

ISSN No. 2454-6186 | DOI: 10.47772/IJRISS | Volume IX Issue XIV October 2025 | Special Issue on Management

Organizational Commitment, Adaptive Performance and Job Satisfaction of Hotel Employees in Region XII

Jim Boy Moreno Pestaño

Malapatan College of Science and Technology, Philippines

DOI: https://dx.doi.org/10.47772/IJRISS.2025.914MG00225

Received: 07 November 2025; Accepted: 14 November 2025; Published: 26 November 2025

ABSTRACT

This thesis study entitled "Organizational Commitment, Adaptive Performance and Job Satisfaction of Hotel Employees in Region XII" investigated the level of organizational commitment, adaptive performance and job satisfaction of hotel employees and designed to yield an intervention program that will help increase if not sustain the above-mentioned variables. The study consisted of 10 problems and 3 hypotheses. The research instrument which was an adapted 4-part questionnaire was administered to 782 hotel employees, 91 of which are managers/administration and 691 are employees of two-to-four stars hotels in Region XII accredited by the Department of Tourism to examine the level of organizational commitment, adaptive performance and job satisfaction of hotel employees. It used the descriptive research design particularly descriptive normative survey and correlational research to determine the level of organizational commitment, adaptive performance and job satisfaction of hotel employees. The paradigm of the study was the IPO (input, process, and output) where each variable was thoroughly discussed in the review of related literature and studies. The data were statistically analyzed using the frequency count, percentages, mean, standard deviation, t-test, ANOVA and Pearson r. The result shows that respondents were often committed to the organization, often performed adaptively and often satisfied with their job. The hotel is therefore, urged to improve the level of organizational commitment, adaptive performance, and job satisfaction of hotel employees. Relative to the result of the study, an intervention program in a form of revisiting the policy manual and strategic planning is proposed.

Keywords: organizational commitment, adaptive performance, job satisfaction, hotel employees, intervention program

INTRODUCTION

The tourism sector in the Philippines is growing fast. More and more hotels and resorts are opening themselves to an international tourist market as the number of international flights that find their way to the Philippines increases. Hotel operators are looking into the natural environment's opportunities for international tourism. Some of the major global hotel chains operate in the Philippines. Many well-developed hotels and resorts are scattered around the country, concentrating on a few popular resorts. Categories range from backpacker facilities to 5-star luxury hotels to cater to customers' needs. Thus, our government is actively encouraging investors to invest in this industry.

The hospitality and tourism industry occupies the largest industry in the world (Karavardar, 2014). In the Philippines, these industries are booming leading to more investments in the hospitality sector. The government put more effort into the improvement of infrastructure prompting the development of more hotels in the country (Francia, 2019).

With the increasing number of the hospitality and tourism industry, job opportunities also increase. Hotel and tourism operators also invest in human capital to answer the diverse needs of customers. Thus, they intensify human resource programs to boost organizational commitment, improvement of performance and satisfaction of employees at the front lines of providing quality service to customers. The technology was adopted and made some refinement of systems as required by the industry. There are also training and work safety



ISSN No. 2454-6186 | DOI: 10.47772/IJRISS | Volume IX Issue XIV October 2025 | Special Issue on Management

workshops done not only to ensure the delivery of quality service to customers but also for the competitive advantage of the organization.

Human resource is the most important resource for any organization (Farooq & Hanif, 2013). One of the key resources of the organization is the employees. Organizational success or failure relies most on the ability of employers to attract, retain, and reward talented and competent employees appropriately. The willingness of the employees to stay on the job has something to do on the compensation packages of the organization that will result in the improvement of job performance and satisfaction. Organizations need to consider a variety of appropriate ways in rewarding employees to ensure employees optimal performance and retention and to get the desired results. The degree of satisfaction of the employees with their job and their readiness to remain within the organization is merely a function of compensation packages and reward system (Osibanjo et. al, 2014).

Organizational commitment towards their associations has turned into a generally examined point during the last quarter of a century. Observational work shows solid relationship among responsibility and significant result factors for associations, for example, lower non-appearance and turnover rates just as higher execution and efficiency level of workers. (Grund, and Titz, 2018).

Organizational commitment is defined as the extent to which an employee identifies with the organization and wishes to remain actively involved in it. It is a measure of an employee's willingness to stay with a company in the future, similar to a strong magnetic force attracting one metallic object to another. It frequently represents employees' belief in the firm's objective and goals, willingness to put in effort to achieve them, and intentions to continue working there. Longer-term employees, those who have achieved personal achievement in the firm, and those who work with a devoted employee group are more likely to be committed. Organizational commitment is one of the most important organizational behavior variables since it predicts employee turnover as a working attitude and has a significant impact on output. (Dehaghi, Goodarzi, & Arazi, 2012).

Adaptive performance in the workplace refers to the ability to adjust to and comprehend change in the workplace. A versatile individual is regarded and crucial to an organization's success. Employers prefer individuals with high adaptability because of the beneficial results that result, such as excellent work performance, work attitude, and stress management skills. Employees who exhibit strong adaptive performance in a company have a competitive edge in terms of career opportunities, as opposed to employees who are not adaptable to change (Haddad, Carey, & Weiss, 2021).

The requirement to clearly address employees' flexibility to changes in the work environment is shown in adaptive performance. Individually, adaptive performance can lead to good results such as improved performance capabilities and career success. Adaptive performance of employees can also lead to organizational outcomes such as change management, organizational learning, and keeping up with changing customer expectations (Jundt, Shoss, & Huang, 2015).

Employee adaptable performance should be a major focus of HRD. Performance has been identified as a critical domain in human resource development. Organizations must manage and develop their employees' adaptive performance in addition to their normal task performance since their ability to adjust has become increasingly important. Human Resource Development (HRD) researchers must also include employees' adaptive performance as an extension of traditional performance that reflects the present changing business environment. Only a few studies, however, have looked into the prospect of improving employees' adaptable performance. The effects of different types of training episodes on the adaptive performance of trainees. By comparing two firefighter groups with varied training content, error exposure training can improve adaptive performance. These research, however, were undertaken outside of the HRD field. (Jundt, Shoss, & Huang, 2015).

Job satisfaction is defined as the level of contentment with one's job. This includes happiness with team members/managers, satisfaction with organizational policies, and the impact of their employment on employees' personal lives, in addition to their daily activities. Job satisfaction refers to a person's sense of fulfillment on the job, which serves as motivation to work. It is not self-satisfaction, pleasure, or contentment



ISSN No. 2454-6186 | DOI: 10.47772/IJRISS | Volume IX Issue XIV October 2025 | Special Issue on Management

that is important, but rather job fulfillment. Job satisfaction refers to an individual's overall connection with the employer for which he is compensated. Satisfaction is defined as the simple feeling of having achieved a goal or objective. Job dissatisfaction leads to a lack of drive at work (Bourne & Psych, 2021).

Job satisfaction is one of the most significant goals for a company that is undergoing a whole quality management process. Because, first and foremost, the provision of comprehensive excellence is founded on the corporate employees/managers' honest devotion to work and being content with their jobs; thus, executing their tasks fondly. The role of motivation in productivity and efficiency has been studied and argued for many years. Because the company's success is dependent on the abilities and willingness of its personnel. The fundamental goal of "job satisfaction" is to produce services with zero errors, ensuring complete customer happiness, and to have employees who have a harmonious relationship with their colleagues and work. Customer satisfaction and loyalty, on the other hand, are dependent on the firm's employees' satisfaction and the degree of saturation for their job (Celik, 2011).

The Bureau of Labor Statistics estimates an annualized employee turnover rate of 73.8% in the hotel and motel industry. This figure is striking consider most HR experts agree a healthy turnover rate should actually be somewhere in the 10-15% range (Wells, 2018).

According to the Philippine Statistics Authority, in their survey conducted in the 2nd quarter of 2019, employee-initiated separation for accommodation and food industry is 6.7%, higher than the acceptable turnover rate of 4.0% for hotel and tourism industry. The result of the survey is quite alarming; thus, this study needs to be conducted to determine the factors of the turnover rate and its relationship to the organizational commitment, adaptive performance, and job satisfaction of hotel employees in Region XII.

The study will be anchored on the theory proposed by Eisenberger, Huntington, Hutchinson and Sowa which is the organizational support theory (OST) and perceived organization support (POS) in 1986. According to this theory, when employees perceived that the organizations value their contributions, meets their needs, and cares about their well-being, it will evoke theirs sense of obligation to help the organization in achieving its goals. POS has a positive impact on outcomes of employees such as job satisfaction, job performance, organizational commitment, and turnover intention because it builds an obligation in employees to pay organization back (Hsu, Chun-Yang, Pi-Hui, & Ching-Wei, 2019).

Organizational Commitment

Organizational commitment refers to the psychological bond between employees and their organization, influencing their willingness to remain and contribute to organizational goals. Jing and Zhang (2014) describe it as employees' attachment and identification with organizational values, which motivates them to continue serving regardless of personal cost.

Organizational commitment has been examined through several foundational theories. Becker's (1960) *side-bet theory*, later reinforced by Grund and Titz (2018), argues that employees remain because of accumulated investments they fear losing. This perspective highlights the rational, cost-related aspects of staying in an organization. However, later literature broadens the concept, showing that commitment encompasses emotional, moral, and calculative dimensions beyond purely economic reasoning.

Commitment as a Predictor of Work Behavior

Commitment is widely linked to desirable organizational outcomes. Studies show strong associations between commitment and employee performance, lower turnover, job satisfaction, positive organizational behavior, and reduced absenteeism (Thien & Razak, 2014; Levy Boyce, 2015). Vig and Dumičić (2016) add that high organizational commitment enhances corporate reputation, customer loyalty, ethical decision-making, and stakeholder trust.

Kaplan and Kaplan (2018) further assert that committed employees demonstrate persistence, adaptability to change, goal achievement, and higher service quality, making commitment central to organizational



effectiveness. As organizations face rapid and unpredictable changes, the need for a committed and highquality workforce becomes more pronounced (Muhammad & Abdullah, 2016).

Liu (2015) emphasizes the importance of aligning employees' personal goals with organizational objectives. When employees internalize organizational goals, especially when these goals are clear, achievable, and developed through participatory processes, commitment becomes stronger and more meaningful.

Multidimensionality of Organizational Commitment

Allen and Meyer's (1990, 1991) three-component model remains the most influential framework. They categorize commitment into (1) affective, (2) continuance, and (3) normative commitment:

Affective commitment reflects emotional attachment, identification, and involvement in the organization. Employees with strong affective bonds stay because they want to (Ibrahim & Iqbal, 2015; van der Werf, 2018). Grund and Titz (2018) argue that affective commitment develops through positive work experiences, supportive organizational climates, fairness, autonomy, recognition, and opportunities for growth. Employees who feel supported and valued show better performance and stronger loyalty.

Normative commitment pertains to a moral obligation to remain with the organization. Employees stay because they feel they ought to (Shoaib & Khalid, 2017; van der Werf, 2018). This form of commitment often arises from socialization processes, organizational support, and feelings of indebtedness when the organization invests in employee welfare or development.

Continuance commitment emerges when employees weigh the economic, social, or personal costs of leaving (Shoaib & Khalid, 2017). Employees stay because they need to, often due to limited job alternatives, accumulated benefits, or financial responsibilities (van der Werf, 2018; Grund & Titz, 2018). Although it encourages retention, research indicates a negative relationship between continuance commitment and job performance, as employees may remain despite low motivation.

Work Experiences and Organizational Environment

Work environment plays a crucial role in shaping the three forms of commitment. Supportive leadership, fair treatment, job clarity, participatory decision-making, and opportunities for professional growth strengthen commitment, especially affective and normative (Grund & Titz, 2018). Conversely, stressful conditions, lack of recognition, or poor leadership weaken commitment and undermine performance.

Occupational or professional commitment also influences organizational commitment. Beri and Beri (2016) and Shoaib and Khalid (2017) explain that individuals who are motivated, competent, and professionally dedicated are more likely to develop strong organizational ties. Professional commitment is linked to job satisfaction, motivation, and performance, contributing to a more positive organizational climate.

Commitment and Job Satisfaction

Job satisfaction is strongly associated with organizational commitment. Azeem (2010) notes that satisfied employees exhibit stronger identification with organizational goals and higher willingness to exert effort. However, the causal direction remains debated. While several studies suggest that job satisfaction predicts commitment, others argue that commitment may also influence satisfaction (Zeinabadi, 2010). Gunlu, Aksarayli, and Percin (2010) found that intrinsic and extrinsic satisfaction significantly predict affective and normative commitment but not continuance commitment. Similarly, Malik et al. (2010) reveal that satisfaction with supervision, work itself, and salary significantly enhances commitment among faculty members.

Adaptive Performance

Adaptive performance refers to an employee's ability to adjust to changing work demands, fulfill organizational expectations, and effectively perform job-related tasks. It reflects the quality and quantity of work employees accomplish as they respond to varying job requirements (Hsu, Chun-Yang, Pi-Hui, & Ching-



ISSN No. 2454-6186 | DOI: 10.47772/IJRISS | Volume IX Issue XIV October 2025 | Special Issue on Management

Wei, 2019). Employee performance remains a critical determinant of organizational efficiency, competitiveness, and development (Inuwa, 2016; Abdirahman, Najeemdeen, Abidemi, & Ahmad, 2018). As employees serve as essential organizational resources, their capability to adapt—especially under dynamic conditions—drives productivity and overall effectiveness (Oluwafemi, 2013; Lee & Wu, 2011).

Adaptive performance broadly refers to an individual's capacity to adjust behavior in response to evolving work conditions. Charbonnier-Voirin and Roussel (2012) identify eight core dimensions: (1) handling uncertain or unpredictable situations, (2) managing emergencies or crises, (3) solving problems creatively, (4) managing work stress, (5) learning new tasks and technologies, (6) demonstrating interpersonal adaptability, (7) showing cultural adaptability, and (8) demonstrating physical adaptability. These dimensions highlight that adaptability varies depending on organizational demands and occupational contexts.

Crisis and Emergency Adaptation

Emergency situations challenge employees' equilibrium, requiring rapid decision-making and appropriate behavioral responses. Crises are defined as states of disequilibrium brought about by perceived threats or losses, where typical coping strategies may be insufficient (Tracy, 2017). Organizational crises occur when internal values are threatened or when external actors perceive wrongdoing, often disrupting operations through incidents such as accidents, theft, layoffs, or death (Registe, 2016). Handling such events requires speed, situational awareness, and the ability to navigate high-risk conditions (Charbonnier-Voirin & Roussel, 2012).

Historical crisis theory also informs adaptability. Lindemann (1944, 1956) described acute grief as a temporary disequilibrium resulting from distressing events, arguing that individuals eventually return to equilibrium through either adaptive or maladaptive coping (Tracy, 2017). Caplan (1961, 1964) expanded this by emphasizing that outcomes depend on problem-solving abilities, emotional regulation, and the effectiveness of early intervention. These foundational ideas explain why employees differ in their crisis responses.

Individual Coping, Stress Management, and Social Context

Employees interpret and cope with stressful events based on personal histories, worldviews, and available social supports, such as family and peers (Registe, 2016). Stress is heightened when workload demands surpass available resources, especially in public-sector environments where responsibilities are high and resources limited. While social atmosphere influences stress levels, findings are mixed on whether it intrinsically motivates employee career attraction (Registe, 2016). By the 1990s, organizations recognized that stress reduces performance through absenteeism and presenteeism, making adaptive stress management an essential competency (Tracy, 2017). Charbonnier-Voirin and Roussel (2012) note that managing stress also involves influencing co-workers positively during frustration and high-pressure tasks.

Problem-Solving and Creativity

Adaptive performance also encompasses the ability to generate innovative solutions when faced with novel, ill-defined, or complex work demands. This dimension requires employees to think creatively and adjust their approach when conventional solutions fail (Charbonnier-Voirin & Roussel, 2012). Effective problem-solving serves as a buffer against crisis-induced dysfunction (Caplan, 1961).

Continuous Learning and Professional Development

Given rapid technological and occupational changes, employees must continuously learn and acquire new skills. They must anticipate future job requirements and remain actively involved in their professional development (Charbonnier-Voirin & Roussel, 2012). Research on career development shows that employees increasingly pursue careers aligned with both pro-social motivations and extrinsic rewards, especially within socially responsible organizations (Registe, 2016).





Interpersonal and Cultural Adaptability

Modern workplaces rely heavily on teamwork, client engagement, and cross-functional collaboration. Thus, employees must adjust interpersonal behaviors to work effectively with diverse colleagues and clients (Charbonnier-Voirin & Roussel, 2012). The person-organization fit theory argues that employees choose workplaces whose culture aligns with their personal motivations (Winter & Thaler, 2016). As organizations expand cross-cultural partnerships, cultural adaptability becomes essential—requiring openness, respect for differing perspectives, and the ability to function in varied cultural settings (Charbonnier-Voirin & Roussel, 2012).

Physical Adaptability

Some occupations demand resilience to physically challenging environments such as heat, noise, or strenuous tasks. This form of adaptability supports roles that require employees to withstand physical strain (Charbonnier-Voirin & Roussel, 2012).

Adaptive Performance, Job Satisfaction, and Organizational Outcomes

Job satisfaction plays a key role in employee adaptability and productivity. It reflects the degree to which expectations align with actual work rewards and conditions. High dissatisfaction often results in negative attitudes, reduced performance, and poor work environments (Mowday, Porter, & Steers, 2013). Conversely, understanding and addressing employee needs improves adaptive functioning, job performance, and organizational competitiveness (Inuwa, 2016; Lee & Wu, 2011).

Job Satisfaction

Job satisfaction is widely regarded as a key determinant of employee performance and organizational productivity. It refers to the psychological and emotional state in which employees evaluate their work experiences positively (Abdirahman, Najeemdeen, Abidemi, & Ahmad, 2018). According to these authors, satisfaction emerges from various internal and external factors, including organizational communication, working conditions, and the employee's ability to accomplish required tasks. Employees who perceive fairness and competence in organizational practices demonstrate higher commitment and reduced intention to leave.

Quality of Work Life (QWL) further supports job satisfaction by promoting autonomy, meaningful work, and opportunities to apply skills. Kochar (2015) emphasized that QWL initiatives, such as employee participation in decision making and improved work environments, enhance motivation, performance, and organizational loyalty. Similarly, Amir (2011) noted that work conditions, managerial policies, and workload significantly influence satisfaction levels. Compensation also remains a critical factor. Salary, incentives, and benefits shape employees' motivation and retention; dissatisfaction with pay leads to lower job satisfaction, reduced engagement, and higher turnover (Muhammad, Hazoor, Rafi, & Masood, 2011).

