976	High
Commitment to Group Work				
1	I am pleased to interact with other teachers/ personnel during break/lunch time.	4.2250	0.72595	High
2	I am proud of my fellow workers in this school.	4.4400	0.71340	High
3	I think the other teachers/workers in this school regard me as a close friend.	4.2600	0.66680	High
4	I consider the other teachers/workers in this school as my best friends.	4.2650	0.66103	High
5	I have a close relationship with the teachers/ workers out of the school.	4.2600	0.66680	High
6	I feel like the other teachers'/workers' close friends in this school.	4.2300	0.62373	High
Composite		4.2800	0.58973	High
Commitment Level		4.2739	0.52461	High

Question 3. Did the knowledge in management practices of employees of line-agencies in Sulu differ according to their demographic profiles?

Findings in **Table 4** revealed that the knowledge management competence of line-agencies employees in Sulu, Philippines did not differ based on their sex. This study determined that no significant difference on the knowledge management competence in knowledge acquisition ($t=-0.428$; $p=0.669$), knowledge sharing ($t=-1.661$; $p=0.098$), knowledge creation ($t=0.686$; $p=0.493$), knowledge codification ($t=-0.260$; $p=0.795$), and knowledge retention ($t=-0.356$; $p=0.799$). Consequently, it was evident in this study that sex variable did not mediate the competence of line-agency employees in Sulu, Philippines.

Table 4. Knowledge in management practices based on sex.

Variables		Mean	S. D.	Mean Difference	<i>t</i>	Sig.	Description
Knowledge acquisition	Male	4.3448	0.48483	-0.03039	-0.428	0.669	Not Significant
	Female	4.3752	0.50859				
Knowledge sharing	Male	4.3251	0.47913	-0.10977	-1.661	0.098	Not Significant
	Female	4.4349	0.45070				
Knowledge creation	Male	4.1609	0.53880	0.06357	0.686	0.493	Not Significant
	Female	4.0973	0.72305				
Knowledge codification	Male	4.1264	0.59854	-0.02578	-0.260	0.795	Not Significant
	Female	4.1522	0.75936				
Knowledge retention	Male	4.2253	0.51562	-0.02073	-0.256	0.799	Not Significant
	Female	4.2460	0.60652				

*Significant at $\alpha=0.05$

Findings in **Table 5** indicated that there were significant differences on the knowledge management competence of the line-agency employees in Sulu, Philippines. Specifically, this study found out that there was significant difference on the knowledge acquisition ($F=3.134$; $p=0.046$), knowledge sharing ($F=6.162$; $p=0.003$), knowledge creation ($F=3.388$; $p=0.036$), knowledge codification ($F=4.598$; $p=0.011$), and knowledge retention ($F=5.449$; $p=0.005$). This means that the age of employees of line-agencies in Sulu, Philippines could mediate their knowledge management competence.

Table 5. Knowledge in management practices based on age.

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Knowledge acquisition	Between Groups	1.518	2	0.759	3.134	0.046*	Significant
	Within Groups	47.713	197	0.242			
	Total	49.231	199				
Knowledge sharing	Between Groups	2.537	2	1.268	6.162	0.003*	Significant
	Within Groups	40.549	197	0.206			
	Total	43.085	199				
Knowledge creation	Between Groups	2.784	2	1.392	3.388	0.036*	Significant

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Knowledge codification	Within Groups	80.935	197	0.411			
	Total	83.719	199				
	Between Groups	4.256	2	2.128	4.598	0.011*	Significant
	Within Groups	91.168	197	0.463			
	Total	95.424	199				
	Between Groups	3.359	2	1.680	5.449	0.005*	Significant
Knowledge retention	Within Groups	60.727	197	0.308			
	Total	64.086	199				

*Significant at $\alpha=0.05$

Table 5. (Continued).

Findings in **Table 6** indicated that there were significant differences on the knowledge management competence of line-agency employees in Sulu, Philippines based on their appointment status. Specifically, this study found out that knowledge acquisition ($F=23.116$; $p=0.000$), knowledge sharing ($F=27.728$; $p=0.000$), knowledge creation ($F=17.195$; $p=0.000$), knowledge codification ($F=23.897$; $p=0.000$), and knowledge retention ($F=12.971$; $p=0.000$) differed based on the appointment status of the employees. This further means that the appointment status of the employees could mediate their knowledge management competence.

