

Collaboration and Empowerment as Predictors of Organizational Commitment among Catholic Basic Education Teachers

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ABSTRACT

Organizational commitment remains a global challenge. Collaboration and empowerment were examined as predictors of teachers' organizational commitment. Using predictive design, involving 237 private elementary and high school teachers selected through total enumeration, the results showed that the model predicting organizational commitment, with collaboration and empowerment as predictors, is significant. Hence, the Social Exchange Theory was fully affirmed. Future studies may replicate this research and use qualitative methods to identify additional variables that may improve predictions of organizational commitment.

Keywords: Collaboration and empowerment as predictors, organizational commitment, catholic basic education teachers

The Problem and Its Scope

Low levels of organizational commitment among teachers are a significant issue in educational systems worldwide. A lack of teacher commitment reduces their engagement in school goals. Such conditions undermine the stability and effectiveness of education globally (QiaLian et al., 2024).

In different countries, teachers' low organizational commitment remains a significant issue. In Indonesia, issues related to teachers' commitment pose challenges for school systems that aim to maintain professional engagement and ongoing support (Sari et al., 2023). In the United Arab Emirates, less experienced teachers exhibit lower levels of institutional loyalty (Ibrahim & Aljneibi, 2022, cited in TOFEDU, 2024). Mexico also struggles with teachers' commitment, which affects broader concerns about educational performance in tertiary education (Esponda Pérez et al., 2024).

In the Philippines, low organizational commitment among teachers is similarly problematic. In Cagayan, findings showed weak commitment among Filipino teachers, suggesting a lower likelihood of staying in their current roles when new opportunities arise (Bading, 2023, cited in TOFEDU, 2024). These findings indicate a broader trend in the Philippines, where low commitment levels are increasingly concerning for those seeking to improve teacher retention and institutional effectiveness (TOFEDU, 2024).

Low teacher commitment leads to less collaboration, limited shared planning, and weaker collective decision-making, thereby diminishing both instructional improvement and school culture. These gaps underscore the urgency of this study to strengthen teamwork, partnerships, and support systems that can enhance teacher commitment and workplace effectiveness.

This research is relevant because it supports Holy Cross of Davao College's Vision and Mission by highlighting how collaboration and empowerment strengthen teachers' organizational commitment, a crucial factor in sustaining a values-driven, mission-oriented academic community. It provides empirical guidance for institutional leadership in developing supportive practices that enhance teacher engagement, performance, and long-term commitment, thereby contributing to organizational effectiveness. Moreover, it aligns with Sustainable Development Goal 4 (Quality Education) by emphasizing the role of empowered, collaborative teachers in promoting inclusive, equitable, and high-quality education through strengthened institutional capacity.

This research examined the effectiveness of the proposed model in predicting organizational commitment, with collaboration and empowerment as predictive variables. The purpose of this study was to achieve the following specific objectives:

1. It aimed to assess collaboration, empowerment, and organizational commitment, with collaboration measured by integration, compromise, and communication; empowerment measured by meaning, competence, self-determination, and impact; and organizational commitment measured by affective, continuance, and normative dimensions.
2. It also sought to examine the significance of the relationship between collaboration, empowerment, and organizational commitment.
3. Finally, the study aimed to assess the significance of the predictive model for organizational commitment by examining how collaboration and empowerment function as predictor variables.

The study tested the null hypothesis at the 0.05 significance level:

Ho1: Collaboration, empowerment, and organizational commitment do not correlate significantly.

Ho2: The predictive model for organizational commitment, with collaboration and empowerment as predictors, is not statistically significant.

It is anchored on Social Exchange Theory (SET), proposed by Homans. (1961). It explains that parties actively build relationships by exchanging valuable resources, with each contributing something and anticipating a return. This reciprocal process, in which benefits received create an obligation to reciprocate, underpins social relationships. It also shapes how individuals behave within those relationships, particularly in workplace or organizational settings. In this study, the researchers operationalized reciprocal exchanges between parties by measuring collaboration and empowerment, in line with the theoretical definitions.

Figure 1 presents the interplay among the variables: The researcher measured collaboration using integration, compromise, and communication (Cole et al., 2018), and empowerment using meaning, competence, self-determination, and impact (Mohsen, 2014). Meanwhile, the variable that represents the relationship, as highlighted by the theory, is organizational commitment. Bading (2022) indicates this through affective, continuance, and normative commitment. In short, the predictive variables in this study are collaboration and empowerment, with the outcome variable being organizational commitment.

