

General Study of Educational Organization Commitment

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ABSTRACT: *Organisational commitment is a bond between individuals and organisations, reflecting a sense of belonging and support for the organisation's values and goals. The main problem in this study is the lack of consensus in defining the construct of organisational commitment. The measure of commitment that does not always match the definition applied makes it challenging to synthesise research results related to organisational commitment. This study aims to understand the concept of organisational commitment and the factors that influence the formation of this commitment. This study uses a qualitative literature study approach to analyse books, articles, and journals related to organisational commitment in education. Data were collected by selecting relevant literature and tested for validity with source triangulation. Data analysis was carried out descriptively and interpretively, followed by writing and revising the manuscript until the final. The study's results identified three dimensions of organisational commitment: affective, continuance, and normative. Affective commitment encourages emotional attachment and innovation, while continuance commitment focuses on high output costs and can cause frustration. Normative commitment increases participation and performance. This study also identified four main approaches to understanding organisational commitment factors: attitudinal, behavioural, multidimensional, and normative. This commitment affects individual awareness, rules, communication, facilities, and work characteristics. In education, organisational commitment is negatively related to turnover and affects organisational performance and sustainability. This study enriches the understanding of organisational commitment in education, highlighting the affective, continuance, and normative dimensions influencing engagement and innovation. The limitations of this study include the limited context of education and quantitative measurement because it may ignore psychological nuances. Further research can explore the impact of commitment dimensions on performance in various sectors and use a qualitative approach to explore individual factors and social contexts that influence organisational sustainability.*

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Komitmen organisasi merupakan ikatan antara individu dan organisasi, yang mencerminkan rasa memiliki dan dukungan terhadap nilai-nilai serta tujuan organisasi. Permasalahan utama dalam penelitian ini adalah kurangnya konsensus dalam mendefinisikan konstruk komitmen organisasi. Ukuran komitmen yang tidak selalu sesuai dengan definisi yang diterapkan menyulitkan sintesis hasil penelitian terkait komitmen organisasi. Penelitian ini bertujuan untuk memahami konsep komitmen organisasi dan faktor-faktor yang memengaruhi pembentukan komitmen tersebut. Penelitian ini menggunakan pendekatan studi pustaka kualitatif untuk menganalisis buku, artikel, dan jurnal terkait komitmen organisasi di bidang pendidikan. Data dikumpulkan dengan memilih literatur yang relevan dan diuji validitasnya dengan triangulasi sumber. Analisis data dilakukan secara deskriptif dan interpretatif, dilanjutkan dengan penulisan dan revisi naskah hingga final. Hasil penelitian mengidentifikasi tiga dimensi komitmen organisasi: afektif, kontinyu, dan normatif. Komitmen afektif mendorong keterikatan emosional dan inovasi, sementara komitmen kontinyu berfokus pada biaya output yang tinggi dan dapat menyebabkan frustrasi. Komitmen normatif meningkatkan partisipasi dan kinerja. Studi ini juga mengidentifikasi empat pendekatan utama untuk memahami faktor-faktor komitmen organisasi: sikap, perilaku, multidimensi, dan normatif. Komitmen ini memengaruhi kesadaran individu, aturan, komunikasi, fasilitas, dan karakteristik kerja. Dalam pendidikan, komitmen organisasi berhubungan negatif dengan pergantian karyawan dan memengaruhi kinerja serta keberlanjutan organisasi. Studi ini memperkaya pemahaman komitmen organisasi dalam pendidikan, dengan menyoroti dimensi afektif, kontinuitas, dan normatif yang memengaruhi keterlibatan dan inovasi. Keterbatasan studi ini meliputi keterbatasan konteks pendidikan dan pengukuran kuantitatif karena mungkin mengabaikan nuansa psikologis. Penelitian lebih lanjut dapat mengeksplorasi dampak dimensi komitmen terhadap kinerja di berbagai sektor dan menggunakan pendekatan kualitatif untuk mengeksplorasi faktor-faktor individu dan konteks sosial yang memengaruhi keberlanjutan organisasi.