Table 6. Knowledge in management practices based on appointment status.

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Knowledge acquisition	Between Groups	9.358	2	4.679	23.116	0.000*	Significant
	Within Groups	39.874	197	0.202			
	Total	49.231	199				
Knowledge sharing	Between Groups	9.464	2	4.732	27.728	0.000*	Significant
	Within Groups	33.621	197	0.171			
	Total	43.085	199				
Knowledge creation	Between Groups	12.443	2	6.221	17.195	0.000*	Significant
	Within Groups	71.276	197	0.362			
	Total	83.719	199				
Knowledge codification	Between Groups	18.631	2	9.315	23.897	0.000*	Significant
	Within Groups	76.793	197	0.390			
	Total	95.424	199				
Knowledge retention	Between Groups	7.457	2	3.729	12.971	0.000*	Significant
	Within Groups	56.629	197	0.287			
	Total	64.086	199				

*Significant at $\alpha=0.05$

Findings in **Table 7** revealed that there were significant differences on the knowledge management competence of the line-agency employees in Sulu, Philippines in terms of their length of service. Specifically, this study found out that the knowledge acquisition ($F=9.184$; $p=0.000$), knowledge sharing ($F=5.881$; $p=0.001$), knowledge creation ($F=9.447$; $p=0.000$), knowledge codification ($F=5.851$; $p=0.001$), and knowledge retention ($F=9.571$; $p=0.000$) differed based on their length of service. Consequently, the length of service of employees could potentially mediate their knowledge management competence.

Table 7. Knowledge in management practices based on length of service.

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Knowledge acquisition	Between Groups	6.068	3	2.023	9.184	0.000*	Significant
	Within Groups	43.163	196	0.220			
	Total	49.231	199				
Knowledge sharing	Between Groups	3.558	3	1.186	5.881	0.001*	Significant
	Within Groups	39.527	196	0.202			
	Total	43.085	199				
Knowledge creation	Between Groups	10.576	3	3.525	9.447	0.000*	Significant
	Within Groups	73.142	196	0.373			
	Total	83.719	199				
Knowledge codification	Between Groups	7.844	3	2.615	5.851	0.001*	Significant
	Within Groups	87.580	196	0.447			
	Total	95.424	199				
Knowledge retention	Between Groups	8.189	3	2.730	9.571	0.000*	Significant
	Within Groups	55.897	196	0.285			
	Total	64.086	199				

*Significant at $\alpha=0.05$

Findings in **Table 8** indicated that there were significant differences on the knowledge management competence of the line-agency employees in Sulu, Philippines in terms of their educational attainment. Specifically, this study identified that there was significant difference on the knowledge acquisition ($F=3.134$; $p=0.046$), knowledge sharing ($F=6.162$; $p=0.003$), knowledge creation ($F=3.388$; $p=0.036$), knowledge codification ($F=4.598$; $p=0.011$), and knowledge retention ($F=5.449$; $p=0.005$) based on the employees' educational attainment. This could mean that their educational attainment might have relevant impact on their overall knowledge management competence in workplace.

Table 8. Knowledge in management practices based on educational attainment.

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Knowledge acquisition	Between Groups	7.193	4	1.798	8.342	0.000*	Significant
	Within Groups	42.038	195	0.216			
	Total	49.231	199				
Knowledge sharing	Between Groups	6.154	4	1.539	8.124	0.000*	Significant
	Within Groups	36.931	195	0.189			
	Total	43.085	199				
Knowledge creation	Between Groups	14.858	4	3.714	10.518	0.000*	Significant
	Within Groups	68.861	195	0.353			
	Total	83.719	199				
Knowledge codification	Between Groups	10.453	4	2.613	5.997*	0.000*	Significant
	Within Groups	84.971	195	0.436			
	Total	95.424	199				
Knowledge retention	Between Groups	11.027	4	2.757	10.132	0.000*	Significant
	Within Groups	53.059	195	0.272			
	Total	64.086	199				

*Significant at $\alpha=0.05$

Question 3. Did the commitment of line-agencies employees differ based on their demographic profile?

Findings in **Table 9** indicated that no significant difference observed on the commitment level of line-agency employees in Sulu, Philippines according to their sex. Specifically, no significant difference observed on their commitment to organization ($t=-0.019$; $p=0.985$), commitment to work ($t=-0.033$; $p=0.974$), commitment to profession ($t=-0.065$; $p=0.948$), and commitment to group work ($t=0.597$; $p=0.551$). Findings suggested that sex variable might not mediate the overall commitment of the employees in line-agencies in Sulu, Philippines.