Workplace culture and social relationships are equally important. Healthy environments characterized by collaboration, open communication, and supportive peer interaction foster positive mental health and stronger work engagement (Smith, 2016). Supervisory support likewise predicts satisfaction and retention. Pro-social supervisory styles, prompt communication, and involvement in decision making contribute to employee commitment, while a lack of administrative support leads to burnout and turnover intentions (Smith, 2016; Armer, 2011).

Career advancement opportunities also influence satisfaction. Promotion pathways and internal hiring systems strengthen employee morale and reduce turnover. Amir (2011) recommended structured career ladders, additional responsibilities, and professional development as strategies for enhancing advancement prospects.

Employee turnover has been consistently linked to job satisfaction. Turnover represents the separation of employees from the organization, either voluntarily due to dissatisfaction or involuntarily due to restructuring (Mowday, Porter, & Steers, 2013). Research shows a strong negative relationship between job satisfaction and turnover (Munir & Rahman, 2016). High turnover imposes direct costs, recruitment, training, and indirect





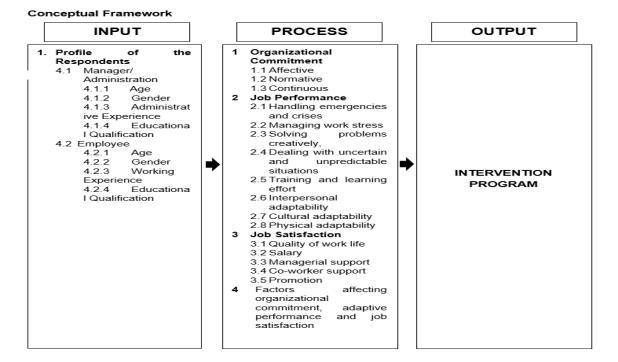
costs such as reduced productivity and organizational instability (Arokiasamy, 2013; Fildago & Gouveia, 2012). Munir and Rahman (2016) classified turnover costs into primary, secondary, and tertiary levels, all of which can significantly strain organizational performance.

Compensation packages that include bonuses, promotions, and recognition play a vital role in minimizing turnover and enhancing satisfaction, provided these are communicated clearly and equitably (Osibanjo et al., 2014). Furthermore, workplace communication, resource availability, and organizational support influence stress levels and performance; poor communication and lack of tools contribute to dissatisfaction and eventual turnover (Munir & Rahman, 2016).

Several related studies support these concepts. Fair treatment and equitable managerial practices increase job satisfaction and organizational commitment among hotel employees (López-Cabarcos, Machado-Lopes-Sampaio-de Pinho, & Vázquez-Rodríguez, 2015). Human relations and supportive organizational culture also motivate employees beyond financial incentives, consistent with classical theories such as McGregor's Theory X and Y (Registe, 2016).

The COVID-19 crisis has further highlighted the importance of job satisfaction and employee well-being. Tourism and hospitality sectors suffered severe disruptions, affecting employee stability, organizational revenue, and industry growth (Gossling et al., 2020; Zenker & Kock, 2020). Crisis literature underscores the complexity of such global disruptions and stresses the importance of applying lessons learned to strengthen future resilience (Ritchie & Jiang, 2019; Morrish & Jones, 2020). The pandemic's long-term economic and psychological effects on workers emphasize the significance of robust organizational support systems (Hao, Xiao, & Chon, 2020).

Overall, the literature demonstrates that job satisfaction is shaped by multiple, interconnected factors: work environment, supervision, compensation, career development, and organizational culture, all of which influence performance, commitment, and turnover.



Statement of the Problem

This study seeks to determine relationship of organizational commitment, adaptive performance and job satisfaction of hotel employees in Region XII.

Specifically, this seeks to answer the following questions:

1. What is the profile of the respondents in terms of:



ISSN No. 2454-6186 | DOI: 10.47772/IJRISS | Volume IX Issue XIV October 2025 | Special Issue on Management

,	_ ^_	ISSN NO. 2434-0160 DOI: 10.477/2/BRISS Volume IX Issue ATV October 2023 Special Issue on Manag
1.1		Manager/Administration
1.1	.1	Age
1.1	.2	Gender
1.1	.3	Educational Qualification
1.1	.4	Salary
1.1	.5	Administrative Experience
1.2	2	Employees
1.2	2.1	Age
1.2	2.2	Gender
1.2	2.3	Educational Qualification
1.2	2.4	Salary
1.2	2.5	Working Experience
2.	Wł	nat is the extent of the organizational commitment of hotel employees in terms of:
a.	Af	fective Commitment
b.	No	ormative Commitment
c.	Co	ntinuous commitment
3.	Is t	there a significant difference on the extent of organizational commitment in hotels in terms of:
a.	Diı	mension
b.	Ty	pe of Respondents
c.	Pro	ofile
4.	Wł	nat is the level of adaptive performance of hotel employees in Region XII in terms of:
a.	Ha	ndling emergencies and crises
b.	Ma	anaging work stress
c.	So	lving problems creatively
d.	De	aling with uncertain and unpredictable situations
e.	Tra	aining and learning effort
f.	Int	erpersonal adaptability
g.	Cu	ltural adaptability

h. Physical adaptability



ISSN No. 2454-6186 | DOI: 10.47772/IJRISS | Volume IX Issue XIV October 2025 | Special Issue on Management

- 5. Is there a significant difference on the level of adaptive performance of hotel employees in Region XII in terms of:
- a. Dimension
- b. Type of Respondents
- c. Profile
- 6. What is the level of job satisfaction of hotel employees in Region XII in terms of:
- a. Quality of work life
- b. Salary
- c. Co-worker support
- d. Managerial support
- e. Promotion
- 7. Is there a significant difference on the level of job satisfaction in hotels in Region XII in terms of:
- a. Dimension
- b. Type of Respondents
- c. Profile
- 8. Is there a significant relationship between:
- a. Organizational commitment and adaptive performance
- b. Organizational commitment and job satisfaction
- c. Adaptive performance and job satisfaction
- 9. What are the issues and challenges that affect the organizational commitment, adaptive performance and job satisfaction?
- 10. Based on the findings, what intervention program maybe proposed?

Hypotheses

- 1. There is no significant difference on the extent of organizational commitment in hotels in terms of dimension, type of respondents and profile.
- 2. There is no significant difference on the level of job performance of hotel employees in Region XII in terms of dimension, type of respondents and profile.
- 3. There is no significant difference on the level of job satisfaction in hotels in Region XII in terms dimension, type of respondents and profile.

Significance of the Study

The study will be benefited by the following:



ISSN No. 2454-6186 | DOI: 10.47772/IJRISS | Volume IX Issue XIV October 2025 | Special Issue on Management

Department of Tourism – the study will be used as a basis for program development supporting the hotel and tourism industry.

Local Government Units within Region XII – the study will be used as a basis for crafting a developmental plan that will help the hotels to enhance the delivery of quality service to the customers.

Hotels – the study will be used for development, enhancement and or creation of program and activities that will strengthen the organizational commitment of employees for better job performance and satisfaction.

Managers/Administrators – the study will be used as a basis on the implementation of retention enhancement program for the improvement of the hotels.

Hotel Employees – the study will be used as a basis on strengthening the organizational commitment needed for the job.

Researcher – the study will be used as a basis for the proposed retention enhancement program.

Future Researcher – the study will be used as a reference for future research undertakings.

Scope and Delimitations of the Study

The study is delimited to the organizational commitment, adaptive performance and job satisfaction of hotel employees in Region XII. The study looks into organizational commitment in terms of affective, normative and continuous commitment; adaptive performance that includes handling emergencies and crises, managing work stress, solving problems creatively, dealing with uncertain and unpredictable situations, training and learning effort, interpersonal adaptability, cultural adaptability, and physical adaptability; and job satisfaction that includes quality of work life, salary, managerial support, co-worker support, and promotion.

The study was conducted in Region XII particularly the three-to four-star hotels. The study was conducted in the first semester of School Year 2019-2020 from August to December. A total of 91 Managers/Administrators and 691 Hotel employees was the respondents of the study.

METHODOLOGY

This chapter presents the research design, sampling method and technique, research locale, respondents of the study, research instrument, data gathering procedure and statistical treatment.

Research Design

The study used quantitative - descriptive research design particularly descriptive normative survey and correlational research. Descriptive statistics was used to describe the profile characteristics of the respondents. Statistical analysis was employed to analyze and interpret the data gathered from the survey.

Research Locale

The study was conducted in Region XII particularly the two-to-four-star hotels that are accredited by the Department of Tourism Regional Office. These hotels were located within the heart of the city catering guests within and across the region. Greenleaf Hotel is a four-star hotel, East Asia Royale Hotel is a three-star hotel, Sun City Suites is a three-star hotel, and Sydney Hotel is a two-star hotel located in General Santos City. The Farm Carpenter Hill is a three-star hotel, and FB Hotel is a two-star hotel located in Koronadal City, South Cotabato. Alnor Hotel is a three-star hotel located in Cotabato City.

ISSN No. 2454-6186 | DOI: 10.47772/IJRISS | Volume IX Issue XIV October 2025 | Special Issue on Management

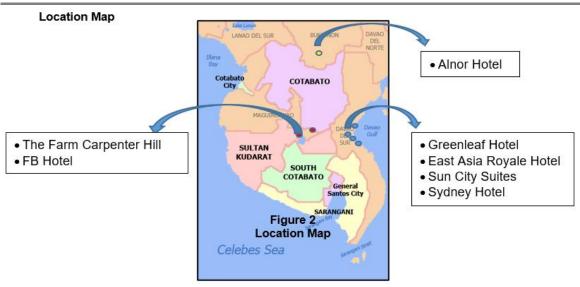


Figure 2 Location Map

Samples and Sampling Technique

The study used complete enumeration for managers/administration and employees of the identified hotels including the processing and analyzing of data gathered from the survey.

Respondents of the Study

The respondents of the study include hotel managers/administration and employees of the two-to-four stars hotels in Region XII accredited by the Department of Tourism. A total of 782 respondents were included in the study, 91 of which are managers/administration and 691 are employees.

Table 1 Profile Distribution of Respondents

Hotel	f	%
Greenleaf Hotel	173	22.09
East Asia Royale Hotel	100	12.79
Sun City Suites	91	11.63
Sydney Hotel	82	10.47
Alnor Hotel	85	10.93
The Farm Carpenter Hill	167	21.39
FB Hotel	84	10.70
Total	782	100

Research Instrument

Survey was used in establishing the profile of the respondents and generating information about their organizational commitment, job performance and the satisfaction of the hotel employees under study.

An adapted survey questionnaire from Kanning & Hill, 2013 for measuring the organizational commitment, Charbonnier-Voirin & Roussel, 2012 for adaptive performance and from Munir & Rahman, 2016 for job



ISSN No. 2454-6186 | DOI: 10.47772/IJRISS | Volume IX Issue XIV October 2025 | Special Issue on Management

satisfaction was used for the purpose of the study. The questionnaires served as a tool for collecting data necessary for the study.

Part 1 includes demographic information of the respondents such as age, gender, administrative experience, working experience, and educational qualification.

Part 2 determines the employees' organizational commitment which has three domains namely, affective, normative, and continuous commitment.

Part 3 determines the adaptive performance which has eight domains namely, handling emergencies and crises, managing work stress, solving problems creatively, dealing with uncertain and unpredictable situations, training and learning effort, interpersonal adaptability, cultural adaptability, and physical adaptability.

Part 4 determines the job satisfaction which has five domains namely, quality of work life, salary, managerial support, co-worker support, and promotion.

The scale below was used to determine the relationship of employees' organizational commitment, adaptive performance, and job satisfaction of hotel employees in Region XII and was become basis for the development of Employees Retention Enhancement Program.

Numerical Rating	Interpretation
5	Always
4	Often
3	Sometimes
2	Seldom
1	Never
5	Very Satisfied
4	Moderately Satisfied
3	Undecided
2	Moderately Dissatisfied
1	Very Dissatisfied

To ensure the appropriateness and rigor of the adapted questionnaire for this study, comprehensive reliability and validity procedures were conducted before the full data collection. The survey instrument consisted of four major parts: the respondents' demographic profile, organizational commitment (adapted from Kanning & Hill, 2013), adaptive performance (Charbonnier-Voirin & Roussel, 2012), and job satisfaction (Munir & Rahman, 2016). Since the original instruments were developed in different research contexts, it was necessary to subject the adapted items to expert evaluation. Three specialists in human resource management, organizational behavior, and hospitality administration assessed the clarity, relevance, and contextual suitability of all items. Based on their evaluation, the instrument achieved a high Content Validity Index (CVI) of 0.94, which demonstrates excellent content validity. Minor revisions in wording and item structure were made to enhance alignment with the realities of hotel operations in Region XII.

A pilot test was then administered to 30 hotel employees outside the main study sample. The pilot testing aimed to determine the clarity, usability, and internal consistency of the questionnaire. Feedback indicated several items requiring simplification for easier comprehension, particularly those concerning adaptive



performance dimensions. After necessary adjustments, the reliability of the instrument was assessed through Cronbach's alpha. The results revealed high internal consistency across all constructs: organizational commitment ($\alpha = 0.89$), adaptive performance ($\alpha = 0.91$), and job satisfaction ($\alpha = 0.88$). Each dimension within these constructs also recorded acceptable to excellent reliability scores, confirming that the items were consistent in measuring what they intended to measure. These results indicate that the adapted survey instrument is statistically sound and reliable for use among hotel employees in Region XII.

Furthermore, the study recommends that the results section be expanded with deeper analytical interpretations, especially by linking statistical findings to established theoretical frameworks. For instance, variations in organizational commitment scores should be interpreted in the context of perceived organizational support, considering how affective, normative, and continuance commitment may differ depending on employees' sense of recognition and organizational care. Likewise, findings related to adaptive performance should be connected to existing models that explain how individuals respond to crises, manage stress, solve problems creatively, and learn new tasks in dynamic work environments. Integrating these theories will not only strengthen the explanation of results but also help illuminate how the constructs interact within the broader context of employee behavior in the hospitality industry. Such analytical integration ensures that the discussion extends beyond numerical outcomes and allows the findings to meaningfully reflect theoretical assumptions in organizational behavior, employee performance, and workforce adaptability.

Data Gathering Procedure

Before the conduct of the study, the researcher made a letter to the Regional Director of the Department of Tourism Region XII to ask for an approval and endorsement to conduct the study. The said approved and endorsement letter was attached after to the letter of request to the hotel managers/administration for an approval to conduct the study. After an approval was sought, the survey questionnaire was distributed to the respondents through an enumerator hired for the purpose of the study and through the assistance of the Human Resource Department of the respective hotels. Out of 834 identified respondents, only 728 or 87.29% returned the survey questionnaire. After, the questionnaire was retrieved for tabulation, analysis and interpretation and treated with utmost confidentiality.

Statistical Treatment

Descriptive statistics was used to describe the profile of the respondents; mean scores to determine the organizational commitment, job performance and satisfaction of employees interpreted as follows, to wit:

Numerical Rating	Mean Range	Interpretation
5	4.50-5.00	Always
4	3.50-4.49	Often
3	2.50-3.49	Sometimes
2	1.50-2.49	Seldom
1	Below 1.49	Never
5	4.50-5.00	Very Satisfied
4	3.50-4.49	Moderately Satisfied
3	2.50-3.49	Undecided
2	1.50-2.49	Moderately Dissatisfied
1	Below 1.49	Very Dissatisfied

T-test and Anova particularly one-way analysis of variance (one-way Anova) was employed to analyze the extent difference between the organizational commitment, job performance and satisfaction of hotel employees.

Correlation analysis was used to analyze and establish the relationship between the extent of employees' organizational commitment, level of job performance and job satisfaction of hotel employees in Region XII.



RESULTS AND DISCUSSIONS

This chapter presents the results, analysis and discussion of data gathered from the survey pertaining to organizational commitment, adaptive performance and job satisfaction of hotel employees in Region XII. The desired number of sample population was calculated to be 348, complete enumeration was used in the administration of survey questionnaire and on interpretation and analysis of data.

100% return rate or 782 respondents was secured. Challenges on data gathering was experienced, specifically for reasons of alternative work arrangement of employees due to pandemic. Coordination was done with the human resource department to reach the desired population target.

Profile of the Respondents

A. Manager/Administration

Table 2 shows the manager/administration's profile. As shown, 30 out of 91 respondents or 32.98% were 36 to 40 years old, 25 or 27.47% were 30 to 35 years old, 22 or 24.18% were 41 to 45 years old, 8 or 8.79% were 24 to 29 years old, 3 or 3.30% were 46 to 50 years old, 2 or 2.18 were 18 to 23 years old, and 1 or 1.10% were 51 years old and above.

The data revealed that, majority of the respondents were 36 to 40 years old.

When it comes to gender, the data shown that, 50 or 55% were females and 41 or 45% were males.

This means that, majority of the managers/administrators were females at 50.

Table 2 Profile of the Respondents – Manager/Administration	f	%
Age		
18yrs old – 23yrs old	2	2.18
24yrs old – 29yrs old	8	8.79
30yrs old – 35yrs old	25	27.47
36yrs old – 40yrs old	30	32.98
41yrs old – 45yrs old	22	24.18
46yrs old – 50yrs old	3	3.30
51yrs old and above	1	1.10
Grand Total	91	100.00
Gender		
Male	41	45.00
Female	50	55.00
Grand Total	91	100.00
Educational Qualification		
High School	1	1.10





ISSN No. 2454-6186 | DOI: 10.47772/IJRISS | Volume IX Issue XIV October 2025 | Special Issue on Management

College	52	57.14
Graduate Studies	35	38.46
Post Graduate	3	3.30
Grand Total	91	100.00
Administrative Experience		
0 to 5yrs	16	17.58
6 to 10yrs	49	53.86
11 to 15yrs	19	20.89
16 to 20yrs	5	5.29
21yrs above	2	2.18
Grand Total	91	100.00

Moreover, as to educational qualification, 52 or 57.14% were college graduates, 35 or 38.46% had undergone master's studies, 3 or 3.30% has post graduate degree, and 1 or 1.10% were high school graduate.

The data manifest that, majority of the respondents were college graduates at 57.14%.