Determinant Variable

Criterion Variable

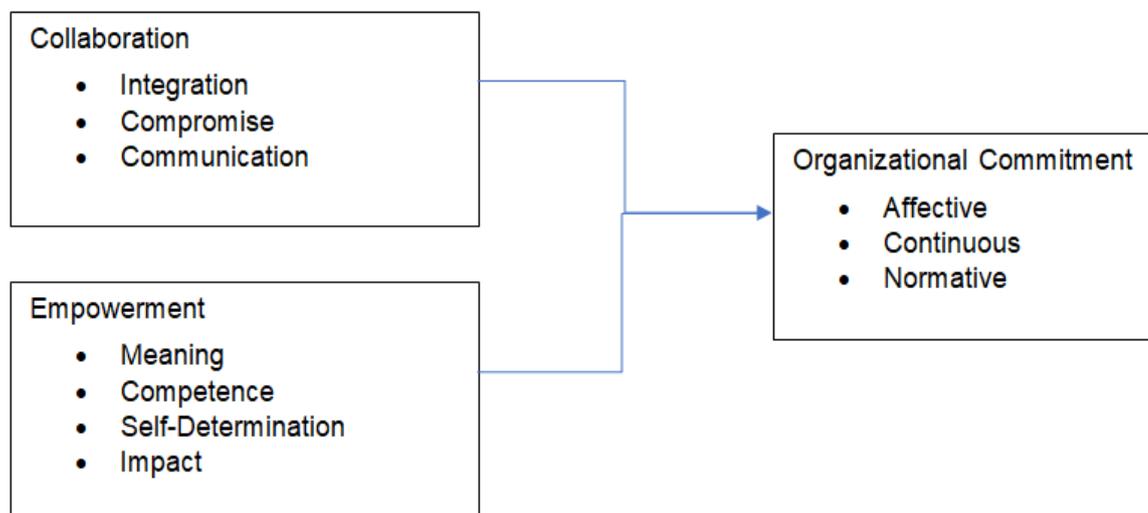


Figure 1. Conceptual Framework of the Study

METHODOLOGY

This section describes the techniques and steps used to conduct the research projects. It covers the research design, study setting, participants, sampling method, data collection tools, data-gathering and analysis procedures, and ethical considerations.

The study adopted a descriptive–correlational research design with a predictive approach. This design was appropriate because it examined the relationships among the variables, namely collaboration, empowerment, and organizational commitment, while also determining the extent to which the independent variables predict the outcome variable. Specifically, the study investigated how collaboration and empowerment predict organizational commitment among the respondents. Descriptive statistics were used to summarize the levels of the variables, while Pearson product–moment correlation was applied to determine the strength and direction of the relationships among them. Furthermore, multiple regression analysis was utilized to test the predictive model and identify the extent to which collaboration and empowerment significantly predict organizational commitment (McCombes, 2023; Bhandari, 2023).

The study was conducted in private schools situated within the 2nd Congressional District of Davao City, Philippines. This district, located primarily in the southern and southwestern areas of Davao City, encompasses both urban and suburban communities, with more public than private schools. This locale was selected because diverse private basic education systems are established in this area, allowing for a more comprehensive assessment of how collaboration and empowerment operate across varied educational contexts.

Teachers from private schools in Davao City served as the participants for this study. A total of 237 teachers, representing both elementary and secondary levels, comprised the population across eight schools. Given the manageable population size, it was both practical and beneficial to include all members. Thus, teachers took part in the study. The respondents' participation was entirely voluntary, and informed consent was obtained. Further, the respondents could withdraw from the study if they felt discomfort or hesitation during data collection.

The study utilized complete enumeration. Complete enumeration, often referred to as a census in research methodology, is a statistical technique in which every member of a defined population is counted or measured directly (Australian Bureau of Statistics, 2023; Brown, 2025). This approach ensured comprehensive data collection across the entire population, rather than relying on sampling, which observes only a subset. Complete enumeration was used, as only a few teachers are employed by these private institutions.

This study employed a quantitative Likert scale developed by Likert, R. (1932) to collect data. The revised survey questionnaires were administered to respondents via face-to-face distribution and online data collection. The instrument was designed to collect quantitative data. statistical analysis aimed at enabling a holistic understanding of the relationships among collaboration, empowerment, and the indicators that predicted teachers' organizational commitment.