Keywords: *Organisational Commitment, Commitment Factors, Education and Sustainability.*

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I. INTRODUCTION

The Constitution of the Republic of Indonesia Number 20 of 2003 concerning the National Education System states that the goal of national education is to develop the potential of students to become faithful people, pious, have noble character, are healthy, knowledgeable, capable, creative, independent, and responsible as democratic citizens. To achieve this goal, education must be organised, planned, mature, and sustainable throughout a person's life. The development of education is significant to advance Indonesia by shifting from the old paradigm to the new educational paradigm (Firnanda et al., 2023; Indarta et al., 2021; Mardiyah et al., 2024; Sauri, 2016).

Good education aims to create a high commitment from all organisational components. As a formal organisation, schools are expected to build a strong organisational commitment in line with the goals of national education. A teacher must be ready to carry out obligations and mandates with high commitment because their big task is to help realise the goals of national education. Teacher commitment includes sufficient responsibility, concern and loyalty. With this attitude, teachers can carry out their duties optimally because teaching quality impacts student performance (Anggraini et al., 2023; Tute et al., 2020).

According to Suwardi, teacher loyalty in teaching is reflected through commitment, loyalty, and satisfaction with their work. Teachers teach to fulfil their obligations and with a high commitment to achieving national education goals in every educational institution. As explained by Hardianto (2019), even though science and technology are developing rapidly, the role of teachers remains irreplaceable. Teachers remain the central educational figures, providing examples and role models for students.

Identification of organisational commitment includes attendance, job satisfaction, and performance productivity. Attendance is negatively related to organisational commitment in the affective and normative dimensions because a sense of obligation to the organisation reduces absenteeism. On the other hand, attendance is positively related to continuance commitment because the difficulty in leaving the organisation makes individuals choose to reduce absenteeism (Woods et al., 2012).

El-Yunusi et al. (2022) research to see the level of attendance in Islamic boarding schools related to organisational commitment. The study results showed that there were still teachers with low attendance, causing empty classes and students to be left behind. As a result, students did not receive learning materials well. Butarbutar et al. (2020) argued that leaders must ensure that there are not enough answers to assignments and attendance to achieve organisational goals. Research by Haryanto & Dewi (2020) showed that discipline significantly affected organisational commitment, so high discipline would increase organisational commitment.

Organisational commitment is a psychological relationship between employees and the organisation that reduces the likelihood of employees leaving voluntarily. Allen divides organisational commitment into three dimensions: affective commitment, continuance commitment, and normative commitment. Affective commitment relates to an individual's emotional attachment to the organisation, continuance commitment relates to the individual's investment, and normative commitment is based on a sense of responsibility. Factors influencing organisational commitment are divided into internal factors, such as training and development, and environmental factors, such as organisational and personal life. In addition, the perspectives of leaders and employees also influence organisational commitment. This study will analyse organisational commitment based on environmental factors, such as age, length of service, education level, and gender.

Several researchers have researched organisational commitment. Jupitawati & Kadiyono (2021) found that the affective commitment dimension is more dominant than other dimensions, with male and female employees having high affective commitment. Setiawan & Zamralita (2017) also stated that overall organisational commitment is classified as moderate, with the affective commitment dimension being the highest compared to other dimensions (Setiawan & Zamralita, 2017). Khairuddin (2020) research on expedition employees shows that most respondents have high affective

commitment. In contrast, in the dimensions of continuity and normative commitment, respondents are divided into high, medium, and low categories.

The difference between this study and previous studies lies in the subjects studied. Previous studies focused on employees in organisations and companies, while this study focuses on educational institutions. Based on this, this study aims to describe organisational commitment and the factors that influence it in the context of educational institutions.

II. METHOD

This study uses a qualitative approach with a literature study type, which aims to collect and analyse data sources in books, articles, journals, and relevant documents related to the studied topic. The focus of this study is the development of concepts and theories through analysis of existing literature. The subjects of this study consist of relevant data sources, while the objects of research are concepts contained in the literature on commitment, involvement, and organisational innovation in educational organisations. Data collection techniques are carried out by searching for and selecting relevant literature from primary and secondary sources, which are then evaluated to ensure their relevance and quality. To test the validity of the data, source triangulation is used by comparing findings from various sources and discussing them with colleagues to ensure the validity of the concepts obtained. Data analysis is carried out descriptively and interpretively by identifying central themes and developing concepts in the literature, which are then developed to form the theoretical basis of the research. The writing and revision procedures begin with preparing a draft article that is discussed and reflected on to improve quality. The final stage includes revisions based on input and editing of the manuscript to produce a final manuscript ready for publication.