Lastly, as far as administrative experience is concerned, the data stipulates that 49 or 53.86% has 6 to 10 years of experience, 19 or 20.89% has 11 to 15 years of experience, 16 or 17.58% has 0 to 5 years of experience, 5 or 5.29% has 6 to 20 years of experience, and 2 or 2.18 has 21 years and above years of experience.

The data stipulates that, majority of the respondents has 6 to 10 years of working experience in the hotel.

Furthermore, the data manifests that mostly of the managers/administrators were female, with ages ranges from 36 to 40 years old, who are college graduates and with administrative experience of 6 to 10 years.

B. Employees

Table 3 shows the employees' profile. As shown, 289 out of 691 respondents or 41.82% were 24 to 29 years old, 194 or 28.06% were 18 to 23 years old, 144 or 20.84% were 30 to 35 years old, 33 or 4.78% were 36 to 40 years old, 17 or 2.46% were 41 to 45 years old, 8 or 1.16 were 46 to 50 years old, and 6 or 0.88% were 51 years old and above.

The data exposed that; majority of the respondents were 24 to 29 years old.

When it comes to gender, the data shown that, 463 or 67% were females and 228 or 33% were males.

This means that, majority of the employees were females at 463 out of 691.

Moreover, as to educational qualification, 329 or 47.62% were high school graduates, 302 or 43.70% were college graduates, 54 or 7.81% has master's degrees, and 6 or 0.87% has post graduate degrees.

Table 3 Profile of the Respondents – Employees	f	%
Age		
18yrs old – 23yrs old	194	28.06



ISSN No. 2454-6186 | DOI: 10.47772/IJRISS | Volume IX Issue XIV October 2025 | Special Issue on Management

24yrs old – 29yrs old	289	41.82
30yrs old – 35yrs old	144	20.84
36yrs old – 40yrs old	33	4.78
41yrs old – 45yrs old	17	2.46
46yrs old – 50yrs old	8	1.16
51yrs old and above	6	0.88
Grand Total	691	100.00
Gender		
Male	228	33.00
Female	463	67.00
Grand Total	691	100.00
Educational Qualification		
High School	329	47.62
College	302	43.70
Graduate Studies	54	7.81
Post Graduate	6	0.87
Grand Total	691	100.00
Working Experience		
0 to 5yrs	242	35.00
6 to 10yrs	263	38.00
11 to 15yrs	104	15.00
16 to 20yrs	55	8.00
21yrs above	27	4.00
Grand Total	691	100.00

The data manifest that, majority of the respondents were high school graduates at 329 or 47.62%.

Lastly, as far as working experience is concerned, the data displays that 263 or 38.00% has 6 to 10 years of experience, 242 or 35.00% has 0 to 5 years of experience, 104 or 15.00% has 11 to 15 years of experience, 55 or 8.00% has 16 to 20 years of experience, and 27 or 4.00 has 21 years and above years of experience.

The data confirms that, majority of the respondents has 6 to 10 years of working experience in the hotel at 263.

Additionally, the data were evident that mostly of the employees were female, with ages ranges from 24 to 29 years old, who are high school graduates and with a working experience of 6 to 10 years.





ISSN No. 2454-6186 | DOI: 10.47772/IJRISS | Volume IX Issue XIV October 2025 | Special Issue on Management

Employees' Affective Commitment

Table 4 Affective Commitment	Weighted Mean	Verbal Description
	Wicali	Description
1. I would be very happy to spend the rest of my career with this organization.	3.24	Sometimes
2. I enjoy discussing my organization with people outside it.	3.35	Sometimes
3. I really feel as if this organization's problems are my own.	4.23	Often
4. I think that I could easily become as attached to another organization as I am to this one.	2.79	Sometimes
5. I do not feel like part of the family at my organization.	3.20	Sometimes
6. I do not feel emotionally attached to this organization.	3.13	Sometimes
7. This organization has a great deal of personal meaning for me.	3.55	Often
8. I do not feel a strong sense of belonging to my organization.	3.20	Sometimes
Grand Total	3.34	Sometimes

Table 4 shows the respondents' organizational affective commitment. As shown, the respondents often felt that the organization's problems are their own at 4.23 mean, they also often felt that the organization has a great deal of personal meaning to them at 3.55 mean. They sometimes very happy to spend the rest their career with organization at 3.24 mean, they sometimes enjoying to discuss the organization with people outside at 3.35 mean, they sometimes think that they could easily become attached to another organization compare with their organization at 2.79 mean, they sometimes do not feel that they part of the family within the organization at 3.20 mean, they sometimes do not feel emotionally attached the organization at 3.13 mean, and they sometimes do not feel a strong sense of belonging to the organization at 3.20 mean.

With a total mean of 3.34, the respondents were sometimes committed affectively to the organization where they belong.

According to Grund and Titz (2018), the employees who have strong affective commitment continue to work in the organization because they want to. When employees feel that the organization is responsible toward them such as offering salaries higher than industry average, they tend to reciprocate with positive attitudes toward the organization, including affective bonds and feelings of loyalty.

Employees' Continuance Commitment

Table 5 shows the respondents' continuance commitment. As exposed, the respondents always feel that it would be hard for them to leave the organization right now even if they wanted to at 4.80 mean. They are always afraid of what might happen if they will quit their job without having another one lined up at 4.67 mean. They always believe that too much of their life would be disrupted if they decided to leave the organization now at 4.56 mean. However, they often feel that staying with the organization right now is a matter of necessity as much as desire at 4.23 mean. They often feel that one of their major reasons in continuing to work in the organization is that leaving would require considerable personal sacrifice and another organization may not match the benefits they have at 4.20 mean. They often feel that one of the few serious consequences of leaving the organization would be the scarcity of available alternatives at 4.03 mean. Moreover, they sometimes feel that that they have too few options to consider leaving the organization at 3.46 mean. They sometimes feel that it wouldn't be too costly for them to leave the organization now at 3.45 mean.



ISSN No. 2454-6186 | DOI: 10.47772/IJRISS | Volume IX Issue XIV October 2025 | Special Issue on Management

Table 5 Continuance Commitment	Weighted	Verbal
	Mean	Description
1. I am not afraid of what might happen if I quit my job without having another one lined up.	4.67	Always
2. It would be very hard for me to leave my organization right now, even if I wanted to	4.80	Always
3. Too much of my life would be disrupted if I decided I wanted to leave my organization now	4.56	Always
4. It wouldn't be too costly for me to leave my organization now	3.45	Sometimes
5. Right now, staying with my organization is a matter of necessity as much as desire	4.23	Often
6. I feel that I have too few options to consider leaving this organization	3.46	Sometimes
7. One of the few serious consequences of leaving this organization would be the scarcity of available alternatives	4.03	Often
8. One of the major reasons I continue to work for this organization is that leaving would require considerable personal sacrifice - another organization may not match the overall benefits I have here	4.20	Often
Grand Total	4.18	Often

With a total mean of 4.18, the respondents often feel that they have continuance commitment with organization.

According to Shoaib & Khalid (2017) continuous engagement is the economic requirements that push the worker to stay with the organization. An employee has been said to have to determine his / her dedication. The bond between the worker and the organization is complemented by factors such as economic benefits, seniority and incentives. Financial conditions prevent them from leaving the job because they have responsibilities with their family.

There is a positive connection between full of feeling responsibility and work execution. Additionally, as the employee's fulfilment increments, there will be increment in work execution. The continuation responsibility has a negative association with work execution having a place with the study. It isn't astounding to get low work execution from the individuals who want to surrender and reluctance with the authoritative objectives and conditions. Reasonable workplaces which fulfil and rouse the employees, lead them to have higher works execution (Grund, C. and Titz, K., 2018).

Employees' Normative Commitment

Table 6 shows the respondents' normative commitment. As shown, the respondents always feel that the major reasons they continue to work for the organization is that they believe that loyalty is important and therefore feel a sense of moral obligation to remain at 4.56 mean. They always feel that jumping from one organization to another organization does not seem at all unethical to them at 4.50 mean. They often feel that things were better to the days when people stayed with one organization for most of their careers at 4.34 mean, they also often feel taught to believe in the value of remaining loyal to one organization at 4.23 mean, and they often not believe that a person must always be loyal to his or her organization at 3.52 mean. Moreover, they sometimes



ISSN No. 2454-6186 | DOI: 10.47772/IJRISS | Volume IX Issue XIV October 2025 | Special Issue on Management

feel of not thinking that wanting to be a 'company man' or 'company woman' is sensible anymore 3.45 mean and they sometimes think that people these days move from company to company too often at 3.21 mean.

Table 6 Normative Commitment	Weighted Mean	Verbal Description
1. I think that people these days move from company to company too often.	3.21	Sometimes
2. I do not believe that a person must always be loyal to his or her organization	3.52	Often
3. Jumping from organization <i>co</i> -organization does not seem at all unethical to me	4.50	Always
4. One of the major reasons I continue to work for this organization is that I believe that loyalty is important and therefore feel a sense of moral obligation to remain	4.56	Always
5. If I got another offer for a better job elsewhere, I would not feel it was right to leave my organization	4.23	Often
6. I was taught to believe in the value of remaining loyal to one organization	4.27	Often
7. Things were better to the days when people stayed with one organization for most of their careers	4.34	Often
8. I do not think that wanting to be a 'company man' or 'company woman' is sensible anymore	3.45	Sometimes
Grand Total	4.01	Often

With a total mean of 4.01, the respondents often feel that they have normative commitment to the organization.

According to van der Werf (2018) workers that are normatively dedicated for the most part feel that they should remain at their affiliations. Normatively dedicated workers feel that leaving their connection would have excruciating results, and feel an assessment of flaw about the likelihood of leaving.

Significant Difference on the Extent of Organizational Commitment of Employees' Affective, Continuance and Normative Commitment

Table 7 Significant Difference on the Extent of Organizational Commitment of Employees' Affective, Continuance and Normative Commitment

Organizational Commitment	F value	Sig	Remarks	Decision
Affective Commitment	4.928	.000	Significant	Reject Ho
Continuance Commitment	28.994	.000	Significant	Reject Ho
Normative Commitment	19.994	.000	Significant	Reject Ho

Table 7 showed the result of the Anova on the significant difference on the extent of organizational commitment of employees' affective, continuance and normative commitment. As shown, the result is significant, **Affective** (F=4.928, p=.000), **Continuance** (F=28.994, p=.000), and **Normative** (F=19.994, p=.000), since their p-value are less than .05 (p<.05). The results therefore, led to the rejection of the null hypothesis that implies there is no significant difference on the extent of organizational commitment of employees' affective, continuance and normative commitment.

The result conforms to the findings of Kim (2020). Accordingly, the levels of psychological safety and organizational commitment in employees function as underlying processes in explaining the job insecurity–perceived organizational performance link.



ISSN No. 2454-6186 | DOI: 10.47772/IJRISS | Volume IX Issue XIV October 2025 | Special Issue on Management

The result also agrees on the findings of Islam, Ahmad, & Ahmed (2013). They found out that organizational commitment performs the role of mediator between organizational learning culture and turnover intention. HR managers should know the importance of leaders' support and learning environment, as these affect employees' level of commitment, which ultimately reduces their intentions to leave the organization.

These results validate the claims of Noe (2010) that organizational commitment can be affected by a person's attitude towards work which can be positive or negative. It is further explained by Carpenter (2009) that these attitudes can be a cause of different aspects of the work environment like attitude towards works are personality, person-environment fit, job characteristics, psychological contracts, organizational justice, work relationship, and stress. In some aspect the attitude domain embraces behavior that might have positive or negative effects of organizational commitment.

Significant Difference on the Extent of Organizational Commitment of Manager/Administration and Employees

Table 8 Significant Difference on the Extent of Organizational Commitment of Manager/Administration and Employees

Organizational Commitment	F value	Sig	Remarks	Decision
Manager/Administration	110.994	.000	Significant	Reject Ho
Employees	76.994	.000	Significant	Reject Ho

Table 8 showed the result of the Anova of the significant difference on the extent of organizational commitment of Manager/Administration and Employees. As disclosed, the result is significant, **Manager/Administration** (F=110.994, p=.000), and **Employees** (F=76.994, p=.000), since their p-value are less than .05 (p<.05) The results, therefore, led to the rejection of the null hypothesis that suggests there is no significant difference on the extent of organizational commitment of Manager/Administration and Employees.

Meaning, the organizational commitment of the managers/administration and employees vary from each other.

According to Kumar (2012), a person who attached more importance to the values of openness, fairness, logic and moral integrity are affectively committed and those who perceive their organizations to promote the values of openness, fairness, logic and moral integrity are committed normatively.

Significant Difference on the Extent of Organizational Commitment of Respondents According to Profile

Table 9 Significant Difference on the Extent of Organizational Commitment of Respondents According to Profile

Organizational Commitment	F value	Sig	Remarks	Decision
Age	1.237	.122	Not significant	Do not Reject Ho
Gender	2.258	.082	Not significant	Do not Reject Ho
Educational Qualification	15.944	.000	Significant	Reject Ho
Administrative Experience	6.251	.000	Significant	Reject Ho
Working Experience	5.238	. 001	Significant	Reject Ho

Table 9 presents the result of the Anova of the significant difference on the extent of organizational commitment of respondents according to profile. As shown, Educational Qualification, Administrative Experience and Working Experience, is significant; **Educational Qualification** (F=15.944, p=.000),



Administrative Experience (F=6.251, p=.000) and Working Experience (F=5.238, p=.001), since their pvalue are less than .05 (p<.05). The results, therefore, led to the rejection of the null hypothesis that implies there is no significant difference on the extent of organizational commitment of respondents according to profile in terms of Educational Qualification, Administrative Experience and Working Experience.

On the other hand, age and gender, showed not significant; Age (F=1.237, p=.122), and Gender (F=2.258, p=.082) since their p-value are greater than .05 (p>.05). The results, therefore, led to the acceptance of the null hypothesis that there is no significant difference on the extent of organizational commitment of respondents according to profile in terms of age and gender.

Meaning, the respondents showed significant difference on their organizational commitment in terms of educational qualification, administrative experience, and working experience. It simply means that, the higher the educational qualification of the employee and the longer administrative and working experience they become more committed to the organization.

However, in terms of age and gender it shows no significant difference. It means that, age and gender doesn't matter as far as organizational commitment is concerned.

Suryani (2018) discovered in her study on factors influencing organizational commitment that various important aspects are divided into two viewpoints, employers and employees. According to employers, position ambiguity, work control, job instability, career progression, performance appraisal, and positive team experience all have a substantial impact on organizational commitment. Employee commitment is influenced by characteristics such as locus of control, age and tenure in the organization, task self-efficacy, culture, job happiness, and employee engagement.

Employees' Adaptive Performance in Terms of Handling Emergencies and Crises

Table 10 Handling Emergencies and Crises	Weighted Mean	Verbal Description
1. I am able to achieve total focus on the situation to act quickly.	3.16	Sometimes
2. I analyze possible solutions and their ramifications quickly to select the most appropriate one.	3.35	Sometimes
3. I quickly decide on the actions to take to resolve the problem.	3.21	Sometimes
4. I am not in a position to be able to respond quickly.	3.18	Sometimes
5. I am able to understand situations and act on it accordingly.	3.45	Sometimes
6. I am able to adapt to situations and use it on my advantage.	3.58	Often
7. I am able to take care of my work and produce quality output despite of any situations.	3.78	Often
Grand Total	3.39	Sometimes

Table 10 shows the respondents' adaptive performance in terms of handling emergencies and crisis. As shown, the respondents often feel that they are able to take care of their work and produce quality output despite of any situations at 3.78 mean and they often feel that are able to adapt to situations and use it on their advantage at 3.58. The data also exposed that they sometimes understand situations and act on it accordingly at 3.45 mean, they sometimes analyze possible solutions and their ramifications quickly to select the most appropriate one at 3.35 mean, they also sometimes quickly decide on the actions to take to resolve the problem at 3.21 mean. Furthermore, they sometimes think that they are not in a position to be able to respond quickly at 3.18 mean. Lastly, they sometimes feel that they able to achieve total focus on the situation to act quickly at 3.16 mean.



ISSN No. 2454-6186 | DOI: 10.47772/IJRISS | Volume IX Issue XIV October 2025 | Special Issue on Management

With a total mean of 3.39, the results manifest that respondent often feel to act quickly in terms of handling emergencies and crisis when something transpire in the organization.

According to Registe (2016), each individual who encounters an upsetting occasion will see and adapt to the occasion in an unexpected way. Every individual will react to an occasion dependent on their very own history and developed perspective on the real world. Moreover, singular social backings including family, friends, and companions can impact the manner in which an individual makes meaning or translates the occasion. Employees who battle with feelings or practices related with the basic occurrence or use maladaptive adapting abilities are not ready to take care of their work and may affect the suitability of a business.

Employees' Adaptive Performance in Terms of Managing Work Stress

Table 11 shows respondents' adaptive performance in terms of managing work stress. As shown, the results exposed that the respondents often look for solutions by having a calm discussion with colleagues at 4.21 mean, they often develop strategies to cope-up with work stress at 4.12 mean, and they often keep their cool in situations where they are required to make many decisions at 3.56 mean. Additionally, the respondents sometimes feel at ease even if my tasks change and occur at a very fast pace at 3.46 mean, they sometimes being ask by colleagues for their advice regularly when situations are difficult because of their self-control at 3.43 mean, they sometimes feel anxious when having an additional work unexpectedly at 3.21 mean. Lastly, the respondents sometimes feel that work-related stress impacts the quality of what they do at 3.15 mean.

Table 11 Managing Work Stress	Weighted Mean	Verbal Description
1. I feel at ease even if my tasks change and occur at a very fast pace.	3.46	Sometimes
2. I keep my cool in situations where I am required to make many decisions.	3.56	Often
3. Having to take on additional work unexpectedly makes me very anxious.	3.21	Sometimes
4. I look for solutions by having a calm discussion with colleagues.	4.21	Often
5. Work-related stress impacts the quality of what I do.	3.15	Sometimes
6. My colleagues ask my advice regularly when situations are difficult because of my self-control.	3.43	Sometimes
7. I develop strategies to cope-up with work stress.	4.12	Often
Grand Total	3.59	Often

With a total mean of 3.59, the results were evident that respondents often manage work stress within the organization.

According to Registe (2016), employees experience greater job stress than their counterparts because they have fewer resources at their disposal while serving more challenging segments of the population. Job stress differences was experienced in the public and private sectors relative to social atmosphere.

