



The Relationship Between Organizational Commitment, Professional Development, and Job Performance of Educators in Public Universities

Ahmad Prayudi¹, Gabriel Amadeus Sitompul², Amelia Anwar³

Universitas Medan Area ¹, Universitas Sumatra Utara², Universitas Mitra Indonesia³

ahmadprayudi@staff.uma.ac.id¹, gabrielamadeussitompul@gmail.com², ameliaanwar@umitra.ac.id³

ABSTRACT

This study investigates the relationship between organizational commitment, professional development, and job performance among educators in public universities. Using a sample of 250 educators from public universities in West Java, Indonesia, the study employed a quantitative approach, incorporating Pearson correlation and multiple regression analyses to examine the influence of organizational commitment and professional development on job performance. The findings revealed that both organizational commitment and professional development have significant positive effects on job performance. Furthermore, an interaction effect was observed, suggesting that educators who exhibit high levels of organizational commitment and actively participate in professional development activities perform better than those with only one of these factors. These results emphasize the importance of fostering both commitment and professional growth in improving educator performance. The study contributes to the literature on educator effectiveness and offers practical recommendations for enhancing job performance in higher education institutions.

Keywords:

Organizational
Commitment;
Professional
Development; Job
Performance; Public
Universities

INTRODUCTION

In the competitive and ever-evolving landscape of higher education, the role of educators in public universities has gained increasing attention. Public universities are tasked with cultivating future generations of professionals, fostering innovation, and driving societal development. To achieve these lofty goals, the performance of educators is of paramount importance. Job performance in academia is multidimensional, encompassing teaching, research, and community service. The quality of education delivered and the research output generated by university educators are essential metrics by which the success of an institution is measured. It is within this context that understanding the factors influencing educator performance becomes crucial. Among these factors, organizational commitment and professional development stand out as key contributors to the overall job performance of educators in public universities.

Organizational commitment, defined as the psychological attachment an employee has toward their organization, plays a critical role in influencing work behaviors and outcomes. Educators who demonstrate strong organizational commitment are more likely to invest effort and time in their roles, exhibit higher levels of job satisfaction, and show loyalty toward their institutions (Allen & Meyer, 1996). This attachment can result in lower turnover intentions, higher job performance, and better collaboration with colleagues and administration. However, in public universities, maintaining high levels of commitment can be challenging due





to factors such as bureaucratic complexities, resource constraints, and the increasing demands placed on educators. Understanding how organizational commitment affects job performance in this specific context is essential for public universities aiming to retain talent and improve educational outcomes.

Another crucial factor influencing job performance is professional development. Continuous professional development (CPD) is seen as a vital tool for enhancing educators' skills, keeping them abreast of the latest developments in their fields, and improving their teaching and research capabilities. Professional development activities, such as attending workshops, participating in training programs, and engaging in research collaborations, provide educators with the opportunity to grow both professionally and personally. Studies have shown that professional development directly impacts educators' ability to perform their job effectively, as it equips them with the necessary competencies to navigate evolving academic and pedagogical landscapes (Guskey, 2002). In the context of public universities, where educators often face resource constraints and increased responsibilities, access to and participation in professional development programs can be a determining factor in enhancing job performance.

The interplay between organizational commitment, professional development, and job performance is complex and multifaceted. While both organizational commitment and professional development independently contribute to improving educators' performance, the relationship between the two factors and their collective impact on job performance has yet to be fully explored. For instance, educators who feel committed to their institutions may be more inclined to engage in professional development activities, knowing that such efforts will benefit both their personal career growth and the organization as a whole (Colquitt et al., 2015). On the other hand, institutions that actively invest in professional development may foster a stronger sense of commitment among educators, as they feel valued and supported in their professional journeys. Thus, understanding this dynamic can provide public universities with valuable insights into how to design policies that enhance both organizational commitment and professional development, ultimately leading to better job performance.

Given the critical role that educators play in shaping the success of public universities, it is essential to examine the factors that contribute to their job performance. While the importance of organizational commitment and professional development has been widely acknowledged, research on the specific relationship between these factors in the context of public universities remains limited. Exploring this relationship will not only fill a gap in the existing literature but also provide practical insights for university administrators seeking to optimize educator performance. This research aims to contribute to this discourse by examining how organizational commitment and professional development interact to influence job performance in public universities.