Table 9. Commitment level based on sex.

VARIABLES		Mean	S. D.	Mean Difference	t	Sig.	Description
Commitment to organization	Male	4.3397	0.57119	-0.00148	-0.019	0.985	Not Significant
	Female	4.3412	0.55192				
Commitment to work	Male	4.2578	0.53401	-0.00263	-0.033	0.974	Not Significant
	Female	4.2604	0.57942				
Commitment to one's profession	Male	4.2126	0.63931	-0.00565	-0.065	0.948	Not Significant
	Female	4.2183	0.58887				
Commitment to group work	Male	4.3084	0.64175	0.05032	0.597	0.551	Not Significant
	Female	4.2581	0.54826				

*Significant at $\alpha=0.05$

Findings in **Table 10** suggested that no significant difference observed on the commitment level of line-agency employees in Sulu, Philippines based on their age. Specifically, this study found out that the commitment to organization (F=1.319; p=0.270), commitment to work (F=1.028; p=0.359), commitment to profession (F=2.140; p=0.120), and commitment to group work (F=1.275; p=0.282) were relatively equal across age groups. This indicates that the age of line-agency employees less likely mediated their overall organizational commitment.

Table 10. Commitment level based on age.

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Commitment to organization	Between Groups	0.821	2	0.411	1.319	0.270	Not Significant
	Within Groups	61.353	197	0.311			
	Total	62.175	199				
Commitment to work	Between Groups	0.642	2	0.321	1.028	0.359	Not Significant
	Within Groups	61.484	197	0.312			
	Total	62.126	199				
Commitment to one's profession	Between Groups	1.573	2	0.787	2.140	0.120	Not Significant
	Within Groups	72.415	197	0.368			
	Total	73.989	199				
Commitment to group work	Between Groups	0.885	2	0.442	1.275	0.282	Not Significant
	Within Groups	68.324	197	0.347			
	Total	69.209	199				

*Significant at $\alpha=0.05$

Findings in **Table 11** revealed that there were significant differences observed on the commitment level of line-agency employees in Sulu, Philippines in terms of the appointment status. Findings indicated that their commitment to organization (F=31.351; p=0.000), commitment to work (F=17.452; p=0.000), commitment to profession (F=23.462; p=0.000), and commitment to group work (F=23.548; p=0.000). This could mean that the appointment status of line-agency employees did not mediate their overall organizational commitment.

Table 11. Commitment level based on appointment status.

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Commitment to organization	Between Groups	15.011	2	7.506	31.351	0.000*	Significant
	Within Groups	47.163	197	0.239			
	Total	62.175	199				
Commitment to work	Between Groups	9.350	2	4.675	17.452	0.000*	Significant
	Within Groups	52.775	197	0.268			
	Total	62.126	199				

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Commitment to one's profession	Between Groups	14.233	2	7.117	23.462	0.000*	Significant
	Within Groups	59.756	197	0.303			
	Total	73.989	199				
Commitment to group work	Between Groups	13.353	2	6.677	23.548	0.000*	Significant
	Within Groups	55.856	197	0.284			
	Total	69.209	199				

*Significant at $\alpha=0.05$

Table 11. (Continued).

Findings in **Table 12** indicated that there were significant differences on the commitment level of line-agency employees in Sulu, Philippines based on their length of service. Specifically, this study found out that the commitment to organization ($F=3.136$; $p=0.027$), commitment to work ($F=4.792$; $p=0.003$), commitment to profession ($F=7.472$; $p=0.000$), and commitment to group work ($F=3.975$; $p=0.009$). This means that the length of service could be a factor for having organizational commitment.

Table 12. Commitment level based on length of service.