Employees' Adaptive Performance in Terms of Solving Problems Creatively

Table 12 Solving Problems Creatively	Weighted Mean	Verbal Description
1. I do not hesitate to go against established ideas to propose an innovative solution.	4.53	Always
2. I use a variety of sources/types of information to come up with an innovative	4.51	Always





ISSN No. 2454-6186 | DOI: 10.47772/IJRISS | Volume IX Issue XIV October 2025 | Special Issue on Management

solution.		
3. Whatever the problem to be solved, I never use anything but well-known methods.	4.43	Often
4. I develop new tools and methods to resolve new problems.	3.45	Sometimes
5. Within my department, people rely on me to suggest new solutions.	3.42	Sometimes
6. I consider looking into a win-win solutions on problems being encountered in the workplace.	4.34	Often
7. I enclosed myself with people who will support me in finding solutions to a problem.	4.53	Always
Grand Total	4.17	Often

Table 12 shows respondents' adaptive performance in terms of solving problems creatively. As shown, the respondents always feel of not being hesitant to go against established ideas to propose an innovative solution at 4.53 mean, they always enclosed themselves with people who will support them in finding solutions to a problem at 4.53 mean and always use a variety of sources/types of information to come up with an innovative solution at 4.51 mean. As shown also, the respondents often use anything but well-known methods in whatever problem to be solved at 4.43 mean and they often consider looking into a win-win solutions on problems being encountered in the workplace 4.34 mean. Moreover, they sometimes develop new tools and methods to resolve new problems at 3.45 mean and sometimes feel that people rely on them to suggest new solutions within their department at 3.42 mean.

With a total mean of 4.17, the respondents often solve problems creatively when something happen in the organization.

According to Charbonnier-Voirin & Roussel, (2012), employees have the ability to find solutions and develop creative approaches to handle a typical, ill-defined, or complex problems.

Employees' Adaptive Performance in Terms of Dealing with Uncertain and Unpredictable Situations

Table 13 Dealing with Uncertain and Unpredictable Situations	Weighted Mean	Verbal Description
1. I wait for more accurate information from my superior before acting.	3.45	Sometimes
2. I easily reorganize my work to adapt to the new circumstances.	3.23	Sometimes
3. I contribute to the stability of my team by driving others towards our priority assignments.	4.56	Always
4. Uncertain or unpredictable work situations impair my ability to act.	3.21	Sometimes
5. Dealing with uncertain or unpredictable work situations enable me to think outside the box.	3.54	Often
6. I easily get disturbed in times of uncertain or unpredictable work situations.	3.42	Sometimes
7. I got easily panicked and cannot make good decisions in times of uncertain or unpredictable work situations.	3.12	Sometimes
Grand Total	3.96	Often

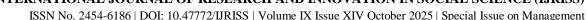




Table 13 presents the respondents' adaptive performance in terms of dealing with uncertainties and unpredictable situations. As shown, the respondents always recognize easily their work to adapt to the new circumstances at 4.56 mean, they often enable them to think outside the box in dealing with uncertain or unpredictable work situations at 3.54 mean. They sometimes wait for more accurate information from their superior before acting at 3.45 mean, easily get disturbed in times of uncertain or unpredictable work situations at 3.42 mean, easily reorganize their work to adapt to the new circumstances at 3.23 mean, they sometimes feel that uncertain or unpredictable work situations impair their ability to act 3.21 mean, and sometimes got easily panicked and cannot make good decisions in times of uncertain or unpredictable work situations at 3.12 mean.

With a total mean of 3.96, the results revealed that the respondents often deal with uncertain and unpredictable situations that happened within the organization.

According to Charbonnier-Voirin & Roussel (2012), employees are also expected to be able to manage the stress associated with the rapid and unpredictable nature of change in their working conditions. They cannot panic and must continue to make appropriate decisions. Included here is the capability to positively influence co-workers in stressful and/or frustrating situations such as behaviors that help control team stress.

Employees' Adaptive Performance in Terms of Training and Learning Effort

Table 14 displays the respondents' adaptive performance in terms of training and learning effort. As exposed, the respondents often feel that they are able and willing to engage on new learning in dealing with change in an effective manner at 4.36 mean, often look for every opportunity that enables me to improve my performance (training, group project, exchanges with colleagues, etc.) at 4.23 mean, often prepare for change by participating in every project or assignment that enables them to do so at 4.12 mean, and often focus on career development and advancement at 4.10 mean. Moreover, the respondents sometimes on the lookout for the latest innovations in their job to improve the way they work at 3.47 mean, sometimes wait for the innovations having to do with their job to become widespread in the company before they put major effort into relevant training or learning at 3.36 mean, and sometimes undergo training on a regular basis at or outside of work to keep their competencies up to date 3.25 mean.

Table 14 Training and Learning Effort	Weighted Mean	Verbal Description
1. I am on the lookout for the latest innovations in my job to improve the way I work.	3.47	Sometimes
2. I undergo training on a regular basis at or outside of work to keep my competencies up to date.	3.25	Sometimes
3. I wait for the innovations having to do with my job to become widespread in the company before I put major effort into relevant training or learning.	3.36	Sometimes
4. I prepare for change by participating in every project or assignment that enables me to do so.	4.12	Often
5. I look for every opportunity that enables me to improve my performance (training, group project, exchanges with colleagues, etc.)	4.23	Often
6. I am able and willing to engage on new learning in dealing with change in an effective manner.	4.36	Often
7. I am focus on career development and advancement.	4.10	Often
Grand Total	3.84	Often



ISSN No. 2454-6186 | DOI: 10.47772/IJRISS | Volume IX Issue XIV October 2025 | Special Issue on Management

With a total mean of 3.84, the data discovered that the respondents' adaptive performance in terms of training and learning effort were often observed and practiced.

According to Charbonnier-Voirin & Roussel (2012), given continuous technological innovation and the evolution of various occupations, employees need the ability and willingness to engage themselves in new learning to deal with change in an efficient manner. They must anticipate, prepare for, and learn the skills anticipated to be of importance in future jobs. Thus, it is assumed that employees will be ready and willing to be involved in their professional development.

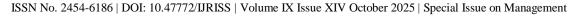
Employees' Adaptive Performance in Terms of Interpersonal Adaptability

Table 15 Interpersonal Adaptability	Weighted Mean	Verbal Description
1. I adapt my work practices to the requirements and suggestions of others.	3.26	Sometimes
2. I do not consider negative comments about my work very important.	3.14	Sometimes
3. I adjust my work practices if someone points out a better solution.	3.46	Sometimes
4. Developing good relationships with all my counterparts is an important factor of my effectiveness.	4.53	Always
5. I try to understand the viewpoints of my counterparts to improve my interaction with them.	4.45	Often
6. I appreciate the differences of my colleagues and use it for my advancement.	4.46	Often
7. I live in the golden rule principle to work along with my colleagues productively.	4.35	Often
Grand Total	3.95	Often

Table 15 illustrates the respondents' adaptive performance in terms of interpersonal adaptability. As disclosed, the respondents are always developing good relationships with all their counterparts as an important factor of their effectiveness at 4.53 mean. They often appreciate the differences of colleagues and use it for advancement at 4.46 mean, often try to understand the viewpoints of counterparts to improve interaction at 4.45 mean, and often live in the golden rule principle to work along with colleagues productively at 4.35 mean. Furthermore, the respondents sometimes adjust work practices if someone points out a better solution at 3.46 mean, sometimes adapt work practices to the requirements and suggestions of others at 3.26 mean and lastly, sometimes do not consider negative comments about work at 3.14 mean.

With a total mean of 3.95, the results exposed that the respondents' adaptive performance in terms of interpersonal adaptability were often practice inside the organization.

According to Charbonnier-Voirin & Roussel (2012), employees are also expected to be able to manage the stress associated with the rapid and unpredictable nature of change in their working conditions. They cannot panic and must continue to make appropriate decisions. Included here is the capability to positively influence co-workers in stressful and/or frustrating situations such as behaviors that help control team stress. To the extent that work environments are increasingly characterized by team or project work and the formation of multidisciplinary teams, employees are expected to adjust their interpersonal behaviors to work effectively with a wide range of co-workers. Growth in service activities, which presupposes extended client contact, also requires that interpersonal flexibility in order to better respond to client expectations.





Employees' Adaptive Performance in Terms of Cultural Adaptability

Table 16 displays the respondents' adaptive performance in terms of cultural adaptability. As exposed, the respondents often can work, live and grow with people with diverse culture at 4.23 mean, often open to different opinions, point of view and ideas of others at 4.21 mean, often willingly adapt behavior whenever need to in order to work well with others at 4.12 mean, and often learn to adapt to various personality inside the workplace at 4.01 mean. Additionally, the respondents sometimes learn new ways to do job in order to collaborate better with others at 3.37 mean, sometimes like to stay with own work practices and act based on own principles of cooperation on whatever the situation at 3.28 mean, and sometimes frequently feel awkward because of problems in understanding the work practices of others at 3.23 mean.

Table 16 Cultural Adaptability	Weighted Mean	Verbal Description
1. I learn new ways to do my job in order to collaborate better with others.	3.37	Sometimes
2. I frequently feel awkward because of problems in understanding the work practices of others.	3.23	Sometimes
3. I willingly adapt my behavior whenever I need to in order to work well with others.	4.12	Often
4. Whatever the situation, I like to stay with my own work practices and act based on my own principles of cooperation.	3.28	Sometimes
5. I can work, live and grow with people with diverse culture.	4.23	Often
6. I am open to different opinions, point of view and ideas of others.	4.21	Often
7. I learn to adapt to various personality inside the workplace.	4.01	Often
Grand Total	3.78	Often

The results unveiled that the respondents often observed and practiced cultural adaptability within the organization at 3.78 mean.

According to Charbonnier-Voirin & Roussel (2012), employees need to work effectively in different national, international, and occupational cultural contexts. The willingness to adapt to different cultures should be reflected by openness to others, consideration of different opinions and points of view, and adaptation to various personalities.

Employees' Adaptive Performance in Terms of Physical Adaptability

Table 17 Physical Adaptability	Weighted Mean	Verbal Description
1. I strive to adapt, however difficult, to the working conditions I am in.	3.59	Often
2. I can only work efficiently in a comfortable environment.	3.47	Sometimes
3. I sometimes reach my physical limits to accomplish an urgent task.	3.65	Often
4. I can work in uncomfortable or difficult environments.	4.01	Often
5. I am able to withstand physical strain that the job requires.	4.10	Often





ISSN No. 2454-6186 | DOI: 10.47772/IJRISS | Volume IX Issue XIV October 2025 | Special Issue on Management

6. I can easily get along with others and work effectively.	4.24	Often
7. I can work with team.	4.12	Often
Grand Total	3.88	Often

Table 17 presents the respondents' adaptive performance in terms of physical adaptability. As divulged, the respondents often easily get along with others and work effectively at 4.24 mean, often work with team at 4.12, often able to withstand physical strain that the job requires at 4.10 mean, often can work in uncomfortable or difficult environments at 4.01 mean, often reach physical limits to accomplish an urgent task at 3.65, and often strive to adapt, however difficult, to the working conditions at 3.59 mean. Moreover, the respondents sometimes can only work efficiently in a comfortable environment 3.47 mean.

The results unveiled that the respondent's adaptive performance in terms of physical adaptability is often observed and practiced within the organization at 3.88 mean.

According to Charbonnier-Voirin & Roussel (2012), employees need to have the ability to work in uncomfortable or difficult environments, involving, for example, heat and noise. As with the handling emergencies and crises dimension, the nature of the sample should be kept in mind. They need to have the ability to withstand physical strain.

Significant Difference on the Level of Adaptive Performance of Employees

Adaptive Performance	F value	Sig	Remarks	Decision
Handling Emergencies and Crisis	5.328	.000	Significant	Reject Ho
Managing Work Stress	10.980	.000	Significant	Reject Ho
Solving Problems Creatively	6.772	.000	Significant	Reject Ho
Dealing with Uncertain and Unpredictable Situations	1.075	.192	Not significant	Do not Reject Ho
Training and Learning Effort	1.931	.097	Not significant	Do not Reject Ho
Interpersonal Adaptability	2.024	.094	Not significant	Do not Reject Ho
Cultural Adaptability	4.927	.000	Significant	Reject Ho
Physical Adaptability	7.220	.000	Significant	Reject Ho

Table 18 showed the result of the Anova of the significant difference on the level of adaptive performance of employees. As shown, in terms of handling emergencies and crisis, managing work stress, solving problems creatively, cultural adaptability and physical adaptability the result is significant; **Handling Emergencies and Crisis** (F=5.328, p=.000) , **Managing Work Stress** (F=10.980, p=.000), **Solving Problems Creatively** (F=6.772, p=.000), **Cultural Adaptability** (F=4.927, p=.000), and **Physical Adaptability** (F=7.220, p=.000) since their p-value are less than .05 (p<.05) The results, therefore, led to the rejection of the null hypothesis that implies there is no significant difference on the level of adaptive performance of employees on the mentioned dimensions.

On the other hand, in terms of dealing with uncertain and unpredictable situations, training and learning effort and interpersonal adaptability, the result is not significant; **Dealing with Uncertain and Unpredictable**



ISSN No. 2454-6186 | DOI: 10.47772/IJRISS | Volume IX Issue XIV October 2025 | Special Issue on Management

Situations (F=1.075, p=.192), **Training and Learning Effort** (F=1.931, p=.097), and **Interpersonal Adaptability** (F=2.024, p=.094) since their p-value are greater than .05 (p>.05). The results, therefore, led to the acceptance of the null hypothesis that there is no significant difference on the level of adaptive performance of employees on the mentioned dimensions.

Meaning, managers/administration and employees shows difference in handling emergency and crisis, managing work stress, solving problems creatively, cultural adaptability and physical adaptability. It means that employees are capable of handling emergency and crisis in the workplace. They know how to manage work stress and even solve their problems creatively. They are also aware on the diverse culture and different personalities inside the organization.

On the other hand, when it comes to dealing with uncertain and unpredictable situations, training and learning effort and interpersonal adaptability it shows no difference. It means that in dealing with uncertain and unpredictable situations and training and learning effort, employees need to consult the management as to what decisions are going to undertake. They need also to be equipped with interpersonal skills which can be learned through trainings and workshops.

Employee performance is an absolutely essential in the association. Since, it enables the association to rise and build up the ability of the organization's representatives. Additionally, it clarifies into association an extraordinary office and collaboration where influences each space of the organization. To comprehend organization needs to make approaches that will build worker viability. An employee's job performance relies upon or could be a result of a blend of capacity, exertion, and possibility. Yet, the estimations might be depleted terms of results or results created. Performance is illustrated as the record of results made on a predefined occupation capacity or action during indicated time (Abdirahman, Najeemdeen, Abidemi, & Ahmad, 2018).

Significant Difference on the Level of Adaptive Performance of Manager/Administration and Employees

Table 19 Significant Different Manager/Administration and En		Level	of Adaptive	Performance of
Adaptive Performance	F value	Sig	Remarks	Decision
Manager/Administration	12.216	.000	Significant	Reject Ho
Employees	14.965	.000	Significant	Reject Ho

Table 19 reveals the result of the Anova on the significant difference on the level of adaptive performance of Manager/Administration and Employees. As revealed, the result is significant; **Manager/Administration** (F=12.216, p=.000), and **Employees** (F=14.965, p=.000), since their p-value are less than .05 (p<.05) The results, therefore, led to the rejection of the null hypothesis that implies there is no significant difference on the level of adaptive performance of Manager/Administration and Employees.

Meaning, manager/administration and employees shows significant difference on their adaptive performance. It means that they performed according to their respective functions within the organization.

Employees are the essential wellspring of advantages and upper hand in any association. At the end of the day, the suitability and proficiency of an association is credited to the practicality and efficiency of worker's exhibition. In addition, employee performance is instrumental to hierarchical advancement and efficiency (Inuwa, 2016).



ISSN No. 2454-6186 | DOI: 10.47772/IJRISS | Volume IX Issue XIV October 2025 | Special Issue on Management

Significant Difference on the Level of Adaptive Performance of Respondents According to Profile

Table 20 Significant Difference on the Level of Adaptive Performance of Respondents According to Profile					
Adaptive Performance	F value	Sig	Remarks	Decision	
Age	.954	.459	Not significant	Do not Reject Ho	
Gender	1.640	.077	Not significant	Do not Reject Ho	
Educational Qualification	2.439	.069	Not significant	Do not Reject Ho	
Administrative Experience	5.331	.000	Significant	Reject Ho	
Working Experience	4.382	. 000	Significant	Reject Ho	

Table 20 disclosed the result of the Anova on the significant difference on the level of adaptive performance of the respondents according to profile. As shown, in terms of administrative experience and working experience, the result is significant; **Administrative Experience** (F=5.331, p=.000) and **Working Experience** (F=4.382, p=.000), since their p-value are less than .05 (p<.05) The results, therefore, led to the rejection of the null hypothesis that implies there is no significant difference on the level of adaptive performance of the respondents in terms administrative experience and working experience.

While in terms of age, gender, and educational qualification, the result is not significant; **Age** (F=.954, p=.459), **Gender** (F=1.640, p=.077), and **Educational Qualification** (F=2.439, p=.069) since their p-value is greater than .05 (p>.05). The result, therefore, led to the acceptance of the null hypothesis that there is no significant difference on the level of adaptive performance of respondents according to profile in terms of age, gender and educational qualification.

Meaning, the respondents show significant difference on their adaptive performance in terms of administrative and working experience. It means that, the higher the position and the longer the working experience they have, they know how to adapt and performed well within the organization.

On the other hand, in terms of age, gender, and educational qualification it shows no difference. It means that, no matter what is the age, gender and educational qualification of the respondents, they need to be adaptive in all aspects for them to become productive.

Employees exhibit adaptive performance by modifying their practices to the necessities of work circumstances and new occasions. In spite of the fact that others have featured the significance of an assortment of adaptive practices were the first to propose a worldwide model of versatile execution (Charbonnier-Voirin & Roussel, 2012).