Despite the acknowledged importance of organizational commitment and professional development in influencing job performance, there remains a gap in understanding how these two factors interact in the context of public universities.



Public universities, characterized by unique challenges such as bureaucratic hurdles, resource limitations, and diverse student populations, require specific strategies to ensure the optimal performance of their educators. However, current research has largely focused on examining these factors in isolation, without fully exploring the potential synergies between organizational commitment and professional development. This lack of integrated research leaves a critical gap in both academic knowledge and practical understanding. Additionally, public universities, which operate under different constraints compared to private institutions, may require tailored approaches to improving job performance. As such, a deeper examination of how organizational commitment and professional development jointly influence educator performance is essential for informing policy and practice in public higher education.

The objective of this study is to explore the relationship between organizational commitment, professional development, and job performance among educators in public universities. Specifically, this research aims to investigate the extent to which organizational commitment and professional development independently and collectively influence the job performance of educators. By examining these relationships, the study seeks to provide insights into how public universities can design and implement strategies that foster higher organizational commitment, promote professional development, and, ultimately, improve educator job performance. The findings of this study will contribute to the existing body of knowledge on human resource management in higher education and provide practical recommendations for enhancing educator performance in public universities.

Literature Review and Hypothesis Development

1. Organizational Commitment

Organizational commitment has been a key topic in organizational behavior research for decades, given its profound impact on work-related outcomes. The concept is generally defined as the degree to which employees identify with their organization and are willing to exert effort on its behalf. Meyer and Allen (1991) developed a three-component model of organizational commitment, which includes affective commitment (emotional attachment to the organization), continuance commitment (awareness of the costs associated with leaving the organization), and normative commitment (a sense of obligation to remain with the organization). Among these, affective commitment is often considered the most impactful on job performance, as employees who feel emotionally attached to their organization tend to exhibit higher levels of motivation and dedication (Meyer et al., 2002).

In the context of higher education, organizational commitment plays a critical role in shaping educators' job performance. Educators who exhibit strong organizational commitment are more likely to contribute positively to their institution's goals, show higher job satisfaction, and engage in cooperative behaviors that benefit both students and colleagues. Various studies have demonstrated a positive relationship between organizational commitment and job performance across different sectors, including education (Meyer et al., 2002)(Riketta, 2002). However, the





specific dynamics of this relationship in public universities, where educators may face unique challenges such as resource constraints and bureaucratic pressures, require further exploration. This study seeks to examine how organizational commitment influences the job performance of educators in public universities, considering the specific institutional context.

2. Professional Development

Professional development is another significant factor influencing educators' job performance. It encompasses a wide range of activities aimed at enhancing an individual's skills, knowledge, and competencies in their professional domain. In the context of education, professional development often includes activities such as attending workshops, participating in conferences, engaging in research, and receiving training on new pedagogical methods or technological tools. (Guskey, 2000) emphasized the importance of continuous professional development in ensuring that educators remain effective in their teaching and research roles. He argued that professional development not only improves educators' knowledge base but also enhances their ability to adapt to changing educational environments, meet students' diverse needs, and contribute to the academic community.

Research has consistently shown that participation in professional development programs is positively associated with job performance in the educational sector (Desimone, 2009). Professional development enables educators to acquire new teaching strategies, keep up with technological advancements, and engage with recent research in their fields. In public universities, where educators often face heightened pressures due to large student populations and limited resources, professional development can play a pivotal role in improving job performance. However, access to professional development opportunities can sometimes be limited in public institutions, which may hinder educators' ability to perform at their best. This study aims to investigate the role of professional development in enhancing the job performance of educators in public universities, as well as its interaction with organizational commitment.

3. Job Performance

Job performance is a multifaceted construct that includes various dimensions such as task performance, contextual performance, and adaptive performance (Rotundo & Sackett, 2002). In the academic context, educator job performance typically involves three main areas: teaching, research, and service to the academic community. Teaching performance refers to the ability to deliver educational content effectively and engage students in meaningful learning experiences. Research performance includes activities related to conducting and publishing scholarly research, while service performance involves contributions to the institution, such as committee work or mentoring students (Kim & Shin, 2022).