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Commitment to organization	Between Groups	2.847	3	0.949	3.136	0.027*	Significant
	Within Groups	59.327	196	0.303			
	Total	62.175	199				
Commitment to work	Between Groups	4.246	3	1.415	4.792	0.003*	Significant
	Within Groups	57.880	196	0.295			
	Total	62.126	199				
Commitment to one's profession	Between Groups	7.593	3	2.531	7.472	0.000*	Significant
	Within Groups	66.395	196	0.339			
	Total	73.989	199				
Commitment to group work	Between Groups	3.970	3	1.323	3.975	0.009*	Significant
	Within Groups	65.239	196	0.333			
	Total	69.209	199				

*Significant at $\alpha=0.05$

Findings in **Table 13** suggested that the commitment level of line-agency employees in Sulu, Philippines differed based on their educational attainment. This study found out that there was significant difference on the commitment to organization ($F=5.329$; $p=0.000$), commitment to work ($F=8.442$; $p=0.000$), commitment to profession ($F=7.021$; $p=0.000$), and commitment to group work ($F=6.514$; $p=0.000$). Essentially, the educational attainment of the employees could also mediate their organizational commitment.

Table 13. Commitment level based on educational attainment.

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Commitment to organization	Between Groups	6.127	4	1.532	5.329	0.000*	Significant
	Within Groups	56.048	195	0.287			
	Total	62.175	199				
Commitment to work	Between Groups	9.151	4	2.288	8.422	0.000*	Significant
	Within Groups	52.974	195	0.272			
	Total	62.126	199				
Commitment to one's profession	Between Groups	9.315	4	2.329	7.021	0.000*	Significant
	Within Groups	64.674	195	0.332			
	Total	73.989	199				
Commitment to group work	Between Groups	8.157	4	2.039	6.514	0.000*	Significant
	Within Groups	61.052	195	0.313			
	Total	69.209	199				

*Significant at $\alpha=0.05$

Question 5. Was there any correlation between knowledge in management practices and commitment of the employees of line-agencies in Sulu?

Correlational analysis in **Table 14** revealed that there was no significant correlation ($r=0.903$; $p=0.661$) between the commitment and knowledge management competence of the line-agency employees in Sulu, Philippines. Notably, the commitment and knowledge management competence were highly correlated. In essence, this could mean that commitment level of the employee does not solely interact with their organizational knowledge management.

Table 14. Correlation analysis.

Variables		Pearson <i>r</i>	Sig	Description
Independent	Independent			
Commitment	Knowledge Management Competence	0.903	0.661	Nearly Perfect

*Correlation Coefficient is significant at alpha .05

Correlation Coefficient Scale: 0.0-0.1=Nearly Zero; 0.1-0.30=Low; .3-0.5 0=Moderate; .5-0.7-0=High; .7-0.9=Very High; 0.9-1=Nearly Perfect

5. Discussion

Question 1. What was the knowledge in management practices among employees of line-agencies in Sulu based on acquisition, sharing creation, codification, and retention?

Employee feedback indicates that Sulu's line agencies are adept at proactively disseminating pertinent information to the appropriate individuals at the optimal moment, as well as facilitating knowledge exchange

among staff members to enhance organizational performance. The manner in which line agencies on Sulu approach knowledge acquisition, retention, sharing, creation, and codification is an illustration of this strategy in action. Employees exercise considerable autonomy in assessing the character of the ultimate product. The employees exhibit a robust sense of affiliation with the organization and actively engage in its routine operations.

This approach may potentially enhance the self-confidence, communication skills, and overall productivity of employees, as supported by the results obtained from the research conducted by Sabdani-Asiri^[26]. The employees' profound sense of affiliation and dedication to the organization is evident. The availability of current information, the promotion and facilitation of collaboration, and the exchange of ideas are all outcomes of management expertise. Knowledge potential management is an effective method for enhancing organizational performance. In addition, it facilitates the modeling of modern cultural shifts and innovation, both of which are essential for the expansion of the organization and its ability to adapt to shifting market demands.

Question 2. How committed the employees of line-agencies in Sulu were in their organization, work, profession, and group work?

The respondents to the survey expressed a significantly greater perception of their own competence in influencing the caliber of job performance when compared to other line agencies in Sulu. Employees exhibit a heightened sense of affiliation and demonstrate greater commitment to the day-to-day functioning of the institution. The organizational commitment of an individual can be conceptualized as the extent to which they are devoted and invested in their job and the organization at large. This theory is consistent with the findings of Loan^[27], which demonstrated that work satisfaction positively impacted job performance, even when organizational commitment was controlled for. Additionally, workers demonstrate substantial degrees of organizational identification and loyalty. The numerous factors that discourage professionals from seeking employment elsewhere and instead choose to remain with the same organization are also addressed.

Question 3. Did the knowledge in management practices of employees of line-agencies in Sulu differ according to their demographic profiles?