III. RESULT AND DISCUSSION

Dimensions Commitment Organization in Educational Context

Allen and Mayer state that organisational commitment consists of three separate dimensions, namely: affective commitment, continuing commitment, and normative commitment (Robbins & Judge, 2018).

1. Affective commitment

Affective commitment is the most widely studied form of commitment among the other three, which refers to a person's emotional commitment to the organisation. This commitment is defined as a state in which an individual feels emotionally connected and involved with the organisation. Employees stay because they want to, which results from positive work experiences that are valued and expected to continue. This commitment is predicted to be formed through a supportive environment, comfort, and personal competence (Khalib, 2016).

Thompson and Heron show that employees with commitment and high affectivity tend to share knowledge and engage in innovative behaviour. Chughtai (2013) also found that commitment employees to superiors can increase learning, engagement, work, and innovation. Liu et al. (2011) research highlights how positive team member interaction pushes commitment, increases knowledge exchange, and results in innovation.

However, many studies have examined the connection between commitment and behavioural innovation, and Bhardwaj et al. (2024) noted a lack of research examining the connection between them. This research aims to fill in the gap.

Commitment is practical and related to attachment to the organisation and is very influential in context organisation education. Individuals with commitment and high feel connected in a way emotionally and are motivated to endure because they experience positivity that they accept. Commitment effectively can push innovation, engagement, work and learning. In organisational education, commitment affective potential increases quality learning and innovation but still requires more study to connect commitment affective and behavioural innovation.

Commitment affective refers to the attachment of emotional power educators to organisational education. This is reflected in identifying education values and the desire to contribute to successful institutions. Factors like a clear vision from organisation education, culture-inclusive work, and supportive interactions between leader schools or universities with influential educators significantly increase commitment. For example, if the head school gives active support and appreciation to the teacher, the teacher tends to feel more emotionally connected with the institution (Porter et al., 1976; Powell et al., 2024).

2. Continuous commitment

According to Meyer & Allen (1991), commitment sustainability is from a committed organisation where employees still endure because of high output. Although employees with commitment and strong sustainability are possibly not motivated to contribute in a way, they still endure only because of the economy, which can cause frustration and negative behaviour. Therefore, Meyer and Allen suggest exploring the connection between commitment to sustainability and behavioural innovation in place work.

Commitment sustainability in context organisation education refers to a situation where employees still are in the organisation because the exit cost is high, even though they are not motivated to contribute. Although they persist, motivation is low, which can cause frustration and negative behaviour, which affects performance and innovation. Meyer & Allen (1991, 1997) suggest exploring the connection between commitment to sustainability and behavioural innovation to create a more productive environment and supportive development of organisational education.

3. Normative commitment

A normative commitment is the perceived obligation of employees to comply with the organisation. Munene & Dul (1989) showed that commitment does not depend on factors like education, salary, or age but originates from feeling each other belief that forms an obligation to still be in the organisation. Based on existing literature, commitment normative correlation is strongly positive with behaviour work, such as performance, attendance, citizenship organisation, and functioning as a booster participation organisation. However, there are many studies about commitment and behaviour innovation, and research that connects commitment employees with behaviour innovation is still limited (Nemati, 2025).

Commitment sustainability in context organisation education focuses on obligations employees still comply with and support the organisation, which does not only depend on external factors like wages or age but more on feelings of each other trust and

responsibility answer to the organisation (Chun & Lee, 2023; Khalib, 2016). Commitment normative this own correlation positive with behaviour work, including performance, attendance, and contribution to the organisation, as well as push participation active in development and innovation in environmental education (Didas et al., 2025; Saputra et al., 2025).

Normative commitment in educational organisations reflects the moral obligation of educators to remain in their institutions. This can be influenced by the culture of educational organisations that emphasise the values of togetherness, dedication, and responsibility to students. In this context, educational institutions that create a supportive work environment and reward outstanding teachers can encourage educators to feel obligated to remain loyal to their institutions (P. Sharma & Sinha, 2015).

The approach in Commitment Organization

The concept of organisational commitment in the literature can be understood through three main approaches, including one additional approach used to conceptualise, define, and measure organisational commitment.

1. Attitudinal approach

Steers and Porter stated that the attitude approach in organisational commitment refers to the favourable orientation of employees towards their organisation, with a focus on team member loyalty. In further developments, organisational commitment is understood as an attitude of attachment to the organisation, which plays an important role in work-related behaviour (Martín Duque et al., 2024).