In this study, three questionnaires were used. The first questionnaire, which measured collaboration, was adapted from Cole et al. (2018). It assessed integration, compromise, and communication using 9 items. The second questionnaire assessed empowerment, based on Mohsen (2014), and included 16 items measuring meaning, competence, self-determination, and impact. The third measured organizational commitment, adapted from Bading (2022), comprises 24 items across the affective, continuance, and normative dimensions. All these questionnaires were validated and reliability tested. The first, second, and third questionnaires had Cronbach's alphas of 0.694, 0.874, and 0.673, respectively. All items were measured using a Likert Scale (4-point scale, with very low to very high levels, described as very poor to very good, respectively). According to George and Mallery (2003), reliability coefficients of 0.70 or higher are generally considered acceptable in most social science research, although higher thresholds may be required for high-stakes testing. In this study, the instruments yielded Cronbach's alpha values of 0.694 and 0.673, which are slightly below the commonly accepted threshold. However, these values may still be considered marginally acceptable, particularly in exploratory or social science research contexts where constructs such as collaboration and empowerment are complex, multidimensional, and influenced by human perceptions and experiences. Minor variations below the 0.70 threshold can occur due to factors such as the limited number of items in the scale, heterogeneity of respondents, or contextual differences

in the study setting. Despite these slightly lower coefficients, the reliability indices still indicate a reasonable level of internal consistency, suggesting that the instruments are sufficiently reliable for measuring the constructs in this study.

In quantitative research, the face-to-face survey technique is a data-collection method in which a trained interviewer meets with respondents to administer a standardized set of questions and record their responses directly, enabling structured, consistent measurement of variables across participants. This approach enhances data reliability and completeness by allowing interviewers to clarify questions and resolve misunderstandings on the spot, reducing misinterpretations and missing responses. Face-to-face surveys also tend to achieve higher response rates and greater respondent engagement than remote methods, as in-person interaction encourages participation and focus, ultimately improving the representativeness of the sample and data quality (Melike Saraç & West, 2024). These strengths make the technique valuable in quantitative studies where accurate and comprehensive numerical data are essential for statistical analysis (Oranga, J., & Matere, A., 2025).

Appropriate statistical tools were used to analyze the study's results. The first objective was examined using a weighted mean to describe the levels of collaboration, empowerment, and Organizational commitment among teachers. Second, the standard deviation was utilized to measure the variability or dispersion of responses. It is described using the following standards:

Standard Deviation Value Ranges and Interpretation

SD	Value Range	Interpretation
0.00	– 0.50	Very low variability/responses are very consistent
0.51	– 1.00	Low variability/responses are relatively consistent
1.01	– 1.50	Moderate variability/responses show some differences
1.51	– 2.00	High variability/responses vary significantly
Above	2.00	Very high variability/responses are highly dispersed.

Third, the Pearson product–moment correlation coefficient was utilized to determine the relationships among collaboration, empowerment, and organizational commitment (Putri Marsyaluna, Mutia, & Suzana, 2025). The values of *r*, which range from 0 to 1, were interpreted as follows (Turney, 2024).

Pearson r-values	Interpretation
0 -	No Correlation
0.01 -0.19	Very Weak Correlation
0.20 -0.39	Weak Correlation
0.40 -0.69	Moderate Correlation
0.70 -0.89	Strong Correlation
0.90 -0.99	Very Strong Correlation
1 -	Perfect Correlation

Lastly, multiple linear regression was used to assess the influence of collaboration and empowerment (along with caring school leadership) on teachers' organizational commitment (Mariano, M. T., & Solomon, J. Y., 2024).

This statistical approach is used to examine how multiple independent variables influence a single dependent variable. It permits researchers to determine how multiple predictors simultaneously influence or predict a result. This method is used in quantitative research to analyze the combined effects of multiple determinants on a continuous dependent variable.

Ethical considerations remained a top priority in this study, with strict measures adopted to safeguard the safety and well-being of all participants (Saunders, Lewis, & Thornhill, 2023). The researcher adhered to the HCDC SMILE Review standards, which acknowledged the study's respondents as a non-vulnerable sample. The review process examined compliance with informed consent, evaluated potential risks and benefits, ensured participant safety, and maintained privacy and confidentiality. The principles of justice and transparency were upheld throughout the research process. Prior to collecting data, the researcher distributed an informed consent sheet, explicitly stating that participation was voluntary and that respondents had the right to withdraw at any time without repercussions. The study also ensured fair and respectful treatment of all teacher participants, in compliance with the Data Privacy Act of 2012. Confidentiality was carefully maintained throughout data collection, management, storage, and eventual disposal.

RESULTS

This section introduces the analysis and interpretation of the collected data. It includes explicitly descriptive, correlation, and multiple regression analyses of the variables involved.