Employees' Job Satisfaction in Terms of Quality of Work Life

Table 21 Quality of Work Life	Weighted Mean	Verbal Description
1. I have the opportunity to exercise my talent and capacities inside the organization.	3.45	Moderately Satisfied
2. I am able to face challenges/situations that require independent initiative and self-direction.	3.26	Undecided
3. I am involved in an activity that is thought to be worthwhile by the individuals involved.	3.42	Undecided



ISSN No. 2454-6186 | DOI: 10.47772/IJRISS | Volume IX Issue XIV October 2025 | Special Issue on Management

4. I am able to participate in an activity in which one understands the role the individual can play in the achievement of some overall goals.	3.32	Undecided
5. I am able to take sense of pride in what one is doing and in doing it well.	3.46	Undecided
6. I am able to take full authority of every task assigned to me.	4.20	Moderately Satisfied
7. I am entrusted of full trust from the management that I can perform my job effectively.	4.32	Moderately Satisfied
Grand Total	3.63	Moderately Satisfied

Table 21 reflects the job satisfaction of respondents in terms of quality of work life. As disclosed, the respondents were moderately satisfied on the entrusted full trust from the management that can perform job effectively at 4.32 mean, moderately satisfied on taking full authority of every task assigned at 4.20 mean, moderately satisfied on having the opportunity to exercise talent and capacities inside the organization at 3.45 mean. On the other hand, the respondents are undecided on taking sense of pride in what one is doing and in doing it well at 3.46 mean, undecided on the involvement in an activity that is thought to be worthwhile by the individuals involved at 3.42 mean, undecided on the participation in an activity in which one understands the role the individual can play in the achievement of some overall goals at 3.32 mean, and undecided on facing challenges/situations that require independent initiative and self-direction at 3.26 mean.

With a total mean of 3.63, the results revealed that the respondents were moderately satisfied in terms of quality of work life.

Amir (2011) portrayed the idea of work both as the activity assignments and depicted to what level of enthusiasms the worker appreciates playing out the undertakings. As indicated by him, the effective idea of crafted by employees requires work, commitment, and excitement. Besides, he referenced that, work or working conditions may impact employee's employment fulfilment. The work or working conditions alluded to the overseeing rules, strategies, methods, and outstanding burden that impact one's activity fulfilment.

Employees' Job Satisfaction in Terms of Salary

Table 22 Salary	Weighted Mean	Verbal Description
1. My current salary meets my qualification.	3.46	Undecided
2. My hotel practices satisfactory increment and salary scheme.	3.22	Undecided
3. My hotel is equitable to the job that I do.	3.46	Undecided
4. My hotel offers satisfactory promotion opportunities to employees.	3.49	Undecided
5. My hotel provides basic allowance schemes e.g., extra loading allowance, travelling, etc.	3.01	Undecided
6. My hotel always gives bonus to employees.	3.42	Undecided
7. My hotel practices increment and salary scheme after conducting an appraisal.	3.21	Undecided
Grand Total	3.24	Undecided

Table 22 exhibits the respondents' satisfaction in terms of salary. As shown, the data divulged that the respondents were undecided whether the hotel offers satisfactory promotion opportunities to employees or not



ISSN No. 2454-6186 | DOI: 10.47772/IJRISS | Volume IX Issue XIV October 2025 | Special Issue on Management

at 3.49 mean, undecided whether or not the hotel is equitable to the job that they do at 3.46 mean, undecided whether or not the current salary meets qualification at 3.46 mean, undecided whether hotel always gives bonus to employees or not at 3.42 mean, undecided whether or not the hotel practices satisfactory increment and salary scheme at 3.22 mean, undecided whether or not the hotel practices increment and salary scheme after conducting an appraisal at 3.21 mean, and lastly, undecided whether or not the hotel provides basic allowance schemes e.g. extra loading allowance, travelling, etc. at 3.01 mean

With a total mean of 3.24 mean, the results revealed that the respondents were undecided whether satisfied or not on salary matter.

According to Muhammad et. al (2011), pay is maybe striking great to most people since it offers them a relating level of obtaining power. While maintaining a business, the pay can likewise be considered as the expense of increasing human capital for running frameworks and tasks, and they are assigned at various position and boss bear staff payment or compensation cost. Compensation, salary or pay is viewed as a huge reward to inspire the workers and their conduct towards the objectives of the boss. There is a certain impact of pay fulfilment on occupation fulfilment and it can clearly see in each field of life. Worker fulfilment level has little relationship to pay and is comparative crosswise over most factors, for instance, working condition, proficient uniqueness, the measure of logical movement in work, though salary satisfaction demonstrated the more grounded relationship to genuine pay, in any event at the higher pay positions. It has been seen that consistency in pay regarding getting regularly scheduled pay is abundantly wanted by the faculty when contrasted with temptation-based pay bundles which are flexible in nature. With the much sub-par pay, work happiness and pay fulfilment are somewhat higher.

Employees' Job Satisfaction in Terms of Co-Worker Support

Table 23 Co-Worker Support	Weighted Mean	Verbal Description
My colleagues give me opportunities to contribute ideas from various perspectives.	4.23	Moderately Satisfied
2. My colleagues always give moral support to perform my task.	4.21	Moderately Satisfied
3. My colleagues can cooperate well with me.	4.27	Moderately Satisfied
4. My colleagues always share information and knowledge to enhance the quality of our performance.	4.25	Moderately Satisfied
5. My colleagues respect each one's ideas and understanding on different issues.	4.12	Moderately Satisfied
6. My colleagues support system is noticeable in every task given.	4.20	Moderately Satisfied
7. My colleagues value the sense of self-worth and trust.	4.13	Moderately Satisfied
Grand Total	4.20	Moderately Satisfied

Table 23 displays the satisfaction of respondents in terms of co-worker support. As shown, the results revealed that the respondents were moderately satisfied on the cooperation of colleagues at 4.27 mean, moderately satisfied on colleagues sharing information and knowledge to enhance the quality of performance at 4.25 mean, moderately satisfied on colleagues giving opportunities to contribute ideas from various perspectives at 4.23 mean, moderately satisfied on colleagues always giving moral support to perform task at 4.21 mean, moderately satisfied on colleagues support system in every task given at 4.20 mean, moderately satisfied on colleagues valuing the sense of self-worth and trust at 4.13 mean and moderately satisfied on colleagues respecting each one's ideas and understanding on different issues at 4.12 mean.



ISSN No. 2454-6186 | DOI: 10.47772/IJRISS | Volume IX Issue XIV October 2025 | Special Issue on Management

The results disclosed that the respondents were moderately satisfied on co-workers' support in the organization at 4.20 mean.

According to Smith (2016), if an employee and coworkers have excellent mental health at work, it is likely that they will have better mental health outside of work as well. Coworker relationships can connect an employee with relevant information, increase their network, and help open up future professional prospects.

Employees' Job Satisfaction in Terms of Managerial Support

Table 24 Managerial Support	Weighted Mean	Verbal Description
1. My supervisor gives support through recognition of my work.	3.47	Undecided
2. My supervisor offers suggestions to improve the quality of my work.	4.20	Moderately Satisfied
3. My supervisor makes me feel contented working under his/her supervision.	4.21	Moderately Satisfied
4. My supervisor provides me with continuous feedback to help me achieve the goals.	3.45	Undecided
5. My supervisor gives full trust and confidence on every task assigned to me.	3.49	Undecided
6. My supervisor maintains open communication with subordinates to discuss issues that affect them.	3.54	Moderately Satisfied
7. My supervisor affirms support in every undertaking that occurs in the workplace.	3.48	Undecided
Grand Total	3.69	Moderately Satisfied

Table 24 presents the satisfaction of respondents in terms of managerial support. As shown, the results unveiled that the respondents were moderately satisfied on supervisor making them feel contented working under his/her supervision at 4.21 mean, moderately satisfied on supervisor offering suggestions to improve the quality of work at 4.20 mean, moderately satisfied on supervisor maintaining open communication with subordinates to discuss issues that affect them at 3.54 mean. On the other hand, the respondents were undecided on the way supervisor giving full trust and confidence on every task assigned at 3.49 mean, undecided on the way supervisor gives support in every undertaking that occurs in the workplace at 3.48 mean, undecided on the way supervisor gives support through recognition of work at 3.47 mean, undecided on the way supervisor provides with continuous feedback to help achieve the goals at 3.45 mean.

The results exposed that the respondents were moderately satisfied on managerial support given in the organization at 3.69 mean.

According to Smith (2016), boss reliability created comparable outcomes. Through the investigation, the analyst found that subordinates were increasingly fulfilled and communicated work happiness when the boss showed promptness and pro-social administrative style. Subordinates likewise detailed loving the boss on the off chance that he/she showed quickness and a master social administrative style. As indicated by Smith (2016), supervisory relationship among subordinates predicts the worker's expectation to leave. Strong supervision is imperative to worker fulfilment and maintenance. He likewise revealed bigger associations will in general need steady supervision. Smith (2016), recommend associations draw in directors in preparing to



ISSN No. 2454-6186 | DOI: 10.47772/IJRISS | Volume IX Issue XIV October 2025 | Special Issue on Management

help them in building up the abilities important to rehearse an increasingly steady administrative style with consideration of representatives on choices and remunerating workers for their presentation.

Armer (2011) added that an employees' involvement with his or her boss could affect his or her job satisfaction. Organizational leadership was "the absolute most significant factor to workers in general, which thus is likewise identified with improved employment execution".

Employees' Job Satisfaction in Terms of Promotion

Table 25 Promotion	Weighted Mean	Verbal Description
My current job gives me an opportunity to use my skills and abilities.	4.20	Moderately Satisfied
My current job meets my career objectives.	4.02	Moderately Satisfied
My hotel offers training for a better work productivity.	4.23	Moderately Satisfied
My current job has clear succession plan.	3.58	Moderately Satisfied
My current job open opportunities that would help improve working conditions.	3.45	Undecided
My current job open avenues to renew my sense of working in the organization.	3.49	Undecided
My current job creates worker career ladders that gives employees empowerment and influence over organization and working policies.	4.01	Moderately Satisfied
Grand Total	3.85	Moderately Satisfied

Table 25 shows the respondents' satisfaction in terms of promotion. As shown, the results divulged that the respondents were moderately satisfied on the offered training of the hotel for a better work productivity at 4.23 mean, moderately satisfied on current job in giving an opportunity to use skills and abilities at 4.20 mean, moderately satisfied on the current job in meeting career objectives at 4.02 mean, moderately satisfied on current job in creating worker career ladders that gives employees empowerment and influence over organization and working policies at 4.01 mean, moderately satisfied on the current job with a clear succession plan at 3.58 mean. On the other hand, the respondents are undecided whether the current job open avenues to renew sense of working in the organization at 3.49 mean and undecided whether the current job open opportunities that would help improve working conditions at 3.45 mean.

With a total mean of 3.85, the results manifest that the respondents were moderately satisfied on the promotional practices in the organization.

According to Amir (2011), opportunities for promotions for workers would help improve working conditions, therefore, helping improve workers' retention and reduce turnover. Moreover, opportunities for success provide employees with avenues to renew their sense of working, especially in experienced employees. Amir (2011), further stated, "to promote resiliency, organization should create worker career ladders . . . that is a career ladder that gives employees empowerment and influence over organization and working policies".

Significant Difference on the Level of Job Satisfaction of Employees

Table 26 shows the result of the Anova on the significant difference on the level of job satisfaction of employees. As shown, the result is significant; **Quality of Work Life** (F=12.102, p=.000), **Salary** (F=5.281, p=.000), **Co-Worker Support** (F=5.631, p=.000), **Managerial Support** (F=11.034, p=.000), **and Promotion**



ISSN No. 2454-6186 | DOI: 10.47772/IJRISS | Volume IX Issue XIV October 2025 | Special Issue on Management

(F=13.877, p=.000) since their p-value are less than .05 (p<.05) The results, therefore, led to the rejection of the null hypothesis that implies there is no significant difference on the level of job satisfaction of employees.

Table 26 Significant Difference on the Level of Job Satisfaction of Employees					
Job Satisfaction	F value	Sig	Remarks	Decision	
Quality of Work Life	12.102	.000	Significant	Reject Ho	
Salary	5.281	.000	Significant	Reject Ho	
Co-Worker Support	5.631	.000	Significant	Reject Ho	
Managerial Support	11.034	.000	Significant	Reject Ho	
Promotion	13.877	.000	Significant	Reject Ho	

Meaning, the respondents show significant difference on their job satisfaction in terms of quality of work life, salary, co-worker support, managerial support and promotion. It simply means that the respondents are satisfied in all dimensions mentioned.

Work fulfilment clarified how satisfied a person by his/her work. It's typical that workers would be progressively happy with their movement if they were seen to be satisfied and enchanting in completing their obligation. Fundamentally, Ramdhani, Ramdhani, & Ainissyifa (2017) also explained that activity fulfilment outlines a positive acknowledgment towards a particular business, coming to execution by assessment of its trademark. All things considered; workers who proceed with extraordinary level of employment fulfilment hold positive knowledge towards his/her work.

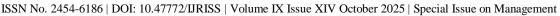
Significant Difference on the Level of Job Satisfaction of Managers/Administration and Employees

Table 27 Significant Difference Employees	ce on the Level	of Job	Satisfaction of Ma	anagers/Administration and
Job Satisfaction	F value	Sig	Remarks	Decision
Managers/Administration	7.189	.000	Significant	Reject Ho
Employees	6.302	.000	Significant	Reject Ho

Table 27 divulged the result of the Anova on the significant difference on the level of job satisfaction of manager/administration and employees. As shown, the result is significant; **Manager/Administration** (F=7.189, p=.000), **and Employees** (F=6.302, p=.000), since their p-value are less than .05 (p<.05). The results, therefore, led to the rejection of the null hypothesis that implies there is no significant difference on the level of job satisfaction of manager/administration and employees.

Meaning, the manager/administration and employees shows significant difference on their level of job satisfaction. It simply means that the respondents satisfaction varies from one dimension to another no matter what are their position inside the organization.

Abdirahman et. al, (2018), mentioned that the job satisfaction may vary depending on the affiliation of the worker. Workers who proceed with extraordinary level of employment fulfilment hold positive knowledge towards his/her work.





Significant Difference on the Level of Job Satisfaction of Respondents According to Profile

Table 28 Significant Difference on the Level of Job Satisfaction of Respondents According to Profile					
Adaptive Performance	F value	Sig	Remarks	Decision	
Age	1.020	.076	Not significant	Do not Reject Ho	
Gender	.640	.371	Not significant	Do not Reject Ho	
Educational Qualification	4.863	.005	Significant	Reject Ho	
Administrative Experience	1.091	.063	Not significant	Do not Reject Ho	
Working Experience	8.312	.000	Significant	Reject Ho	

Table 28 presents the result of the Anova on the significant difference on the level of job satisfaction of respondents according to profile. As revealed, in terms of educational qualification and working experience, the result is significant; **Educational Qualification** (F=4.863, p=.005) and **Working Experience** (F=8.312, p=.000), since their p-value are less than .05 (p<.05). The results, therefore, led to the rejection of the null hypothesis that implies there is no significant difference on the level of job satisfaction of respondents according to profile in terms of educational qualification and working experience.

On the other hand, in terms of age, gender, and administrative experience, the result is not significant; **Age** (F=1.020, p=.076), **Gender** (F=.640, p=.371), and **Administrative Experience** (F=.1091, p=.063) since their p-value are greater than .05 (p>.05). The results, therefore, led to the acceptance of the null hypothesis that there is no significant difference on the level of job satisfaction of respondents according to profile in terms of age, gender, and administrative experience.

Meaning, the respondents job satisfaction varies in terms of educational background and working experience. In other words, no matter what is the level of education and the number of years working in the organization, still the respondents are satisfied as far as their job is concerned.

On the other hand, the respondents job satisfaction doesn't vary in terms of age, gender, and administrative experience. It means that, no matter what is the age, gender, and administrative experience of the respondents, it will not be a determinant for their satisfaction in their job.

According to Abey (2019), younger employees with higher energy levels are more likely to be happy. As employees become older, their aspirations rise. They are unhappy if their desire is not accomplished. Job happiness is determined by the employees' gender and race. Even if they work in low-wage jobs, women are more likely to be content than males. Education allows for the development of one's personality. It improves personal wisdom and the evaluation process. Employees with a high level of education are more likely to be persistent, reasonable, and creative. As a result, they can comprehend the issue and evaluate it favorably. Other aspects that influence job happiness include learning, skill autonomy, job features, management's unbiased attitude, social status, and so on. Managers should examine all of these aspects when analyzing employee satisfaction and boosting their level of job satisfaction.

Significant Relationship Between Organizational Commitment and Adaptive Performance

Table 29 Significant Relationship Performance	Between	Organizational	Commitment	and Adaptive
Organizational Commitment	r valu	ie Sig	Remarks	Decision
Adaptive Performance	.546	.000	Significant	Reject Ho



ISSN No. 2454-6186 | DOI: 10.47772/IJRISS | Volume IX Issue XIV October 2025 | Special Issue on Management

Table 29 shows the result of the correlation on the significant relationship between organizational commitment and adaptive performance (r=.546, p=.000), thus, relationship is significant since p-value is less than .05(p<0.05). The result led to the rejection of the null hypothesis that implies there is no significant relationship between organizational commitment and adaptive performance.

The results were in cognizant to the arguments raised by Torrington, Hall & Taylor (2020), that there is a wide variety of methods available for motivating staff, from recognizing the employee's achievements by simply saying "thank you" to more complex schemes which combine and set targets with fixed rewards and thus affecting performance.

Torrington, Hall & Taylor (2020) reiterated that the work place still remains one of the sensitive subjects that determine the level of input that employees will put in the organization to commit to good performance.

Significant Relationship Between Organizational Commitment and Job Satisfaction

Table 30 shows the result of the correlation on the significant relationship between organizational commitment and job satisfaction (r=.478, p=.000), thus, relationship is significant since the p-value is less than .05(p <0.05). The result led to the rejection of the null hypothesis that implies there is no significant relationship between organizational commitment and job satisfaction.

Table 30 Significant Relationship Between Organizational Commitment and Job Satisfaction						
Organizational Commitment	r value	Sig	Remarks	Decision		
Job Satisfaction	.478	. 000	Significant	Reject Ho		

This implies that if the employees are committed to the organization, it means that they are satisfied on their job within the organization. It also implies that a committed employee is a satisfied employee.

According to Azeem (2010), organizational commitment and job satisfaction are two job-related attitudes that have gotten a lot of attention from scholars all around the world. This is due to the fact that devoted and satisfied personnel are typically great performers who contribute to organizational productivity. An organization's success and pursuit of quality are dependent not only on how it makes the most of human competencies, but also on how it encourages commitment to an organization.

According to the findings of a study done by Gunlu, E., Aksarayli, M., and Percin, N. (2010), extrinsic, intrinsic, and overall job satisfaction have a substantial effect on normative and affective commitment.

According to Mowday, Porter, and Steers (2013), most employees nowadays have a high level of job discontent, which leads to negative attitudes on the job and, as a result, degenerates their performance ability as well as their working environment.