Employees with high commitment tend to have lower absenteeism rates, experience less burnout, and are less likely to leave the organisation. Mowday et al. (2013) define commitment as 1) the desire to remain a member of the organisation, 2) the willingness to exert considerable effort toward organisational goals, and 3) acceptance of the values and goals of the organisation. This approach emphasises the importance of positive team member mental attitudes in achieving organisational effectiveness.

In the context of educational organisational commitment, the attitude approach proposed by Steers and Porter is relevant to describe the positive attachment of teachers or staff to educational institutions. This commitment emphasises loyalty and a positive orientation towards educational goals, which are important for improving the effectiveness of educational institutions. Employees with high commitment, such as lecturers or other educators, tend to have low absenteeism rates, experience less burnout, and are more committed to academic tasks. In addition, they are more likely to stay in the organisation, strive to achieve educational goals, and accept the values and vision of the educational organisation, according to the definition of Mowday et al. (2013). This approach emphasises that the positive mental attitude of empowered teachers contributes to achieving educational goals and enhances a healthy organisational culture in educational institutions.

2. Behavioural approach

The behavioural approach emphasises that team member investment will increase their attachment to the organisation. Organisational commitment is defined as the "benefits associated" with continued participation and the costs associated with team member turnover. In this view, employees will commit based on efficiency cost calculations, where they are reluctant to leave the organisation if the costs of leaving are too high.

Muchinsky (2006) argues that overcommitted employees may experience career stagnation and decreased self-development. On the other hand, commitment reflects identification and involvement with the organisation, which will reduce team member turnover and improve performance. This approach asserts that commitment depends on the balance between input and output; the greater the benefits individuals receive from the organisation, the stronger their commitment (Babic & Joris, 2025).

In educational and organisational commitment, the behavioural approach suggests that team members' involvement in educational institutions, such as lecturers or staff, will strengthen their commitment to the organisation. Organisational commitment can be understood as calculating costs and benefits associated with the decision to remain in the organisation. Employees will tend to bear the costs incurred by the organisation, such as the loss of facilities or career opportunities. However, suppose this commitment is more driven by identification and involvement with the goals and values of the educational institution. In that case, there will be a reduction in staff turnover and increased performance. This approach also emphasises that the greater the benefits obtained by individuals from the organisation, the greater their commitment to the educational institution.

3. Multidimensional approach

The multidimensional approach to organisational commitment recognises that commitment cannot be understood as a single dimension but rather as a concept encompassing various interrelated aspects. Traditionally, organisational commitment has been viewed as unidimensional, encompassing identification (belief in organisational values), involvement (desire to contribute to the interests of the organisation), and loyalty (desire to remain part of the organisation). However, further research has shown that individuals develop a commitment to an organisation through various dimensions and sources. Mayer and Allen developed the theory of organisational commitment as two main dimensions: affective commitment and continuance commitment. Affective commitment refers to the team member's emotional attachment to the organisation, which is influenced by identification with values and involvement. Meanwhile, continuance commitment relates to the calculation of the costs that employees must pay if they leave the organisation (Meyer & Allen, 1984).

Next, Meyer & Allen (1991) introduced a three-dimensional model that includes affective commitment, continuance commitment, and normative commitment. Affective commitment relates to employees' emotional attachment to the organisation and can be influenced by organisational vision and supportive interactions with superior performance (Porter et al., 1976; Powell et al., 2024).

On the other hand, continuity commitment is influenced by employees' investments in the organisation, which creates exit costs if they leave their jobs. On the other hand, continuity commitment is influenced by employees' investments in the organisation, which creates exit costs if they leave their jobs (P. Sharma & Sinha, 2015).

The multidimensional approach to organisational commitment is very relevant to understanding how the power of educators, staff, and other stakeholders interact with educational organisations. Commitment can not only be understood as one dimension but involves various aspects, such as affective, ongoing, and normative, which influence individual behaviour and contribution to achieving the goals of educational organisations.

This multidimensional approach allows educational leaders to understand that each educator has different reasons for building commitment to the institution. For example, some teachers may be more emotionally attached (affective), while others may stay because of professional investment (sustainability) or moral obligation (normative). By understanding these dimensions, educational organisations can design more effective strategies to increase educator commitment, such as providing ongoing training, creating a supportive work culture, and offering relevant incentives.