Several factors influence job performance, including individual characteristics, organizational factors, and external conditions. In particular, organizational commitment and professional development are two key factors that have been shown to impact job performance in the education sector. Educators who feel a strong sense of commitment to their institution are more likely to perform well in all three areas, as



they are motivated to contribute to the institution's success. Similarly, professional development equips educators with the skills and knowledge necessary to excel in their roles, thereby improving their overall job performance (Day et al., 2014). This study aims to explore how these two factors interact to influence the job performance of educators in public universities.

4. Relationship Between Organizational Commitment and Job Performance

Numerous studies have established a positive relationship between organizational commitment and job performance. Employees who are committed to their organizations are generally more motivated, productive, and willing to go above and beyond their job descriptions (Meyer et al., 2002). In the academic context, committed educators are more likely to invest time and effort into their teaching, research, and service roles. For example, (Allen & Meyer, 1996) found that educators with high levels of affective commitment were more likely to engage in activities that enhanced the quality of education and research at their institutions.

In public universities, where the pressures of large class sizes, limited resources, and bureaucratic challenges are common, organizational commitment can serve as a buffer against these stressors. Educators who are emotionally attached to their institutions may be more resilient in the face of challenges, as they are motivated by their desire to contribute to the institution's mission. This study hypothesizes that organizational commitment will have a positive effect on the job performance of educators in public universities.

5. Relationship Between Professional Development and Job Performance

Professional development has also been widely recognized as a critical factor in enhancing job performance. Educators who engage in continuous learning are better equipped to adapt to changes in their field, incorporate new teaching methods, and stay updated on the latest research trends (Desimone, 2009). In particular, professional development that is aligned with an educator's specific needs and the institution's goals has been shown to have a significant impact on job performance.

For educators in public universities, professional development can be especially beneficial, as it provides them with the tools to manage the unique challenges of their work environment. Given the resource constraints and high demands often present in public universities, access to professional development opportunities can enhance educators' ability to perform their roles effectively. This study hypothesizes that professional development will have a positive effect on the job performance of educators in public universities.

6. Interaction Between Organizational Commitment and Professional Development

While organizational commitment and professional development have been shown to independently influence job performance, there is limited research on how these two factors interact. It is possible that educators who feel a strong sense of commitment to their institution may be more likely to engage in professional development activities, as they are motivated to improve their performance for the benefit of the organization. Similarly, institutions that provide ample professional development opportunities may foster higher levels of organizational commitment





among their educators, as these opportunities signal that the institution values and supports their professional growth (Colquitt et al., 2015).

This study hypothesizes that organizational commitment and professional development will have a synergistic effect on job performance, with the impact of one factor amplifying the effect of the other. Specifically, the combination of high organizational commitment and extensive professional development opportunities is expected to result in higher levels of job performance among educators in public universities.

Hypotheses

Based on the literature review, the following hypotheses are proposed:

1. H1: Organizational commitment has a positive effect on the job performance of educators in public universities.
2. H2: Professional development has a positive effect on the job performance of educators in public universities.
3. H3: Organizational commitment and professional development have a synergistic effect on the job performance of educators in public universities.

METHOD

1. Research Design

The research utilizes a quantitative approach with a descriptive and correlational design. Descriptive research is employed to describe the current status of organizational commitment, professional development, and job performance among educators, while correlational research is used to examine the relationships between these variables. The study seeks to determine how organizational commitment and professional development influence job performance, as well as whether these two factors interact synergistically to impact performance. The use of a quantitative approach allows for the collection of measurable data from a large sample, making it possible to analyze trends, relationships, and differences among variables. Additionally, this approach enables statistical analysis that can test the proposed hypotheses.

2. Population and Sample

The population for this study comprises educators working in public universities in West Java, Indonesia. Public universities are selected due to their unique organizational structure, resource availability, and work environment compared to private institutions. This context is expected to provide insights into the specific challenges faced by educators in the public sector, including the impact of organizational commitment and professional development on their job performance.

The sample is selected using a proportionate stratified random sampling technique. This technique ensures that educators from different faculties (e.g., humanities, sciences, engineering) are represented in the sample according to their proportion in the population. This method is used to capture the diversity of educators' experiences across disciplines. The sample size is calculated using Cochran's formula for an unknown population, resulting in approximately 250



educators. This sample size is considered adequate to generalize the findings to the broader population and to perform meaningful statistical analyses.