Significant Relationship Between Adaptive Performance and Job Satisfaction

Table 31 Significant Relationship Between Adaptive Performance and Job Satisfaction							
Adaptive Performance	r value	Sig	Remarks	Decision			
Job Satisfaction	.783	. 000	Significant	Reject Ho			

Table 31 shows the result of the correlation on the significant relationship between adaptive performance and job Satisfaction (r=.783, p=.000), thus, relationship is significant since the p-value is less than .05(p < 0.05). The result led to the rejection of the null hypothesis that implies there is no significant relationship between adaptive performance and job satisfaction.



ISSN No. 2454-6186 | DOI: 10.47772/IJRISS | Volume IX Issue XIV October 2025 | Special Issue on Management

This implies that if the employee is satisfied with his/her job, he/she performed adaptively in the organization. It also implies that a satisfied employee is an adaptive employee who perform effectively and efficiently in the organization.

According to Azeem (2010), greater commitment can lead to higher sentiments of belonging, security, efficacy, professional progress, increased compensation, and intrinsic rewards for the individual. Commitment can result in higher employee tenure, reduced turnover, lower training costs, greater job satisfaction, acceptance of organizational expectations, and achievement of organizational goals such as high quality.

Employee productivity and performance will be strongly influenced by an employer's capacity to comprehend employee happiness as it relates to schedules and daily obligations (Mowday, Porter, and Steers, 2013).

Factors Affecting Organizational Commitment

Table 10.1 shows the factors that affect organizational commitment. As shown, 368 out of 782 respondents or 47.06 percent answered that issue on salary and benefits affect their organizational commitment, 137 or 17.52 percent on issue on reward system, 123 or 15.73 percent on issue on working relationship with colleagues, 732 or 9.21 percent on issue on work safety and security, 35 or 4.48% on issue on communication with the management, 26 or 3.32 percent on issue on personal worth towards organization and 21 or 2.68 percent on other factors.

Table 32 Factors that Affect Organizational Commitment	f	%
1. Issue on salary and benefits	368	47.06
2. Issue on work safety and security	72	9.21
3. Issue on reward system	137	17.52
4. Issue on working relationship with colleagues	123	15.73
5. Issue on communication with the management	35	4.48
6. Issue on personal worth towards organization	26	3.32
7. Others	21	2.68
Total	782	100

The results revealed that issue on salary and benefits could be an influential factor that could affect the respondents' commitment in the organization at 47.06%.

The findings are consistent with those of Hung, Lee, and Lee (2018), who discovered that salary satisfaction has a moderating effect between organizational commitment and turnover intention, i.e., when salary satisfaction is high, there is a lower working pressure of moderating effect, and when salary satisfaction is low, there is a higher working pressure of moderating effect.

Factors Affecting Adaptive Performance

Table 10.2 presents the factors that affect adaptive performance of the respondents. As shown, 205 out or 782 respondents or 26.21 percent answered that issue on solving problems in the workplace could be a factor that affect their adaptive performance. Followed by issue on managing stress at 171 or 21.87 percent. Then, issue on training and development at 115 or 14.71 percent. On issue on how to handle crisis and emergencies at 114 or 14.58 percent. On issue on interpersonal skills at 85 or 10.87 percent. Moreover, on issue on dealing with uncertain and unpredictable situations at 43 or 5.50 percent. Furthermore, on issue on culture diversities at 26





ISSN No. 2454-6186 | DOI: 10.47772/IJRISS | Volume IX Issue XIV October 2025 | Special Issue on Management

or 3.32 percent. Moreso, 15 or 1.92 percent on issue on adapting physically on the working environment. Lastly, 8 or 1.02 percent on other factors.

Table 33 Factors that Affect Adaptive Performance	f	%
1. Issue on how to handle crisis and emergencies	114	14.58
2. Issue on managing stress	171	21.87
3. Issue on solving problems in the workplace	205	26.21
4. Issue on dealing with uncertain and unpredictable situations	43	5.50
5. Issue on training and development	115	14.71
6. Issue on interpersonal skills	85	10.87
7. Issue on culture diversities	26	3.32
8. Issue on adapting physically on the working environment	15	1.92
9. Others	8	1.02
Total	782	100

The result disclosed that, a factor that could affect the adaptive performance of the respondents are on issue on solving problems in the workplace at 26.21 percent.

Hoandră (2017) discovered that organizations rely on teams to attain their proximal or distal goals. They are expected to execute at a high level in dynamic environments and in uncertain situations. Teams in these situations must be able to adapt and adjust their performance in response to the changes they face. They found scenarios in which task conflict is advantageous to adaptive performance.

According to the findings of Park et al. (2020), organizational support influences adaptive performance via job crafting and work engagement. Furthermore, the association between organizational support and work engagement was mediated by job crafting and adaptive performance. Finally, there were circular links between job crafting, work engagement, and adaptive performance. Our findings contribute to a better understanding of the function of adaptive performance in driving people to do more creative work. Furthermore, it contributes to our understanding of the intricacies of the interplay between job construction, work engagement, and adaptive performance.

Factors Affecting Job Satisfaction

Table 34 Factors that Affect Job Satisfaction	f	%
1. Issue on quality of work life	120	15.35
2. Issue on salary	221	28.26
3. Issue on co-workers	159	20.33
4. Issued on management	123	15.73
5. Issue on promotion	135	17.26
6. Others	24	3.07
Total	782	100



ISSN No. 2454-6186 | DOI: 10.47772/IJRISS | Volume IX Issue XIV October 2025 | Special Issue on Management

Table 10.3 disclose the factors that affect job satisfaction. As shown, 221 out of 782 respondents answered that issue on salary could affect their job satisfaction. 159 or 26.21 percent on issue on co-workers, 135 or 17.26 percent on issue on promotion, 123 or 15.73 percent on issue on management, 120 or 15.35 percent on issue on quality of work life, and 24 or 3.07 percent on other factors.

The result divulged that issue on salary could be a factor that affect the job satisfaction of the respondents at 28.26 percent.

Vermandere (2013) discovered that wage level is a major factor in job mobility. Employees' decision to change employment could be motivated by a greater income.

According to Mabaso and Dlamini (2018), salary has a favorable and significant effect on job satisfaction. Academic staff work satisfaction was significantly related by compensation.

Proposed Intervention Program

The results of the study indicate specific areas where organizational commitment, adaptive performance, and job satisfaction of hotel employees showed weaker dimensions, thereby highlighting the need for targeted organizational improvements. Based on the empirical findings, revisiting the Policy Manual and strengthening Strategic Planning are critical interventions that directly address the identified gaps. For example, lower scores in *affective and normative commitment* suggest that employees perceive inconsistencies in organizational support, role clarity, or recognition systems. Updating the Policy Manual ensures that policies governing employee welfare, incentives, workload expectations, and professional development align with practices that foster stronger commitment and reduce ambiguities that weaken organizational attachment.

Similarly, findings relating to *adaptive performance*, particularly in handling emergencies, managing stress, or engaging in continuous learning, indicate the need for clearer operational procedures and more structured capacity-building initiatives. A revised Policy Manual can institutionalize guidelines on crisis response, stress management mechanisms, and learning pathways that directly address the adaptive performance domains where employees scored lower. Strategic Planning, on the other hand, allows management to realign organizational priorities with employee needs by integrating evidence-based strategies such as enhanced training plans, clearer communication frameworks, and supportive leadership practices. This ensures that the organization becomes more responsive to employees' behavioral patterns and work demands.

Moreover, empirical results showing moderate levels of *job satisfaction*, particularly in the areas of salary, promotion, and managerial support, justify the need to reassess outdated provisions in the Policy Manual that may no longer reflect competitive industry standards. Strategic Planning also provides an avenue to incorporate employee feedback into future programs, ensuring that policies on compensation, recognition, and workplace support systems remain equitable, transparent, and motivating.

Overall, revisiting the Policy Manual and engaging in Strategic Planning are not merely administrative exercises but evidence-driven interventions that respond directly to the study's findings. By grounding enhancements in empirical data, the organization can realign its systems to improve employee commitment, strengthen adaptive work behaviors, and elevate job satisfaction, ultimately contributing to higher performance and retention within the hotel industry.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Based on the findings, the following conclusions were drawn.

1. Mostly of the managers/administrators were female, with ages ranges from 36 to 40 years old, who are college graduates and with administrative experience of 6 to 10 years. On the other hand, for the profile of the employees, mostly of the employees were female, with ages ranges from 24 to 29 years old, who are high school graduates and with a working experience of 6 to 10 years.





- 2. The respondents were sometimes committed affectively to the organization. They often feel to have continuance and normative commitment with the organization.
- 3. There is a significant difference on the extent of organizational commitment of employees' affective, continuance and normative commitment. There is also a significant difference on the extent of organizational commitment of Manager/Administration and Employees. Moreso, there is a significant difference on the extent of organizational commitment of respondents according to profile in terms of educational qualification, administrative experience, and working experience. However, there is no significant difference in terms of age and gender.
- 4. The respondents often feel to act quickly in terms of handling emergencies and crisis when something transpires in the organization. They often manage work stress within the organization. Often solve problems creatively when something happens in the organization. Often deal with uncertain and unpredictable situations that happened within the organization. In terms of training and learning effort, interpersonal adaptability, cultural adaptability, and physical adaptability the respondents often observed and practiced within the organization.
- 5. There is significant difference on the level of adaptive performance of employees in terms of handling emergencies and crisis, managing work stress, solving problems creatively, cultural adaptability, and physical adaptability. However, in terms of dealing with uncertain and unpredictable situations, training and learning effort, and interpersonal adaptability, it shows no significant difference. Furthermore, manager/administration and employees show significant difference on their adaptive performance. But when group according to their profile, administrative and working experience shows significant difference while age, gender, and educational qualification shows no significant difference.
- 6. The respondents were moderately satisfied in terms of quality of work life, co-workers' support, managerial support, and promotional practices in the organization. While on salary matter the respondents were undecided whether satisfied or not.
- 7. The respondents show significant difference on their job satisfaction in terms of quality of work life, salary, co-worker support, managerial support and promotion. Moreover, the manager/administration and employees show significant difference on their level of job satisfaction. And when group according to profile, educational qualification and working experience shows significant different but in terms of age, gender, and administrative experience it shows no significant difference.
- 8. There is a significant relationship between organizational commitment and adaptive performance also with organizational commitment and job satisfaction and adaptive performance and job satisfaction.
- 9. Salary and benefits could be an influential factor that could affect the respondents' commitment in the organization. While issue on solving problems in the workplace could be a factor that affect adaptive performance. Lastly, issue on salary could be a factor that affect the job satisfaction of the respondents.
- 10. Revisiting the Policy Manual and Strategic Planning will be conducted to update areas that could be a factor for employees' commitment, performance, and satisfaction. It will be a basis for updating and realigning areas that needs to be enhanced. Also, it will be a venue for validating those provisions in the plan that are obsolete and needs to be updated.

Recommendations

- 1. Creation of Employee Development Program to let employees to continue their professional development through further studies, skills trainings and workshops. This will enable them to become productive in the future.
- 2. Regular conduct of performance evaluation and appraisal to determine employees who are performing excellently. This is a good venue for giving rewards and appreciation for the employees to feel that they are valued in the organization.



ISSN No. 2454-6186 | DOI: 10.47772/IJRISS | Volume IX Issue XIV October 2025 | Special Issue on Management

- 3. A conduct of teambuilding and recollections can also be done. This is to let employees assess and reflect their commitment to the organization. By doing so, it will open a communication line between the administration and the rank in file employees. It will be a good venue for discussing issues and concerns and resolve it accordingly.
- 4. A training on handling workplace conflict effectively can also be facilitated. This will enable participants to have skills on dealing with issues and problems that may arise in the workplace. With this, it will empower employees to become proactive in solving problems within their levels and be able to decide on things collectively.
- 5. A constant consultation with the team is a good move to have an open communication among employees. A constant dialogue will be conducted to talk issues and concerns that affect productivity. With this, the employees will feel that their voices were heard and valued making them empower to act on things that may affect their performance in their day-to-day work.
- 6. Transparency on succession planning for promotion and salary matters could also be discussed among employees. This could be done through conference, conventions or meetings. By this, the employees will be aware on what are the plans of the organization as far as their career development is concern. This will lead to a better satisfaction among them.
- 7. Giving of credits where the credit is due. This can be done through regular conduct of regular employee awarding of outstanding performance. With this, the employee will feel that the organization recognizes their efforts and contributions in attaining the organizational goal.
- 8. Revisiting of rewards and benefits policy to encourage employees to strive for excellence. By this, the employees will become more motivated to become productive knowing that all are their efforts will be paid off. This will increase organizational commitment, better performance, and job satisfaction.
- 9. An increase of salary from time to time is also a good move to increase commitment, performance, and satisfaction. Though, it has cost implications on the part of the organization it will become a positive motivation for the employees to work harder during their tenure in the organization. This will also lessen the turnover of employees.
- 10. Revisiting the Policy Manual and Strategic Planning will be conducted to update areas that could be a factor for employees' commitment, performance, and satisfaction. It will be a basis for updating and realigning areas that needs to be enhanced. Also, it will be a venue for validating those provisions in the plan that are obsolete and needs to be updated.
- 11. Repetition of this study using other variables that are not included in the present investigation was recommended to ascertain what variable can affect organizational commitment, adaptive performance and job satisfaction. Thus, it can be manipulated in such a way that there is improvement and development in the work force of the hotel employees in Region XII.

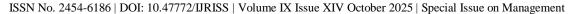
REFERENCES

- 1. **Abdirahman, H. I. H., Najeemdeen, I. S., Abidemi, B. T., & Ahmad, R. B. (2018).** The Relationship between Job Satisfaction, Work-Life Balance and Organizational Commitment on Employee Performance. Academic Journal of Economic Studies, 4(3), 12+. Retrieved from http://link.galegroup.com/apps/doc/A557425779/GPS?u=phhtcgsc&sid=GPS&xid=ef57752a
- 2. **Abdul Wahab, J., Fuad, M., Fuzlina, C., Ismail, H., & Majid, S.** (2014). Headmasters' transformational leadership and their relationship with teachers' job satisfaction and teachers' commitments. International Education Studies, 7(13), 40-48.
- 3. **Abdul, R. R., & Andi Jam'an. (2018).** The analysis of influence of motivation and organizational commitment on employees' performance in telkom kandatel gorontalo province. Problems and Perspectives in Management, 16(4), 429-443. doi: http://dx.doi.org/10.21511/ppm.16(4).2018.36





- 4. Abey, F., (2019). Determinants of Job Satisfaction. https://www.mbaknol.com
- 5. **Abou Hashish, E. A. (2017).** Relationship between ethical work climate and nurses' perception of organizational support, commitment, job satisfaction and turnover intent. Nursing ethics, 24(2), 151-166.
- 6. **Aboudahr, Shorouk Mohamed Farag Mohamed, and Abdulrasheed Olowoselu.** "Analysis of Principals Decision Making Styles on Teachers Performance in Selected Secondary Schools of Gharbia Governorate, Egypt." Academic Journal of Economic Studies, vol. 4, no. 4, 2018, p. 91+. Academic OneFile, http://link.galegroup.com/apps/doc/A569456185/GPS?u=phhtcgsc&sid=GPS&xid=5a12864b. Accessed 6 May 2019.
- 7. **Absar, S. (2016).** Organizational commitment and job satisfaction of teachers: A comparative study of central and state government schools. International Journal of Education and Management Studies, 6(4), 462-468. Retrieved from https://search.proquest.com/docview/1865736175?accountid=31259
- 8. **Acaray, A.** (2016). The Analysis Of The Relationship Between Organizational Cynicism And Organizational Commitment: A Study In Public Education Sector 1. (). Tekirdag: Namik Kemal Üniversitesi, Sosyal Bilimler Enstitüsü. Retrieved from ProQuest Central Retrieved from https://search.proquest.com/docview/2167796929?accountid=31259
- 9. **Ahluwalia, A. K., & Preet, K. (2019).** The influence of motivation and locus of control on commitment: An empirical study amongst the state university teachers. IUP Journal of Organizational Behavior, 18(1), 32-54. Retrieved from https://search.proquest.com/docview/2185013722?accountid=31259
- 10. **Al Zefeiti, S. M. B., & Mohamad, N. A. (2017).** The Influence of organizational commitment on Omani public employees' work performance. International Review of Management and Marketing, 7(2), 151-160.
- 11. **Al-Matari, E. M., & Omira, O. D. B. (2017).** The Mediating Effect of Organizational Commitment on the Relationship between Organizational Culture and Organizational Performance in Public Sector: Evidence form KSA. International Journal of Business and Management Science, 7(1), 67+. Retrieved from http://link.galegroup.com/apps/doc/A525404554/GPS?u=phhtcgsc&sid=GPS&xid=d0b96a27
- 12. **Anastasaki, A., & Koutra, C. (2005).** The gender issue in the teachers' professional development. Journal of Science Education, 6, 44-46. Retrieved from https://search.proquest.com/docview/196937602?accountid=31259
- 13. **Arifin Sultana, Md Nazirul Islam Sarker, and AZM Shafiullah Prodhan,** "Job Satisfaction of Public and Private Primary School Teachers of Bogra District in Bangladesh." Journal of Sociology and Anthropology, vol. 1, no. 1 (2017): 41-46. doi: 10.12691/jsa-1-1-6.
- 14. **Armer, T. T. (2011).** Science teachers: Factors that affect job satisfaction (Order No. 3460037). Available from ProQuest Central. (876194755). Retrieved from https://search.proquest.com/docview/876194755?accountid=31259
- 15. **Arogundade, O. T., Olasunkanmi-Alimi, T., & Arogundade, A. B. (2015).** Performance appraisal knowledge: An implication on workplace commitment in a selected commercial bank in lagos, nigeria. Ife Psychologia, 23(1), 98-106. Retrieved from https://search.proquest.com/docview/1726783495?accountid=31259
- 16. **Arokiasamy, A. R. A. (2013).** A qualitative study on causes and effects of employee turnover in the private sector in Malaysia. Middle-East Journal of Scientific Research, 16(11), 1532-1541.
- 17. **Aydin, A., Sarier, Y., & Uysal, S. (2013).** The Effect of School Principals' Leadership Styles on Teachers' Organizational Commitment and Job Satisfaction. Educational sciences: Theory and practice, 13(2), 806-811.
- **18.** Azeem, S. M. (2010). Job satisfaction and organizational commitment among employees in the Sultanate of Oman. Psychology, 1(4), 295-300.
- 19. **Basu**, S. (2016). Professional commitment and job satisfaction among secondary school teachers. Educational Quest, 7(3), 255-259. doi: http://dx.doi.org/10.5958/2230-7311.2016.00046.5
- 20. **Becchio, J. A.** (2016). Teacher evaluation and its impact on teacher self-efficacy (Order No. 10055816). Available from ProQuest Central. (1776702769). Retrieved from https://search.proquest.com/docview/1776702769?accountid=31259