Both male and female instructors reached the same conclusion when queried about the extent to which knowledge management strategies were implemented by line agencies in Sulu. The results indicate that male employees may have a greater capacity than their female counterparts to evaluate the knowledge management practices implemented by line agencies in Sulu; conversely, the opposite may also hold true. Therefore, it can be deduced that the gender variable had no substantial impact on the extent to which employees of line agencies in Sulu evaluated the execution of knowledge management methods. Line agency respondents in Sulu who were below 30 years old possessed more effective methods for evaluating the quality of knowledge management procedures.

The ability of permanently appointed personnel to evaluate the status of knowledge management processes across all line agencies in Sulu is enhanced. The assessment of the extent to which line agencies in Sulu employ knowledge management strategies revealed that personnel with six to ten years of experience exhibited superior performance^[28]. (Chavez et al., 2024). Their ability to improve their proficiency in literature and language aligns with this line of reasoning. Expert-level respondents were more capable of evaluating the knowledge management practices implemented by the line agency in Sulu. Age is strongly correlated with the subsequent variables, according to research by Paudel^[29]—credentials, knowledge acquisition and dissemination; knowledge usage and generation; and experiences and knowledge acquisition and dissemination.

Question 4. Did the commitment of line-agencies employees differ based on their demographic profile?

When it comes to the way line-agencies evaluate organizational commitment, the poll found no difference between male and female Sulu instructors. This demonstrates that being a male could not provide any advantages when assessing commitment compared to being a woman. Employees' levels of dedication are unaffected by the age span in which they provide their responses. People in the age classes of 31–40, 41–50, and 51 and above would all have a hard time comprehending commitment. Additionally, impermanent appointee status impacts the evaluation of commitment. Educator-respondents who possess a decade-plus of experience are also more likely to achieve favorable evaluation results, and it is expected that they will participate in ongoing professional development (CPD) to accrue training credits.

The findings of Chavez^[23] corroborate this notion. The relationship between understanding and work participation was moderated at particular values by "organizational commitment"; teacher-respondents holding master's and doctoral degrees also possessed a more comprehensive understanding of commitment. Consistent with the findings of the research investigating the positive influence of "understanding" on work engagement^[30], this notion holds true. Numerous demographic characteristics, including duration of service, age, gender, education level, and job position, designation, and employment status, were found to be both positively and negatively correlated with the three categories of organizational commitment.

Question 5. Was there any correlation between knowledge in management practices and commitment of the employees of line-agencies in Sulu?

The results suggest that the same group of teacher-respondents who gave high ratings to the amount of knowledge management procedures also gave high ratings to the organizational commitment among Sulu's line agencies. In accordance with that, Demaki^[31] conducted a study that revealed a significant association between the job performance of personnel in line-agencies in Sulu and the level of human resource policies implemented. Public institutions of higher education should implement and enhance policies regarding staff training and development, as well as recruitment and selection, in order to improve the work attitudes of employees.

In all line agencies of Sulu, a strong correlation has been observed between the level of organizational commitment and the implementation of knowledge management strategies. Through a thorough investigation, it was discovered that there exists a noteworthy and statistically significant correlation between human resources regulations and the self-perceptions of employees regarding their own performance. The presence of a productive and engaged workforce is widely recognized as a crucial element for the success of any organization. In order to optimize the performance of employees, it is imperative to implement effective and efficient human resources practices.

6. Conclusion

The purpose of this study was to analyze the organizational commitment of the line-agency employees in Sulu, Philippines. This study also determined their knowledge management competence based on acquisition, sharing, creation, codification, and retention metrics.

The findings revealed that employees were highly competent in various aspects of knowledge management, including knowledge acquisition, sharing, creation, codification, and retention. Similarly, the employees demonstrated a strong commitment to their organization, work, profession, and group work. These results suggest that the line-agency employees in Sulu possess robust knowledge management skills and a high level of dedication to their roles and the industry.

The findings are significant for organizational development and policymaking. The high competence in knowledge management indicates that employees are well-equipped to handle and utilize information effectively, which can enhance organizational efficiency and innovation. Moreover, the strong commitment levels suggest that employees are likely to be more motivated, engaged, and productive, contributing positively to the overall performance of the agency. For policymakers and organizational leaders, these insights highlight the importance of continuing to support and invest in knowledge management initiatives and fostering a work environment that nurtures employee commitment and professional growth.

Conflict of interest

The authors declare no conflict of interest.

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