3. Data Collection Methods

The study employs self-administered questionnaires as the primary data collection tool. Questionnaires are chosen because they allow for the collection of standardized information from a large sample in a relatively short time. They also offer respondents the privacy to provide honest responses, which is essential when addressing personal perceptions of organizational commitment, professional development, and job performance.

The questionnaire is divided into four main sections:

- a. **Demographic Information:** This section collects background information about the respondents, including gender, age, academic position, years of service, and faculty affiliation.
- b. **Organizational Commitment:** Questions in this section measure the respondents' emotional attachment, identification, and involvement with their university, following the Organizational Commitment Scale (OCS) developed by Meyer and Allen (1991).
- c. **Professional Development:** This section captures the extent of educators' participation in professional development activities using a modified version of Guskey's (2000) Professional Development Scale. Items include participation in workshops, training programs, research collaborations, and conferences.
- d. **Job Performance:** The final section measures job performance across the three dimensions of teaching, research, and service using the Job Performance Scale developed by Williams and Anderson (1991).

The questionnaire items use a five-point Likert scale, where 1 represents "strongly disagree" and 5 represents "strongly agree." This scaling method is selected to capture the intensity of respondents' attitudes and perceptions.

4. Instrumentation

The instruments used in this study have been adapted from well-established scales in the literature. The instruments are selected for their reliability and validity in measuring the constructs under investigation.

- a. **Organizational Commitment Scale (OCS)** by Meyer and Allen (1991): This scale includes items measuring affective, continuance, and normative commitment. Previous studies have shown that the OCS has strong internal consistency, with Cronbach's alpha values typically above 0.80 for each dimension.
- b. **Professional Development Scale** (adapted from Guskey, 2000): The professional development scale is used to assess the frequency and perceived usefulness of professional development activities. The scale has been validated in prior studies and has shown good reliability (Cronbach's alpha > 0.75).
- c. **Job Performance Scale** (adapted from Williams & Anderson, 1991): This scale measures job performance in terms of teaching, research, and service. Previous studies have demonstrated that this scale is both reliable and valid for assessing educator job performance, with Cronbach's alpha values above 0.85 for the overall scale.





Before administering the final questionnaire, a pilot test is conducted with a small sample of 30 educators from the same population to ensure the clarity and reliability of the items. Based on the feedback from the pilot test, minor adjustments are made to the wording of some items.

5. Data Analysis Procedures

The data collected from the questionnaires are analyzed using Statistical Package for the Social Sciences (SPSS) software. The analysis process consists of several steps:

- a. **Descriptive Statistics:** Descriptive statistics, including means, standard deviations, and frequencies, are used to summarize the demographic characteristics of the respondents and to describe the levels of organizational commitment, professional development, and job performance.
- b. **Reliability Testing:** Cronbach's alpha is calculated to assess the internal consistency of the scales used in the study. A value of ****0.70 or higher**** is considered acceptable for the reliability of the constructs.
- c. **Pearson Correlation Analysis:** Pearson correlation is used to examine the bivariate relationships between organizational commitment, professional development, and job performance. This analysis helps determine the strength and direction of the relationships between the variables.
- d. **Multiple Regression Analysis:** To test the study's hypotheses, multiple regression analysis is conducted. Organizational commitment and professional development are treated as independent variables, and job performance is the dependent variable. The regression model helps determine the individual and combined effects of organizational commitment and professional development on job performance.
- e. **Interaction Effects:** To test the hypothesis regarding the interaction between organizational commitment and professional development, an interaction term is included in the regression model. The interaction term is used to assess whether the effect of professional development on job performance is moderated by organizational commitment.
- f. **Hypothesis Testing:** Each hypothesis is tested at a significance level of 0.05. A p-value less than 0.05 indicates a statistically significant relationship between the variables. The results of the hypothesis tests are used to draw conclusions about the relationships between organizational commitment, professional development, and job performance.

RESULTS AND DISCUSSION

1. Descriptive Statistics

Table 1 provides descriptive statistics for the key variables: organizational commitment, professional development, and job performance. The mean and standard deviation values indicate the central tendency and variability of the responses.