- 21. **Berberoglu, A. (2018).** Impact of organizational climate on organizational commitment and perceived organizational performance: Empirical evidence from public hospitals. BMC Health Services Research, 18doi: http://dx.doi.org/10.1186/s12913-018-3149-z
- 22. **Berberoglu**, A., & Secim, H. (2015). Organizational commitment and perceived organizational performance among health care professionals: Empirical evidence from a private Hospital in Northern Cyprus. Journal of Economics and Behavioral Studies, 7(1), 64.
- 23. **Beri, N., & Beri, A. N. O. O. P. (2016).** Professional Commitment of Teacher Educators in Relation to Work Motivation. International Journal of Research in Humanities, Arts and Literature, 4(1), 45-52.
- 24. **Bohorquez, N. (2016).** Perception of leadership styles, organizational commitment and burnout in faculty of colombian universities (Order No. 10163003). Available from ProQuest Central. (1844411602). Retrieved from https://search.proquest.com/docview/1844411602?accountid=31259
- 25. **Bonaparte, W., Jr. (2008).** The impact of organizational citizenship behavior and organizational commitment on organizational performance (Order No. 3340888). Available from ProQuest Central. (304828415). Retrieved from https://search.proquest.com/docview/304828415?accountid=31259
- 26. **Bourne**, **J.**, **PsychD.**, (2021). What is Job Satisfaction and Why is it important? Retrieved from https://positivepsychology.com
- 27. **Boyce, J. L. (2015).** Commitment and leadership: What we know from the schools and staffing survey (Order No. 3700814). Available from ProQuest Central. (1679445018). Retrieved from https://search.proquest.com/docview/1679445018?accountid=31259
- 28. Cansoy, R., & Polatcan, M. (2019). The relationship between school principals' leadership and teachers' organisational commitment: A systematic review.Bartin Üniversitesi Egitim Fakültesi Dergisi, 8(1), 1-31. doi: http://dx.doi.org/10.14686/buefad.441189
- 29. Celik, M. (2011). A theoretical approach to the job satisfaction. Polish journal of management studies, 4, 7-14.
- 30. **Chamundeswari, S. 2. (2013).** Job satisfaction and performance of school teachers. International Journal of Academic Research in Business and Social Sciences, 3(5), 420.
- 31. Charbonnier-Voirin, A., & Roussel, P. (2012). Adaptive performance: A new scale to measure individual performance in organizations. Canadian Journal of Administrative Sciences/Revue Canadienne des Sciences de l'Administration, 29(3), 280-293.
- 32. Chatzistamatiou, M., Dermitzaki, I., & Bagiatis, V. (2014). Self-regulatory teaching in mathematics: Relations to teachers' motivation, affect and professional commitment. European Journal of Psychology of Education, 29(2), 295-310. doi: http://dx.doi.org/10.1007/s10212-013-0199-9
- 33. **Chen, Z. X., Tsui, A. S., & Farh, J.-L.** (2002, September). Loyalty to supervisor vs. organizational commitment: relationships to employee performance in China. Journal of Occupational and Organizational Psychology, 75(3), 339+. Retrieved from http://link.galegroup.com/apps/doc/A92615473/GPS?u=phhtcgsc&sid=GPS&xid=1ce6f011
- 34. **Cherkowski, S. (2012).** Teacher Commitment in Sustainable Learning Communities: A New" Ancient" Story of Educational Leadership. Canadian Journal of Education, 35(1).
- 35. **Cline, P. W. (2015).** Organizational commitment in the K-12 public school work environment: A workplace spirituality perspective (Order No. 3728499). Available from ProQuest Central. (1746623345). Retrieved from https://search.proquest.com/docview/1746623345?accountid=31259
- 36. **Dabas, D., & Pandey, N.** (2015). Self-efficacy and optimism as a predicator of organizational commitment among academicians in private and public sector institutions. International Journal of Education and Management Studies, 5(1), 83-88. Retrieved from https://search.proquest.com/docview/1680664007?accountid=31259
- 37. Danish, R. Q., Qaseem, S., Mehmood, T., Ali, Q. M., Ali, H. F., & Shahid, R. (2019). Work Related Stressors and Teachers' Performance: Evidence from College Teachers Working in Punjab. European Scientific Journal, 15(4), 158+. Retrieved from http://link.galegroup.com/apps/doc/A583488690/GPS?u=phhtcgsc&sid=GPS&xid=6402b97a
- 38. **Dar, A. T., Bashir, M., Ghazanfar, F., & Abrar, M. (2014).** Mediating role of employee motivation in relationship to post-selection HRM practices and organizational performance. International Review of Management and Marketing, 4(3), 224-238. Retrieved from https://search.proquest.com/docview/1550960873?accountid=31259





- 39. Dehaghi, M. R., Goodarzi, M., & Arazi, Z. K. (2012). The effect of spiritual values on employees' organizational commitment and its models. Procedia-Social and Behavioral Sciences, 62, 159-166.
- 40. **de Jong, K., J., Moolenaar, N. M., Osagie, E., & Phielix, C. (2016).** VALUABLE CONNECTIONS: A SOCIAL CAPITAL PERSPECTIVE ON TEACHERS' SOCIAL NETWORKS, COMMITMENT AND SELF-EFFICACY. Pedagogia Social, (28), 71-83. doi: http://dx.doi.org/10.SE7179/PSRL2016.28.06
- 41. **Dobre, O. I.** (2012). The impact of human resource management on organizational performance. Management Research and Practice, 4(4), 37+. Retrieved from http://link.galegroup.com/apps/doc/A313887181/GPS?u=phhtcgsc&sid=GPS&xid=745f026e
- 42. **Dou, D., Devos, G., & Valcke, M. (2016).** The effects of autonomy gap in personnel policy, principal leadership and teachers' self-efficacy on their organizational commitment. Asia Pacific Education Review, 17(2), 339-353. doi: http://dx.doi.org/10.1007/s12564-016-9428-7
- 43. **Eginli, I.** (2009). Principal leadership and teacher commitment to the profession: The mediating role of collective efficacy and teacher efficacy (Order No. 3367063). Available from ProQuest Central. (305124556). Retrieved from https://search.proquest.com/docview/305124556?accountid=31259
- 44. **Eliophotou-Menon, M., & Ioannou, A. (2016).** THE LINK BETWEEN TRANSFORMATIONAL LEADERSHIP AND TEACHERS' JOB SATISFACTION, COMMITMENT, MOTIVATION TO LEARN, AND TRUST IN THE LEADER. Academy of Educational Leadership Journal, 20(3), 12-22. Retrieved from https://search.proquest.com/docview/1847544727?accountid=31259
- 45. **Endris, S. K., & Dawit, N. G. (2019).** Academic staffs' level of organizational commitment in higher educational setting; the case of haramaya university. Basel: MDPI AG. doi: http://dx.doi.org/10.20944/preprints201904.0139.v1
- 46. **Endris, S. K., & Dawit, N. G. (2019).** Employees' organizational commitment in higher educational setting. Basel: MDPI AG. doi: http://dx.doi.org/10.20944/preprints201904.0029.v2
- 47. Eyupoglu, S. Z., Jabbarova, K., & Saner, T. (2017). Job satisfaction: An evaluation using a fuzzy approach. Procedia computer science, 120, 691-698.
- 48. **Fang, Y., & Wang, Y. (2006, January).** Teaching performance and turnover: a study of school teachers in Singapore. Employment Relations Record, 6(1), 33+. Retrieved from http://link.galegroup.com/apps/doc/A155039783/GPS?u=phhtcgsc&sid=GPS&xid=56c97223
- 49. Farooq, S., & Hanif, N. (2013). A Descriptive Study of Intrinsic and Extrinsic Motivational Factors and Their Role in Employee Retention in Banking Sector (Lahore) Pakistan. Int. Journal of Innovative and Applied Finance–IJIAF, 1(1).
- 50. Farooqi, M. T. K., ul Islam, M., Shah, A. u. H., & Shah, S. S. A. (2015). Relationship of school climate with teachers' professional commitment in punjab pakistan. The Pakistan Journal of Social Issues, 6, 95-108. Retrieved from https://search.proquest.com/docview/2043668735?accountid=31259
- 51. **Ference, G. (2001, April).** Improving Organizational Performance. Cornell Hotel & Restaurant Administration Quarterly, 42(2), 12. Retrieved from http://link.galegroup.com/apps/doc/A78237573/GPS?u=phhtcgsc&sid=GPS&xid=93df2810
- 52. **Fildago, F., & Gouveia, L. B.** (2012). Employee Turnover Impact in Organizational Knowledge Management: The Portuguese Real Estate. Journal of Knowledge Management, Economics and Information Technology, 2(2), 1-16.
- 53. **Forte, J. D.** (2015). Principal leadership style and teacher commitment in the indiana school choice scholarship program environment (Order No. 3742966). Available from ProQuest Central. (1754646296). Retrieved from https://search.proquest.com/docview/1754646296?accountid=31259
- 54. **Francia**, **A.** (2019). Tourism boom drives investments in Philippine hospitality sector. Business World. Retrieved from https://www.bworldonline.com/tourism-boom-drives-investments-in-philippine-hospitality-sector/
- 55. **Franklin, K. M.** (2016). Examining the impact of leadership styles on the motivation of U.S. teachers (Order No. 10242797). Available from ProQuest Central. (1854891562). Retrieved from https://search.proquest.com/docview/1854891562?accountid=31259
- 56. **Gordon, S. D.** (2018). Leadership's role in teachers' commitment and retention: A case study analysis (Order No. 10811608). Available from ProQuest Central. (2051818993). Retrieved from https://search.proquest.com/docview/2051818993?accountid=31259
- 57. Gössling, S., Scott, D., & Hall, C. M. (2020). Pandemics, tourism and global change: a rapid assessment of COVID-19. Journal of Sustainable Tourism, 29(1), 1-20.





- 58. **Grund, C. and Titz, K. (2018).** Further Training and Affective Commitment. IZA Discussion Paper No. 11403. Available at SSRN: https://ssrn.com/abstract=3153367
- 59. **Gunlu**, **E.**, **Aksarayli**, **M.**, & **Percin**, **N. Ş.** (2010). Job satisfaction and organizational commitment of hotel managers in Turkey. International Journal of Contemporary Hospitality Management.
- 60. Haddad, P., Carey, M., & Weiss, J., (2021). Adaptive performance definition. Retrieved from https://www.assignmentpoint.com.
- 61. Hadžiahmetović, N., & Dinç, M. S. (2017). The mediating role of affective commitment in the organizational rewards—organizational performance relationship. Int. J. Hum. Resour Stud, 7(3).
- 62. **Hajdukova, A., Klementova, J., & Klementova Jr, J. (2015).** The job satisfaction as a regulator of the working behaviour. Procedia-Social and Behavioral Sciences, 190, 471-476.
- 63. Hao, F., Xiao, Q., & Chon, K. (2020). COVID-19 and China's hotel industry: Impacts, a disaster management framework, and post-pandemic agenda. International journal of hospitality management, 90, 102636.
- 64. **Harris-Baker**, **C.** (2015). The impact of teacher connectedness and commitment on retention in charter schools: Quantitative study (Order No. 3714857). Available from ProQuest Central. (1709458618). Retrieved from https://search.proquest.com/docview/1709458618?accountid=31259
- 65. **Hayat, A.** (2016). Organizational commitment antecedent and its effect on managerial performance in public sector budgeting. Bisnis & Birokrasi, 23(1), 1-14. Retrieved from https://search.proquest.com/docview/1879085615?accountid=31259
- 66. Herbert Ware, Jehanzeb Cheema and Anastasia Kitsantas (2013). Efficacy, consequences and teacher commitment in the era of no child left behind Journal for Effective Schools. 11.1 (Spring 2013): p35+. From Academic OneFile.
- 67. **Hoandră**, **M. G. (2017).** The mediating role of task conflict and cross-understanding in the relation between transactional leadership and team adaptive performance. Psihologia Resurselor Umane, 15(1), 56-68.
- 68. **Hsu, Y., Chun-Yang, P., Pi-Hui, T., & Ching-Wei, T.** (2019). Managerial coaching, job performance, and team commitment: The meditating effect of psychological capital. Advances in Management and Applied Economics, 9(5), 101-125. Retrieved from https://search.proquest.com/docview/2232650779?accountid=31259
- 69. Hung, L. M., Lee, Y. S., & Lee, D. C. (2018). THE MODERATING EFFECTS OF SALARY SATISFACTION AND WORKING PRESSURE ON THE ORGANIZATIONAL CLIMATE, ORGANIZATIONAL COMMITMENT TO TURNOVER INTENTION. International Journal of Business & Society, 19(1).
- 70. **Ibrahim, M. S., Ghavifekr, S., Ling, S., Siraj, S., Azeez, M. I., & K. (2014).** Can transformational leadership influence on teachers' commitment towards organization, teaching profession, and students learning? A quantitative analysis. Asia Pacific Education Review, 15(2), 177-190. doi: http://dx.doi.org/10.1007/s12564-013-9308-3
- 71. **Ibrahim, M., & Iqbal, M.** (2015). Teachers' perceptions of professional commitment (affective, continuance and normative commitment) to teaching profession. European Journal of Business and Management, 7(10), 64-80.
- 72. Imran, R., Allil, K., & Ali, B. M. (2017). Teacher's turnover intentions. The International Journal of Educational Management, 31(6), 828-842. doi: http://dx.doi.org/10.1108/IJEM-05-2016-0131
- 73. **Inuwa**, **M.** (2016). Job satisfaction and employee performance: An empirical approach. The Millennium University Journal, 1(1), 90-103.
- 74. Islam, T., Ahmad, U. N. U. B., & Ahmed, I. (2013). Organizational learning culture and leader-member exchange quality: The way to enhance organizational commitment and reduce turnover intentions. The Learning Organization.
- 75. **Jing, L., & Zhang, D.** (2014). Does organizational commitment help to promote university faculty's performance and effectiveness? The Asia Pacific Education Researcher, 23(2), 201-212. doi: http://dx.doi.org/10.1007/s40299-013-0097-6
- 76. **Jing, L., & Zhang, D.** (2014). The mediation of performance in the relationship of organizational commitment to university faculty's effectiveness. Asia Pacific Education Review, 15(1), 141-153. doi: http://dx.doi.org/10.1007/s12564-013-9309-2





- 77. **Jundt, D. K., Shoss, M. K., & Huang, J. L. (2015).** Individual adaptive performance in organizations: A review. Journal of Organizational Behavior, 36(S1), S53-S71.
- 78. **Kadyschuk, R. (1997).** Teacher commitment: A study of the organizational commitment, professional commitment, and union commitment of teachers in public schools in Saskatchewan (Doctoral dissertation, University of Saskatchewan).
- 79. **Kalleberg, A. L., & Moody, J. W. (1994).** Human resource management and organizational performance. The American Behavioral Scientist (1986-1994), 37(7), 948. Retrieved from https://search.proquest.com/docview/194904151?accountid=31259
- 80. **Kanning**, **U. P.**, & Hill, A. (2013). Validation of the Organizational Commitment Questionnaire (OCQ) in six languages. Journal of business and media psychology, 4(2), 11-20.
- 81. **Kaplan, M., & Kaplan, A. (2018).** The relationship between organizational commitment and work performance: A case of industrial enterprises. Journal of Economic and Social Development, 5(1), 46-50. Retrieved from https://search.proquest.com/docview/2099389823?accountid=31259
- 82. **Karavardar**, **G.** (2014). Perceived organizational support, psychological empowerment, organizational citizenship behavior, job performance and job embeddedness: A research on the fast-food industry in Istanbul, Turkey. International Journal of Business and Management, 9(4), 131.
- 83. **Kariuki, A. W. K., Ndirangu, M., Sang, A. K., & Okao, E. M.** (2014). SECONDARY SCHOOL TEACHERS' PERCEPTIONS OF THE FACTORS THAT INFLUENCE THEIR MORALE AND COMMITMENT TO WORK: A CASE OF NAKURU DISTRICT. International Journal of Innovation and Applied Studies, 9(4), 1589-1597. Retrieved from https://search.proquest.com/docview/1642307774?accountid=31259
- 84. **Kaur, P., & Ranu, S. K.** (2017). Classroom management in relation to professional commitment of secondary school teachers. Educational Quest, 8(1), 193-199. doi: http://dx.doi.org/10.5958/2230-7311.2017.00029.0
- 85. **Khoreva**, **V.** (2016). Leadership development practices as drivers of employee attitudes. Journal of Managerial Psychology, 31(2), 537-551. doi: http://dx.doi.org/10.1108/JMP-03-2014-0091
- 86. **Kim, B. J.** (2020). Unstable jobs harm performance: The importance of psychological safety and organizational commitment in employees. SAGE Open, 10(2), 2158244020920617.
- 87. **Kochar, D. (2015).** Quality of work life and job satisfaction: A case of veterinary doctors in punjab. Journal of Strategic Human Resource Management, 4(1) Retrieved from https://search.proquest.com/docview/1733218611?accountid=31259
- 88. **Krishna, V.** (2008). Exploring organizational commitment from an organizational perspective: Organizational learning as a determinant of affective commitment in indian software firms (Order No. 3297162). Available from ProQuest Central. (304641378). Retrieved from https://search.proquest.com/docview/304641378?accountid=31259
- 89. **Kumar**, **N.** (2012). Relationship of personal & organizational values with organizational commitment. Indian Journal of Industrial Relations, 306-314.
- 90. **Kurtulmus**, **M.** (2016). The effect of diversity management on teachers' organizational commitment and organizational citizenship behavior. Pegem Egitim Ve Ogretim Dergisi = Pegem Journal of Education and Instruction, 6(3), 277-302. doi: http://dx.doi.org/10.14527/418
- 91. Lacey, M. D. (2015). Perceptions of middle school teachers' empowerment and its influence on their organizational commitment (Order No. 3731184). Available from ProQuest Central. (1728035628). Retrieved from https://search.proquest.com/docview/1728035628?accountid=31259
- 92. Lai, H., & Wu, C. (2016). Relationships between principal knowledge leadership, teacher professional development, and school performance in high-quality senior high schools. Jiao Yu Xue Kan, (47), 1-39. doi: http://dx.doi.org/10.3966/156335272016120047001
- 93. Lawrence, A., & Deepa, T. (2012). Teacher commitment in promoting education: The need of the hour.
- 94. **Lee, H. Y., & Kamarul Zaman, B. A. (2009).** The moderating effects of organizational culture on the relationships between leadership behaviour and organizational commitment and between organizational commitment and job satisfaction and performance. Leadership & Organization Development Journal, 30(1), 53-86. doi: http://dx.doi.org/10.1108/01437730910927106
- 95. Li, Y., Castaño, G., & Li, Y. (2018). PERCEIVED SUPERVISOR SUPPORT AS A MEDIATOR BETWEEN CHINESE UNIVERSITY TEACHERS' ORGANIZATIONAL JUSTICE AND