Descriptive Analysis of the Predictive and Criterion Variables

Table 1. Descriptive Table, n=237

Independent Variables	Standard Deviation	Mean	Verbal Description
Collaboration	0.32	3.71	Very High
Integration	0.37	3.75	Very High
Compromise	0.41	3.62	Very High
Communication	0.37	3.77	Very High
Empowerment	0.29	3.62	Very High
Meaning	0.34	3.67	Very High
Competence	0.40	3.60	Very High
Self-Determination	0.42	3.58	Very High
Impact	0.39	3.63	Very High
Organizational Commitment	0.45	3.39	Very High
Affective	0.45	3.62	Very High
Continuance	0.60	3.19	High
Normative	0.50	3.37	Very High

Table 1 displays the descriptive data. It includes the predictors, namely, collaboration and empowerment. Likewise, it includes the criterion variable, namely organizational commitment. Finally, it shows the standard deviation, the mean, the corresponding verbal descriptions, and the number of respondents. Specifically, Table 1 reveals that the collaboration variable recorded a mean score of 3.71 (SD = 0.32), categorized as very high with highly consistent responses. This suggests that teachers collaborate effectively, with all indicators rated

very high. Meanwhile, the empowerment variable obtained a mean of 3.62 (SD = 0.29), also classified as very high, with consistent responses, indicating that teacher empowerment is notably strong, with all indicators being similarly rated very high. Lastly, the organizational commitment variable yielded a mean of 3.62 (SD = 0.45), indicating very high commitment and highly consistent responses. It indicates that teachers have strong organizational commitment, with one indicator rated high and the remaining indicators rated very high. All three variables: collaboration, empowerment, and organizational commitment are all described at a very high level with consistently positive responses. In comparison, collaboration slightly stands out as the strongest variable, while empowerment and organizational commitment are similarly high but marginally lower. Overall, the results indicate that teachers demonstrate powerful collaboration, feel highly empowered, and show a high level of commitment to their organization.

Correlation Analysis

Table 2. Correlation Table; n=237

Predictive Variables:	Organizational Commitment			
	r-value	p-value	Decision on Ho	Interpretation
Collaboration	0.501	0.000	Rejected	Significant
Empowerment	0.268	0.000	Rejected	Significant

Note: *p < 0.05

Table 2 is a correlation table. It includes the predictive variables, namely collaboration and empowerment, and the outcome variable, organizational commitment. It further comprises the R-value, p-value, decision on the null hypothesis testing at the 0.05 significance level, and the corresponding interpretation. Lastly, it shows the number of samples and the level of significance in testing the null hypothesis. Specifically, Table 2 shows that the correlation between collaboration and Organizational commitment yielded a p-value of 0.000, which is less than the 0.05 confidence level; hence, the null hypothesis was rejected. It indicates that the correlation between collaboration and organizational commitment is statistically significant. Moreover, with an r-value of 0.501, this suggests a moderate correlation.

Furthermore, the correlation between empowerment and organizational commitment had a p-value of 0.000, which fell below the 0.05 confidence level, leading to rejection of the null hypothesis and affirming a statistically significant correlation. Furthermore, the correlation, indicated by an r-value of 0.268, is classified as weak. In brief, both collaboration and empowerment are significantly correlated with organizational commitment. In comparison, collaboration shows a stronger relationship with organizational commitment. At the same time, empowerment exerts a weaker influence, suggesting it contributes to commitment but is less impactful than collaboration and may need to be supported by other factors.

Regression Analysis

Table 3. Regression Table

Independent Variables:	Organizational Commitment					
	Beta (β)	S.E.	t-value	p-value	Decision on Ho	Interpretation
Constant	-0.168	0.396	-0.424	0.672	Accepted	Not Significant
Collaboration	0.670	0.080	8.394	0.000	Rejected	Significant
Empowerment	0.295	0.087	3.399	0.001	Rejected	Significant

Regression Summary:

$R^2 = 28.70\%$; $F\text{-value} = 47.028$; $p\text{-value} = 0.000$; Decision on $H_0 = \text{Rejected}$; Significant

$$OC = 0.670C + 0.295E - 0.168$$

Table 3 presents the results of the multiple linear regression analysis. The Table includes the determinant variables, namely, collaboration, empowerment, and the criterion variable, organizational commitment. It also consists of the β value, S.E. value, t value, p-value, Decision on H_0 , and interpretation. Moreover, it presents the regression summary, including R^2 , F-value, p-value, the decision on H_0 , and the regression model equation. It presents statistical values indicating the degree of influence on the predictive variables and the significance of the model's effect on organizational commitment.