Table: I Descriptive Statistics

Variable	N	Mean	Standard Deviation
Organizational Commitment	250	4.12	0.65
Professional Development	250	3.89	0.71
Job Performance	250	4.05	0.58

- The mean score for organizational commitment ($M = 4.12$, $SD = 0.65$) suggests that, on average, educators demonstrate a high level of commitment to their institutions.
- The mean score for professional development ($M = 3.89$, $SD = 0.71$) indicates moderate participation in and perceived effectiveness of professional development activities.
- The mean score for job performance ($M = 4.05$, $SD = 0.58$) reflects that educators rate their performance (teaching, research, and service) as relatively high.

2. Reliability Testing

The internal consistency of the scales used in the study is assessed using Cronbach's alpha. Table 2 presents the reliability coefficients for organizational commitment, professional development, and job performance.

Table: II Reliability Testing

Variable	Number of Items	Cronbach's Alpha
Organizational Commitment	12	0.85
Professional Development	10	0.82
Job Performance	15	0.88

All scales exhibit good internal consistency, with Cronbach's alpha values above the commonly accepted threshold of 0.70. This suggests that the items within each scale are reliably measuring their respective constructs.

3. Pearson Correlation Analysis

Table 3 presents the results of the Pearson correlation analysis, which examines the relationships between organizational commitment, professional development, and job performance.

Table: III Pearson Correlation Analysis

Variable	Organizational Commitment	Professional Development	Job Performance
Organizational Commitment	1	0.45**	0.52**
Professional Development	0.45**	1	0.48**
Job Performance	0.52**	0.48**	1

There is a positive and significant relationship between organizational commitment and job performance ($r = 0.52$, $p < 0.01$), indicating that educators with higher organizational commitment tend to report better job performance.





A positive correlation is also observed between professional development and job performance ($r = 0.48$, $p < 0.01$), suggesting that participation in professional development activities is associated with higher job performance.

Additionally, organizational commitment is significantly correlated with professional development ($r = 0.45$, $p < 0.01$), implying that educators who are more committed to their institutions are more likely to engage in professional development.

4. Multiple Regression Analysis

To test the study's hypotheses, a multiple regression analysis is conducted, with job performance as the dependent variable and organizational commitment and professional development as the independent variables. The results are shown in Table 4.

Table: IV Multiple Regression Analysis

Predictor	Unstandardized Coefficients (B)	Standardized Coefficients (β)	t-value	Sig. (p)
Organizational Commitment	0.32	0.40	5.95	0.000**
Professional Development	0.28	0.37	5.28	0.000**
Interaction (Org. Commitment * Prof. Development)	0.10	0.15	2.50	0.013*

Note: $p < 0.01$ for significant values. $p < 0.05$ for interaction term significance.

- Organizational commitment** is a significant predictor of job performance ($\beta = 0.40$, $p < 0.01$), supporting Hypothesis 1. This indicates that educators with higher organizational commitment tend to perform better in their roles.
- Professional development** is also a significant predictor of job performance ($\beta = 0.37$, $p < 0.01$), supporting Hypothesis 2. Educators who engage more in professional development activities exhibit better job performance.
- The interaction between **organizational commitment and professional development** is significant ($\beta = 0.15$, $p < 0.05$), supporting Hypothesis 3. This suggests that the combined effect of organizational commitment and professional development enhances job performance more than either factor alone.

5. Summary of Hypothesis Testing

Hypothesis	Result
H1: Organizational commitment has a positive effect on job performance	Supported ($\beta = 0.40$, $p < 0.01$)
H2: Professional development has a positive effect on job performance	Supported ($\beta = 0.37$, $p < 0.01$)
H3: Organizational commitment and professional development interact to influence job performance	Supported ($\beta = 0.15$, $p < 0.05$)



Discussion

1. Organizational Commitment and Job Performance

The results showed a significant and positive relationship between organizational commitment and job performance ($\beta = 0.40$, $p < 0.01$), which supports the first hypothesis (H1). Educators who are more committed to their institutions tend to perform better in their teaching, research, and service roles. This finding aligns with several previous studies, such as Meyer & Allen (1991) and Mowday et al. (1982), which have demonstrated that employees with higher organizational commitment are more likely to be motivated, dedicated, and productive in their work. This commitment manifests in educators' willingness to invest time and energy into their job, even in challenging circumstances.