4. Approach normative

The normative approach to organisational commitment states that development commitment occurs because individuals feel a moral obligation to remain in the organisation. Normative commitment reflects a team member's sense of responsibility to remain in the organisation, which is influenced by organisational culture and team member rewards (P. Sharma & Sinha, 2015).

In the context of organisational education, the normative approach is relevant because it reflects the moral obligation of educators. To continue to contribute to the institution. A sense of responsibility to answer This is driven by an organisational culture that supports educational values and appreciation for educators. A collaborative work culture, inspirational leadership, and recognition of individual achievement can strengthen normative commitment. For example, when an educational organisation shows concern for the welfare of educators and rewards them for their dedication, educators feel that they do not have enough moral responsibility to continue supporting the institution's vision and mission. Thus, a normative commitment not only encourages the sustainability of educators but also contributes to the quality of educational services provided.

Factors Influencing Organisational Commitment to Education

Several Malay experts explain that various factors influence organisational commitment. Hasibuan (2016) identified five main factors: awareness, namely the belief and determination of individuals to be consistent in organising; rules, namely regulating individual behaviour and actions; organisation, namely providing services based on human needs; income, namely rewards for team member contributions; abilities and skills, namely skills in carrying out tasks; and service facilities, namely supporting work. Dessler & Varrkey (2005) added that human values, two-way communication, a sense of togetherness, organisational vision and mission, and values in recruitment also influence commitment. Mardianto (2018) highlighted personal factors, job characteristics, structural characteristics, and work experience as important elements. Mowday et al. (2013) outlined other factors, such as personal character (age, education, motivation), job characteristics (job opportunities, role conflict), organisational structure (unity, centralisation), and work experience, including support from the organisation. These factors show that organisational commitment results from a complex interaction between individual character, work, and organisation.

In the context of educational organisational commitment, the factors influencing this commitment have significant relevance. Hasibuan (2016) emphasised the importance of individual awareness, behaviour rules, and facilities supporting the effectiveness of service tasks. These factors are relevant in an educational environment, where organisational values must align with learning objectives. In addition, Dessler & Varrkey (2005) emphasised two-way communication, a sense of togetherness, and

organisational vision, which are important in creating a collaborative educational environment between educators, learners, and other management parties. Mardianto (2018) highlighted work characteristics and work experiences, including teacher workload, training opportunities, and teaching experience in the educational context. Mowday et al. (2013) also noted that personal factors, such as education level, motivation, and organisational support, play an important role in increasing commitment. In education, these factors interact to create an organisational culture that supports the effectiveness of the teaching and learning process and the sustainability of the educational organisation.

Relationship between Organizational Commitment and Member Turnover

The correlation between organisational commitment behaviour and tenure in the organisation, or conversely, team member turnover rate, has been a primary focus of many studies. Studies have shown a significant negative relationship between organisational commitment and turnover. This relationship is particularly evident in studies measuring organisational commitment's affective dimension (Porter et al., 1974, 1976). In addition, this relationship was also found in the normative commitment dimension (Schaap & Chantal, 2020).

The results of the current analysis confirm the existence of a generalised relationship between organisational commitment and team member turnover. Based on this evidence, organisational commitment has now been included as a primary variable in several models explaining the team member turnover process (Cho & Kim, 2025). This relationship confirms that organisational commitment is important in understanding team member behaviour and organisational sustainability (Kim & Park, 2024).

The individual's attachment to the organisation is standard to all three conceptualisations of commitment attitudes. Suppose the primary goal of the study or manager is to reduce team member turnover. In that case, the distinction between different commitment forms becomes less relevant—one form of work commitment may be considered equally effective. However, the primary emphasis on this goal may be misleading (Maharani et al., 2025). Organisational effectiveness depends more on innovation and initiative than on workforce stability. Employees must perform their duties well and be willing to participate in activities beyond their essential obligations. Although team member presence in the organisation is a prerequisite for fulfilling assigned roles, it is not the only factor necessary for organisational success (Palma, 2024).

Several studies have found that commitment is positively related to attendance behaviour, as reported by Blau, although other studies have not found a similar relationship. In several studies, commitment has also been linked to individual or group performance, but other studies have not found the exact relationship (Handayani et al., 2025).