Significance of the Model Outcome for Organizational Commitment

Based on the coefficient values shown in the Table, the model for organizational commitment was constructed as follows: $OC = 0.670C + 0.295E - 0.168$, where the coefficient for collaboration is 0.670, and the constant is -0.168. The results also yielded a p-value of 0.000, which is below the 0.05 significance threshold. As a result, the null hypothesis was rejected. It demonstrates that the predictive model of organizational commitment, with collaboration and empowerment as predictors, is significant.

Summary of Findings

1. All the predictive variables are significantly correlated with organizational commitment.
2. The strength of the predictive model is significant in forecasting organizational commitment.

DISCUSSIONS

This section highlights the synthesis of the results on the correlation among variables, the influence and the strength of the predictors, the conclusion derived from the study results, and ultimately, the recommendations based on the conclusion.

Collaboration, Empowerment, and Organizational Commitment Correlation

Numerous recent studies support the finding that teacher empowerment and Collaborative work environments are associated with more substantial organizational commitment among educators. Research involving public school teachers in the Philippines found that teacher empowerment significantly influences organizational commitment, with collaborative work practices and shared leadership enhancing teachers' sense of belonging and dedication to their schools (Mariano & Solomon, 2024). Similarly, correlational research conducted in the Davao Region demonstrated that teacher empowerment and teamwork Skills have significant positive associations with organizational commitment. These findings suggest that empowered teachers who collaborate effectively with colleagues tend to show greater commitment to their institutions (Ampler & Guhao, 2024). In a broader context, a study of Chinese teachers showed that social connectedness, used as a proxy for collaboration, and job control, linked to empowerment, are directly associated with higher organizational commitment. Work engagement partially mediated these relationships. These findings highlight the importance of supportive and collaborative work environments in strengthening teacher commitment (Li, Xu, & Huang, 2025).

In addition to direct studies on empowerment and collaborative factors, other research reinforces the broader theme that positive workplace relationships and shared professional practices correlate with higher organizational commitment among educators. While not always examining collaboration and empowerment together, studies on leadership and teacher work environments indicate that school contexts fostering cooperation, collegial relationships, and Supportive structures are closely tied to collaborative practices. These supportive environments are associated with stronger teacher engagement and greater commitment to their schools (Shohib, Suhariadi, & Agustina, 2024). These findings align with the study's results, showing that empowered, collaboratively engaged teachers are more likely to exhibit strong organizational commitment.

Organizational Commitment as Predicted by Collaboration and Empowerment

Several recent empirical studies support the idea that empowerment and collaborative factors positively predict teachers' organizational commitment. The study's findings in the Philippines indicate that caring school leadership and teacher empowerment significantly influence organizational commitment. The study also identified collaboration and Positive relationships as key themes contributing to teachers' dedication (Mariano & Solomon, 2024). Additionally, research with Chinese teachers demonstrated that social connectedness, reflecting collaboration among staff, and job control, a form of empowerment, were directly associated with higher levels of organizational commitment. Work engagement was found to mediate these relationships. These findings suggest that a supportive and collaborative environment enhances teachers' psychological investment in their schools (Li, Xu, & Huang, 2025). Other studies further support the broader theme that collaborative and Empowering work environments are associated with greater organizational commitment among educators. Although research does not always examine empowerment and collaboration together, it highlights that interpersonal support and Collegial connections contribute to teacher well-being and dedication. These findings imply that collaborative professional relationships play a significant role in fostering organizational commitment. For example, studies on social support and connectedness have shown that they are indirectly linked to commitment (Li, Xu, & Huang, 2025). Together, these findings across diverse educational contexts suggest that empowerment and collaborative work conditions are meaningful predictors of teachers' organizational commitment.

CONCLUSION

Based on the findings, the model predicting organizational commitment, with collaboration and empowerment as predictors, is significant. This conclusion affirms the Social Exchange Theory (SET), which holds that relationships are built on reciprocal exchanges between parties, in which each party gives something of value and expects something in return. This reciprocal process—where benefits received create an obligation to reciprocate—forms the foundation of social relationships and influences how individuals behave within them, including in workplaces and other organizational settings.

RECOMMENDATIONS

In light of the study's results, future studies are encouraged to replicate this research using the same variables to confirm the robustness of the predictive model developed here. In addition, employing qualitative approaches is recommended to generate emerging themes that could serve as potential variables to strengthen the model outcome, specifically for organizational commitment.

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