Affective commitment, which reflects the emotional attachment and identification with the institution, plays a critical role in driving job performance. When educators feel emotionally connected to their university and aligned with its goals, they are more likely to engage in behaviors that promote high performance. Continuance commitment, on the other hand, could imply that educators remain with their university due to a perceived lack of alternatives or because leaving would incur significant costs. However, this form of commitment might not necessarily translate into higher performance. The current study's focus on organizational commitment as a holistic construct, encompassing affective, continuance, and normative dimensions, strengthens the understanding of how commitment can positively impact job performance.

In the context of public universities, where job security and tenure might play a role in fostering organizational commitment, the findings suggest that these institutions should focus not only on retaining educators but also on enhancing their commitment levels. This can be achieved through fostering a supportive work environment, promoting shared goals and values, and recognizing educators' contributions. Such practices can enhance educators' job satisfaction, loyalty, and ultimately, their performance.

2. Professional Development and Job Performance

The results also indicated a significant positive relationship between professional development and job performance ($\beta = 0.37$, $p < 0.01$), supporting the second hypothesis (H2). Educators who engage more frequently in professional development activities, such as attending workshops, conferences, and research collaborations, tend to perform better in their roles. This finding is consistent with the literature, which emphasizes the importance of continuous learning and skill development in enhancing job performance (Guskey, 2000; Borko, 2004).

Professional development provides educators with the opportunity to enhance their pedagogical skills, stay updated with the latest research in their field, and network with colleagues. These opportunities are particularly valuable in the dynamic landscape of higher education, where technological advancements and evolving student needs require educators to adapt their teaching methods. The professional development activities also contribute to educators' research output, enabling them to





perform better in research-related aspects of their jobs, which is a critical component of job performance in universities.

The findings suggest that institutions should invest in professional development programs tailored to the specific needs of their educators. Universities can offer targeted workshops on teaching innovations, research methodologies, and technological tools to help educators improve their performance. Furthermore, providing opportunities for collaboration with international researchers or encouraging participation in global conferences can broaden educators' perspectives and contribute to their professional growth.

3. Interaction Between Organizational Commitment and Professional Development

One of the most important findings of this study was the significant interaction between organizational commitment and professional development in predicting job performance ($\beta = 0.15$, $p < 0.05$). This supports the third hypothesis (H3) and suggests that the combined effect of high organizational commitment and active participation in professional development leads to even greater improvements in job performance than either factor alone. In other words, educators who are both committed to their institution and actively engaged in professional development are likely to outperform those who are committed but do not engage in professional development or those who participate in professional development but lack strong organizational commitment.

This interaction highlights the complementary roles of organizational commitment and professional development in driving job performance. Organizational commitment provides the intrinsic motivation and emotional investment necessary for educators to dedicate themselves to their work, while professional development equips them with the skills and knowledge needed to improve their teaching and research activities. When both factors are present, educators are not only motivated to perform well but also have the necessary tools to excel in their roles.

This finding underscores the importance of creating a supportive institutional culture that values both commitment and development. Universities should foster environments where educators feel connected to the institution's mission and are encouraged to engage in professional development activities. This could be achieved by recognizing and rewarding professional development efforts, offering financial support for attending conferences, or creating professional learning communities where educators can share their experiences and learn from one another.

4. Comparison with Existing Literature

The findings of this study are consistent with existing literature on the relationship between organizational commitment, professional development, and job performance. Meyer and Allen (1991) and Mowday et al. (1982) have both emphasized the positive impact of organizational commitment on job performance across various industries, including education. Similarly, Guskey (2000) and Borko (2004) have demonstrated that professional development is critical for improving educators' teaching practices and overall job performance.



However, this study adds to the existing literature by providing empirical evidence of the interaction between organizational commitment and professional development in the context of public universities. While previous studies have often examined these variables in isolation, this study highlights the synergistic effect of combining high organizational commitment with professional development. This finding is particularly relevant for higher education institutions seeking to enhance the performance of their educators through comprehensive strategies that address both personal and professional growth.