Although there is still no definitive conclusion regarding the relationship between commitment and work behaviour, except in terms of turnover, existing research suggests that the characteristics of commitment that employees possess influence their intentions to contribute to organisational effectiveness. Affective commitment, which describes an emotional attachment to an organisation, is more likely to motivate employees to exert significant effort on behalf of the organisation than continuance commitment, driven by the need to remain with the organisation, or normative commitment, which is based on a moral obligation (G. Sharma & Syal, 2022). Research suggests that the positive correlation between commitment and performance is most

common using measures of affective commitment. However, normative commitment may also be positively related to performance, given that the obligation to survive may also drive the obligation to contribute. On the other hand, continuity commitment may be less likely to be positively related to performance, as employees who remain with the organisation simply out of necessity may not feel compelled to exert more than the minimal effort required (Leal & Carvalho, 2025).

It is important to note that the relationship between components of organisational commitment and team member behaviour is complex, as all three components— affective, continuance, and normative commitment—can have independent, perhaps even interactive, effects on an individual's behaviour. For example, while a high level of continuance commitment may be sufficient to retain an individual in an organisation, an individual with low continuance commitment may not necessarily leave the organisation (Hom & Seo, 2024). Despite a low need to stay, a team member may remain in an organisation driven by emotional or moral obligation. It is, therefore, important for future research to consider the combined effects of all three components of commitment on team member behaviour (Meyer & Allen, 1997).

The relationship between organisational commitment and team member behaviour, especially concerning staff turnover, is highly relevant in educational and organisational commitment (Torcia, 2025). Various studies have shown that organisational commitment significantly influences employees' decisions to stay or leave an organisation. The affective commitment dimension, which reflects the emotional attachment to the organisation, often negatively correlates with team member turnover. The higher a team member's affective commitment, the less likely they are to leave the organisation (Hou & Hanapiyah, 2024).

In education, organisational commitment plays an important role in maintaining quality teaching staff, affecting the quality of education provided. On the one hand, affective commitment can encourage teachers or staff to put more effort into carrying out their duties and play an active role in innovation and improving the quality of learning, which are important aspects of educational organisations. On the other hand, ongoing commitment, which is more driven by the need to survive in the organisation, may not be as strong in increasing active contributions to the development of educational organisations (Sarkies et al., 2025).

Research also suggests that organisational commitment, particularly normative commitment based on moral obligation, can positively impact team member attendance and performance. However, this relationship is more complex and not always linear. For example, a team member who feels obligated to stay with an organisation may feel compelled to contribute more, even though they may not have a strong emotional attachment (Swati et al., 2025). Therefore, normative commitment can help create an organisational culture that supports quality education. However, it may not be as strong as a practical commitment regarding performance or innovation (Aduwo et al., 2025).

Overall, it is important to consider the combined influence of the three components of commitment (affective, continuance, and normative) on team member behaviour in educational organisations (Chung, 2021). Given the complex nature of the relationship between organisational commitment and team member behaviour, future research needs to delve deeper into how these three components influence each other, both independently and interactively, to understand further the factors that influence the educational quality and the stability of educational organisations (Jogi et al., 2024).

IV. CONCLUSION

Organisational commitment consists of three dimensions: affective, continuance, and normative. Affective commitment is related to emotional attachment, continuance with high exit costs, and normative with moral obligations. These three dimensions affect engagement and innovation in educational organisations. Organisational commitment can be seen through four approaches: team member attitudes (loyalty), behaviour (cost-benefit calculations), multidimensional (affective, continuance, normative), and normative (moral obligations), which strengthen individual attachment to the organisation. Factors such as individual awareness, rules, facilities, communication, sense of community, and work characteristics play a role in shaping an organisational culture that supports the effectiveness and sustainability of education. Affective commitment is negatively related to team member turnover, meaning that the higher the emotional commitment, the lower the intention to leave. In education, this commitment encourages active and quality teaching contributions. Although more complex, normative commitment also affects performance; combining these three dimensions is important to consider in increasing engagement and innovation. This study enriches the understanding of organisational commitment in education, highlighting the affective, continuance, and normative dimensions influencing engagement and innovation. Limitations of the study include the limited context of education and quantitative measurement, as it may ignore psychological nuances. Further research can explore the dimensions of the impact of commitment on performance in various sectors and use a qualitative approach to explore individual factors and social contexts that influence organisational sustainability.

V. REFERENCES

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