- AFFECTIVE COMMITMENT. Social Behavior and Personality, 46(8), 1385-1396. doi http://dx.doi.org/10.2224/sbp.6702
- 96. **Liu, B., & Zhang, Z.** (2019). Motivational bases of commitment to organizational change in the Chinese public sector. Social Behavior and Personality: An International Journal, 47(1), 1+. Retrieved from http://link.galegroup.com/apps/doc/A574566543/GPS?u=phhtcgsc&sid=GPS&xid=942a6c5b
- 97. **Liu, P. (2015).** Motivating teachers' commitment to change through transformational school leadership in Chinese urban upper secondary schools. Journal of Educational Administration, 53(6), 735-754. doi: http://dx.doi.org/10.1108/JEA-02-2014-0026
- 98. **Liu, P.** (2016). Chinese teachers' perspectives on teachers' commitment to change. International Journal of Comparative Education and Development, 18(1), 2-18. doi: http://dx.doi.org/10.1108/IJCED-10-2015-0005
- 99. López-Cabarcos, M. Á., Machado-Lopes-Sampaio-de Pinho, A. I., & Vázquez-Rodríguez, P. (2015). The influence of organizational justice and job satisfaction on organizational commitment in Portugal's hotel industry. Cornell Hospitality Quarterly, 56(3), 258-272.
- 100. **Lyons, R. (2016).** Strategic human resource development impact on organizational performance: Does SHRD matter? (Order No. 10112572). Available from ProQuest Central. (1794656014). Retrieved from https://search.proquest.com/docview/1794656014?accountid=31259
- 101. **Mabaso, C. M., & Dlamini, B. I.** (2018). Total rewards and its effects on organisational commitment in higher education institutions. SA Journal of Human Resource Management, 16(1), 1-8.
- 102. **Malangwasira, T. E. (2016).** An empirical comparative examination of the relationships among school leadership behaviors and teacher commitment to students in malawi (Order No. 10046820). Available from ProQuest Central. (1776199812). Retrieved from https://search.proquest.com/docview/1776199812?accountid=31259
- 103. Malik, M. E., Nawab, S., Naeem, B., & Danish, R. Q. (2010). Job satisfaction and organizational commitment of university teachers in public sector of Pakistan. International journal of business and management, 5(6), 17.
- 104. **Mardapi, D., & Herawan, T. (2018).** Assessing teacher competence and its follow-up to support professional development sustainability. Journal of Teacher Education for Sustainability, 20(1), 106-123. doi: http://dx.doi.org/10.2478/jtes-2018-0007
- 105. **Marks, L. (2016).** How trust in the manager influences organizational commitment in the real estate industry (Order No. 10099645). Available from ProQuest Central. (1783129933). Retrieved from https://search.proquest.com/docview/1783129933?accountid=31259
- 106. **Maroufkhani, P., Nourani, M., & Boerhannoeddin, A. B. (2015).** High-performance work systems and school effectiveness: The case of malaysian secondary schools. Asia Pacific Education Review, 16(3), 461-475. doi: http://dx.doi.org/10.1007/s12564-015-9389-2
- 107. **Massey, C. P., Szente, J., & Stewart, C. A.** (2005). Creating a charter school to meet students', teachers', and parents' needs. Childhood Education, 82(1), 37-42. Retrieved from https://search.proquest.com/docview/210390681?accountid=31259
- 108. **McAtee, C. (2015).** Increasing school commitment by listening to veteran teachers' needs and concerns (Order No. 3734551). Available from ProQuest Central. (1733312890). Retrieved from https://search.proquest.com/docview/1733312890?accountid=31259
- 109. **Mercurio, Z. A. (2015).** Affective commitment as a core essence of organizational commitment: an integrative literature review. Human Resource Development Review, 14(4), 389-414.
- 110. **Meyer, J. P., & Allen, N. J.** (1991). A three-component conceptualization of organizational commitment. Human resource management review, 1(1), 61-89.
- 111. **Morrish, S. C., & Jones, R. (2020).** Post-disaster business recovery: An entrepreneurial marketing perspective. Journal of Business Research, 113, 83-92.
- 112. **Mowday, R. T., Porter, L. W., & Steers, R. M.** (2013). Employee—organization linkages: The psychology of commitment, absenteeism, and turnover. Academic press.
- 113. **Muhammad, I. G., & Abdullah, H. H. (2016).** Assessment of organizational performance: Linking the motivational antecedents of empowerment, compensation and organizational commitment. International Review of Management and Marketing, 6(4) Retrieved from https://search.proquest.com/docview/1836590207?accountid=31259





- 114. **Muhammad, S. C., Hazoor, M. S., Rafi, N., & Masood, N. K. (2011).** Exploring the relationship between salary satisfaction and job satisfaction: A comparison of public and private sector organizations. The Journal of Commerce, 3(4), 1. Retrieved from https://search.proquest.com/docview/898709383?accountid=31259
- 115. **Munir, R. I. S., & Rahman, R. A. (2016).** Determining dimensions of job satisfaction using factor analysis. Procedia Economics and Finance, 37, 488-496.
- 116. **Nasiri, S. (2017).** Human resource management, organizational commitment and organizational performance: Development, test and correction of the causal model. International Review of Management and Marketing, 7(3) Retrieved from https://search.proquest.com/docview/1984681311?accountid=31259
- 117. **Nikpour, A.** (**2017**). The impact of organizational culture on organizational performance: The mediating role of employee's organizational commitment. International Journal of Organizational Leadership, 6(1), 65+. Retrieved from http://link.galegroup.com/apps/doc/A491032701/GPS?u=phhtcgsc&sid=GPS&xid=1d38ce3e
- 118. Okeoghene, Mayowa-Adebara, C.L.N., PhD. (2018). THE INFLUENCE OF LEADERSHIP STYLE, ORGANIZATIONAL JUSTICE AND HUMAN CAPITAL DEVELOPMENT ON EMPLOYEE COMMITMENT IN UNIVERSITY LIBRARIES IN SOUTH-WEST, NIGERIA. Library Philosophy and Practice, 1-41. Retrieved from https://search.proquest.com/docview/2170245228?accountid=31259
- 119. **Oluwafemi, O. J. (2013).** Predictors of turnover intention among employees in Nigeria's oil industry. Organizations and markets in emerging economies, 4(08), 42-63.
- 120. **Osibanjo, A. O., Adeniji, A. A., Falola, H. O., & Heirsmac, P. T. (2014).** Compensation packages: a strategic tool for employees' performance and retention. Leonardo Journal of Sciences, (25), 65-84.
- 121. Özpehlivan, M., & Acar, A. Z. (2015). Assessment of a multidimensional job satisfaction instrument. Procedia-Social and Behavioral Sciences, 210, 283-290.
- 122. Park, Y., Lim, D. H., Kim, W., & Kang, H. (2020). Organizational Support and Adaptive Performance: The Revolving Structural Relationships between Job Crafting, Work Engagement, and Adaptive Performance. Sustainability, 12(12), 4872.
- 123. **Philippine Statistics Authority (2020).** 2019 Labor Turnover Statistics. Retrieved from 2nd Q 2019 LABSTAT Final.pdf (psa.gov.ph). Vol. 24, No. 2.
- 124. **Pinho, J. C., Ana, P. R., & Dibb, S. (2014).** The role of corporate culture, market orientation and organisational commitment in organisational performance. The Journal of Management Development, 33(4), 374-398. doi: http://dx.doi.org/10.1108/JMD-03-2013-0036
- 125. **Platis, C., Reklitis, P., & Zimeras, S.** (2015). Relation between job satisfaction and job performance in healthcare services. Procedia-Social and Behavioral Sciences, 175, 480-487.
- 126. **Pradhan, S., & Pradhan, R. K.** (2015). An empirical investigation of relationship among transformational leadership, affective organizational commitment and contextual performance. Vision, 19(3), 227-235. doi: http://dx.doi.org/10.1177/0972262915597089
- 127. **Punjab, F. K., & Parveen, N. (2015).** Organizational commitment in relation to biographic variations among college teachers. Journal of Research in Social Sciences, 3(1), 96-105. Retrieved from https://search.proquest.com/docview/1656649170?accountid=31259
- 128. **Quinones, F., & Sosa-Fey, J. (2018).** PERFORMANCE MANAGEMENT SYSTEMS: WHAT IS THE IMPACT ON EMPLOYEE MOTIVATION, COMMITMENT, AND WORK PERFORMANCE? International Journal of Management and Human Resources, 6(1), 99+. Retrieved from http://link.galegroup.com/apps/doc/A578440757/GPS?u=phhtcgsc&sid=GPS&xid=ca9cb184
- 129. **Ramdhani, A., Ramdhani, M. A., & Ainissyifa, H. (2017).** Conceptual Framework of Corporate Culture Influenced on Employees Commitment to Organization. International Business Management, 11(3), 826-830.
- 130. **Ramirez Solis, E. R., & Banos Monroy, V. I.** (2015). Between love and war: the effects of affective commitment in organizational politics and organizational performance. Journal of Organizational Culture, Communications and Conflict, 19(2), 69+. Retrieved from http://link.galegroup.com/apps/doc/A458803526/GPS?u=phhtcgsc&sid=GPS&xid=5581a51d
- 131. **Raziq, A., & Maulabakhsh, R. (2015).** Impact of working environment on job satisfaction. Procedia Economics and Finance, 23, 717-725.





- 132. **Registe, B. (2016).** Individual work performance: A cross-sectoral, human services study of employees' work performance within the business office environment (Order No. 10267470). Available from ProQuest Central. (1926777552). Retrieved from https://search.proquest.com/docview/1926777552?accountid=31259
- 133. **Renzulli, L. A., Parrott, H. M., & Beattie, I. R. (2011).** Racial mismatch and school type. Sociology of Education, 84(1), 23-48. doi: http://dx.doi.org/10.1177/0038040710392720
- 134. **Riaz, S. (2016).** High performance work systems and organizational performance: An empirical study on manufacturing and service organizations in pakistan. Public Organization Review, 16(4), 421-442. doi: http://dx.doi.org/10.1007/s11115-015-0315-1
- 135. **Ritchie, B. W., & Jiang, Y. (2019).** A review of research on tourism risk, crisis and disaster management: Launching the annals of tourism research curated collection on tourism risk, crisis and disaster management. Annals of Tourism Research, 79, 102812.
- 136. **Ryan, C.** (2015). Retaining teachers in high-need elementary schools: Factors influencing teachers' commitment to their work (Order No. 10102372). Available from ProQuest Central. (1785394515). Retrieved from https://search.proquest.com/docview/1785394515?accountid=31259
- 137. **Sawitri, Dyah,S.E., M.M., Suswati, Endang,S.E., M.S., & Huda, Khasbulloh,S.E., M.M.** (2016). THE IMPACT OF JOB SATISFACTION, ORGANIZATION COMMITMENT, ORGANIZATION CITIZENSHIP BEHAVIOR (OCB) ON EMPLOYEES' PERFORMANCE. International Journal of Organizational Innovation (Online), 9(2), 24-45. Retrieved from https://search.proquest.com/docview/1826445093?accountid=31259
- 138. **Shila, J. M., & Sevilla, A. V. (2015).** The influence of teachers' job satisfaction on their organizational commitment: An indian context. International Journal of Education and Management Studies, 5(1), 53-57. Retrieved from https://search.proquest.com/docview/1680664175?accountid=31259
- 139. **Shoaib, H., & Khalid, M. I. (2017).** Professional Commitment of Teacher Educators: Future of Nation Builders. Pakistan Vision, 18(2), 163-178.
- 140. **Singh, A., & Gupta, B.** (2015). Job involvement, organizational commitment, professional commitment, and team commitment. Benchmarking, 22(6), 1192-1211. Retrieved from https://search.proquest.com/docview/1704305821?accountid=31259
- 141. **Smith, B. P. (2016).** The predictability of selected job satisfaction, academic, and demographic factors on the professional socialization of counselors (Order No. 10253158). Available from ProQuest Central. (1909357143). Retrieved from https://search.proquest.com/docview/1909357143?accountid=31259
- 142. **Smith, L. D.** (2009). School climate and teacher commitment (Doctoral dissertation, University of Alabama Libraries).
- 143. **Sokolová, M., Mohelská, H., & Zubr, V. (2016).** PAY AND OFFER OF BENEFITS AS SIGNIFICANT DETERMINANTS OF JOB SATISFACTION A CASE STUDY IN THE CZECH REPUBLIC. E+M Ekonomie a Management, 19(1), 108-120. doi: http://dx.doi.org/10.15240/tul/001/2016-1-008
- 144. **Srivastava, A. P., & Jaiswal, D. (2015).** Leaders' positive expectations and subordinate performance: A study of academic professionals' dagger]. South Asian Journal of Management, 22(3), 7-27. Retrieved from https://search.proquest.com/docview/1732041465?accountid=31259
- 145. **Stefanovska, L., PhD., & Mitrevski, V., PhD.** (2017). THE ROLE OF ORGANIZATIONAL COMMITMENT AND KNOWLEDGE FOR SUCCESSFUL ORGANIZATIONAL PERFORMANCE. Indian Journal of Commerce and Management Studies, 8(2), 30-37. doi: http://dx.doi.org/10.18843/ijcms/v8i2/04
- 146. **Sun, J. (2015).** Conceptualizing the critical path linked by teacher commitment. Journal of Educational Administration, 53(5), 597-624. doi: http://dx.doi.org/10.1108/JEA-05-2013-0063
- 147. Suryani, I. (2018). Factors affecting organizational commitment. Jurnal Manajemen Inovasi, 9(1).
- 148. **Swaniker, F. (2018, January).** Culture: The secret path to excellence. New African, (579), 46+. Retrieved from http://link.galegroup.com/apps/doc/A526438470/GPS?u=phhtcgsc&sid=GPS&xid=b32708f7
- 149. **Tay, A. (2009).** Developments in research on employee commitment. International Journal of Management and Innovation, 1(1), 57+. Retrieved from http://link.galegroup.com/apps/doc/A270375983/GPS?u=phhtcgsc&sid=GPS&xid=ca754c6a





- 150. **Thien, L. M., & Razak, N. A. (2014).** Teacher commitment: A comparative study of malaysian ethnic groups in three types of primary schools. Social Psychology of Education: An International Journal, 17(2), 307-326. doi: http://dx.doi.org/10.1007/s11218-013-9242-6
- 151. **Thien, L. M., Razak, N. A., & Ramayah, T. (2014).** Validating teacher commitment scale using a Malaysian sample. Sage open, 4(2), 2158244014536744.
- 152. **Tonn, J. L. (2005, October 19).** High School Improvement. Education Week, 25(08), 11. Retrieved from http://link.galegroup.com/apps/doc/A215123491/GPS?u=phhtcgsc&sid=GPS&xid=02d84296
- 153. **Torrington, D., Hall, L., Atkinson, C., & Taylor, S.** (2020). Human Resource Management. Pearson UK.
- 154. **Tracy, E. A.** (2017). Workplace critical incident response: An exploratory study of critical incident responders and their perspective of applied practice (Order No. 10636336). Available from ProQuest Central. (1964273305). Retrieved from https://search.proquest.com/docview/1964273305?accountid=31259
- 155. **Valaei, N., & Rezaei, S. (2016).** Job satisfaction and organizational commitment. Management Research Review, 39(12), 1663-1694. Retrieved from https://search.proquest.com/docview/1843762645?accountid=31259
- 156. **Van der Werf, R. (2018).** 3 Key Types of Organizational Commitment. https://www.effectory.com/knowledge/blog/3-key-types-of-organisational-committment/
- 157. **van Gelderen, B., R., & Bik, L. W. (2016).** Affective organizational commitment, work engagement and service performance among police officers. Policing, 39(1), 206-221. doi: http://dx.doi.org/10.1108/PIJPSM-10-2015-0123
- 158. **Vermandere, C., (2013).** Impact of Job Satisfaction. https://www.eurofound.europa.eu
- 159. **Vig, S., & Dumičić, K. (2016).** Impact of commitment to business ethics to nonfinancial business performance. Interdisciplinary Description of Complex Systems, 14(2), 165-181. doi: http://dx.doi.org/10.7906/indecs.14.2.6
- 160. Visscher, A. J. (2013). Managing schools towards high performance. Routledge.
- 161. **Wells, M.** (2018). Turnover and Retention Rates for Hotels and the Hospitality Industry. Turnover and Retention Rates for Hotels and The Hospitality Industry | DailyPay.
- 162. **Wiley, J. W. (2013, December).** Using employee opinions about organizational performance to enhance employee engagement surveys: model building and validation. People & Strategy, 36(4), 38+. Retrieved from http://link.galegroup.com/apps/doc/A360357802/GPS?u=phhtcgsc&sid=GPS&xid=fbb6947c
- 163. Wombacher, J. C., & Felfe, J. (2017). Dual commitment in the organization: Effects of the interplay of team and organizational commitment on employee citizenship behavior, efficacy beliefs, and turnover intentions. Journal of Vocational Behavior, 102, 1-14.
- 164. **Wu, M. Y., & Lee, Y. R. (2011).** The effects of internal marketing, job satisfaction and service attitude on job performance among high-tech firm. African Journal of Business Management, 5(32), 12551-12562.
- 165. **Zenker, S., & Kock, F.** (2020). The coronavirus pandemic—A critical discussion of a tourism research agenda. Tourism management, 81, 104164.
- 166. **Zeinabadi, H.** (2010). Job satisfaction and organizational commitment as antecedents of organizational citizenship behavior (OCB) of teachers. Procedia-Social and Behavioral Sciences, 5, 998-1003.