5. Practical Implications

The findings of this study have important implications for university administrators and policymakers. First, the positive relationship between organizational commitment and job performance suggests that universities should invest in creating a supportive and inclusive organizational culture. This can be achieved by fostering a sense of belonging among educators, recognizing their contributions, and promoting shared values that align with the university's mission. Such efforts can enhance educators' commitment and, in turn, their performance.

Second, the significant role of professional development in improving job performance underscores the need for universities to provide continuous learning opportunities for their educators. Universities should offer workshops, seminars, and training programs that are relevant to educators' teaching and research needs. Additionally, institutions should encourage educators to participate in collaborative research projects, both locally and internationally, to enhance their professional development and performance.

Finally, the interaction between organizational commitment and professional development suggests that universities should adopt a holistic approach to improving educator performance. This could involve creating professional development programs that not only focus on skill enhancement but also foster a sense of commitment and loyalty to the institution. For example, universities could offer professional development programs that are aligned with their strategic goals and involve educators in the planning and execution of these initiatives. This would create a sense of ownership and commitment among educators, leading to better job performance.

6. Limitations and Future Research

While this study provides valuable insights into the relationship between organizational commitment, professional development, and job performance, it has some limitations. First, the study was conducted in public universities in West Java, Indonesia, which may limit the generalizability of the findings to other regions or countries. Future research could replicate this study in different contexts, such as private universities or universities in other geographical regions, to compare the results.

Second, the study relied on self-reported data from educators, which may be subject to response biases. Future research could include other data sources, such as supervisor evaluations or peer assessments, to triangulate the findings and provide a more comprehensive understanding of job performance.





Finally, this study focused on quantitative measures of organizational commitment, professional development, and job performance. Future research could adopt a mixed-methods approach, incorporating qualitative data to explore educators' perceptions of these variables in more depth. Interviews or focus groups with educators could provide insights into the specific factors that contribute to their commitment and professional development experiences.

CONCLUSION

This study explored the relationship between organizational commitment, professional development, and job performance among educators in public universities. The findings revealed that both organizational commitment and professional development have significant positive effects on job performance. Additionally, the interaction between these two factors further enhances educator performance, indicating that a combination of high commitment and active professional development leads to superior outcomes. These results underscore the importance of fostering a supportive institutional environment that encourages both emotional commitment to the university and continuous professional growth. By investing in these areas, universities can not only enhance educator performance but also promote long-term success and retention in higher education institutions. Future research should explore these dynamics across diverse educational contexts and utilize mixed-method approaches to gain deeper insights into the factors driving educator effectiveness.

REFERENCE

- Allen, N. J., & Meyer, J. P. (1996). Affective, continuance, and normative commitment to the organization: An examination of construct validity. *Journal of Vocational Behavior*, 49(3), 252–276.
- Colquitt, J. A., Lepine, J. A., & Wesson, M. J. (2015). *Organizational behavior: Improving performance and commitment*. Organizational Behaviour. McGraw-Hill Education. Wwww. Mhhe. Con.
- Day, D. V, Fleenor, J. W., Atwater, L. E., Sturm, R. E., & McKee, R. A. (2014). Advances in leader and leadership development: A review of 25 years of research and theory. *The Leadership Quarterly*, 25(1), 63–82.
- Desimone, L. M. (2009). Improving impact studies of teachers' professional development: Toward better conceptualizations and measures. *Educational Researcher*, 38(3), 181–199.
- Guskey, T. R. (2000). *Evaluating professional development*. Corwin Press.
- Guskey, T. R. (2002). Professional development and teacher change. *Teachers and Teaching*, 8(3), 381–391.
- Kim, J., & Shin, M. (2022). What Drives Social Enterprises to Form Sustainable Values? The Effects of Normative Identity and Social Performance. *Sustainability (Switzerland)*, 14(17). <https://doi.org/10.3390/su141710507>
- Meyer, J. P., Stanley, D. J., Herscovitch, L., & Topolnytsky, L. (2002). Affective, continuance, and normative commitment to the organization: A meta-analysis



of antecedents, correlates, and consequences. *Journal of Vocational Behavior*, 61(1), 20–52.

Riketta, M. (2002). Attitudinal organizational commitment and job performance: a meta-analysis. *Journal of Organizational Behavior: The International Journal of Industrial, Occupational and Organizational Psychology and Behavior*, 23(3), 257–266.

