

Structural Equation Model on Organizational Commitment of Private Schools' Library Personnel in Region XI

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— *Review of* —
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ABSTRACT

The purpose of this study was to establish the best fit model of organizational commitment as influenced by organizational learning capability, public service motivation, and relational leadership of private schools' library personnel in Region XI, Philippines. The research design used in the study was descriptive-causal design through structural equation modeling. A survey questionnaire was administered to the 400 library personnel in Private Schools in the region using total population sampling method. Findings show that organizational learning capability, public service motivation and relational leadership have significant relationship towards organizational commitment. The best fit model (model 4) conveyed that commitment of library personnel was based on the normative organizational commitment, anchored on the strong evidence of organizational learning capability which was influenced by knowledge sharing and experimentation and openness, supported by public service motivation which was defined by attraction to public service and commitment to public values, and reinforced by relational leadership which was defined by caring and vision and intuition dimensions.

Keywords: Organizational Learning Capability, Public Service Motivation, Relational Leadership, Organizational Commitment of Library Personnel

1. INTRODUCTION

1.1 Rationale

The purport of libraries is increasingly changing, owing to worldwide competitiveness and integral to their growth is genuine commitment by library personnel to carry out multiple operations in support of organizational goals (Abigail & Oluwatobi, 2015). Unfortunately, with the advent of change, poor organizational commitment happens due to intrinsic and extrinsic factors within the organization like insufficient resources, low salary, low promotion, limited personal growth and development, lack of manpower and management recognition and others (Khan & Ahmed, 2013; Rafiq Awan & Mahmood, 2010). Sometimes the variability in amounts

of job, time and expenses in looking for and training fresh skilled staff are contributory to this problem (Arustei, 2013). Due to dissatisfaction, employees tend to become lazy and selective in their task, develop low level commitment and high level of turnover intention (Guhao, 2019; Gautam, 2017). The inclination to hop from one organization to another poses an immense problem to most organizations (Anttila, 2015; Guhao, 2019). Today, many institutions are facing the drawbacks of competition that include downsizing, streamlining and change which creates an uncertain organizational climate and false hope to some employees (Radosavljević, Čilerdžić, & Dragić, 2017).

Largely, organizational commitment is vital for all organizations (Hanaysha, 2016). It is the primary factor that determines corporate competitiveness which enhances the motivation, and engagement of employees (Azeem, 2010). The trust on employee capability is an inspiration that boosts morale and high commitment (Norizan, 2012) which also leads to positive work attitude, resulting to higher productivity and loyalty (Dey, Kumar, & Kumar, 2014). Based on exhaustive reviews, it was found out that organizational learning has positive and direct relationship with organizational commitment (Kamali, Asadollahi, Afshari, Mobaraki, & Sherbaf, 2017). The authors explained that putting high regard on employees' educational requirements and being supportive of their learning needs increases loyalty and commitment to the organization. In turn, those who are knowledgeable in delivering the organization's processes and are willing to learn more, are the ones that possess high organizational commitment (Yenidoğan & Şencan, 2017). Similarly, public service motivation also correlates with employees' work attitudes (Oyewobi, 2013) which affect organizational commitment (Shrestha & Mishra, 2015). Variables like self-sacrifice, commitment to public values, attraction to public interest and compassion were significantly associated with organizational commitment. This indicates that those employees having excellent public service motivation and high morale with less regard for politics, were likely to develop high levels of commitment and performance (Shrestha & Mishra, 2015). Moreover, the study of Mahdi, Mohd, and Almsafir (2014) revealed that supportive and directive leadership behavior significantly impacted organizational commitment. Leaders with affective motives and a caring attitude to guide, assist and help employees in meeting their desired outcomes for the organization, will be motivated to improve individual organizational commitment.

Given the above aforementioned link, the researcher has decided to conduct a study involving organizational learning capability, public service motivation, and relational leadership as constructs to the organizational commitment of private schools' library personnel in Region XI. Studies presented here are with associations

to the proposed specific variables, but not on the combination of the four latent variables with an accurate model tested through Structural Equation Modelling. Also, there are limited literature for individual studies on the specific exogenous variables which provide extensive reviews especially in the field of librarianship. This research therefore covers the four mentioned variables, making it a significant contribution to a new body of knowledge.

1.2 Research Objective

This study focused on determining the best fit model for organizational commitment of private schools' library personnel in Region XI, Philippines as influenced by organizational learning capability, public service motivation and relational leadership.

1.3 Hypotheses

The following hypotheses were tested at 0.05 level of significance:

1.3.1 There is no significant relationship between :

1.3.1.1 organizational learning capability and organizational commitment;

1.3.1.2 public service motivation and organizational commitment; and

1.3.1.3 relational leadership and organizational commitment.

2. There is no structural model that best fits the organizational commitment of private schools' library personnel.

1.4 Review of Related Literature

This part contains the review of related literature and studies on organizational learning capability, public service motivation and relational leadership in international and local settings that essentially contributed to the conceptualization of this study.

1.4.1 Organizational Learning Capability

Learning represents the most critical competitive advantage for any organization (Mehrabi, Jadidi, Haery, & Alemzadeh, 2013). According to Ahmad and Marinah (2013), training programs are some of the factors needed to enhance organizational learning for competitive advantage; however, lack of emphasis on this primordial concern constitutes a negative effect to the organization, which makes it hard to recover (Usefi, Nazari, & Zargar, 2013). Schermerhorn (2013) stated that the ultimate foundation of organizational performance comes from the employees' obtained learning, so opportunities and challenges must be provided to improve competence and satisfaction towards the development of organizational commitment (Anttila, 2015; Yenidoğan & Şencan, 2017) especially on the affective dimension (Tirelli & Goh, 2015).

The concept of organizational learning capability (OLC) has gained increasing importance over recent years (Guinot, Chiva & Mallén, 2016). To become a learning organization, organizations should have organizational learning capability (Abbasi,

Akbari, & Tajeddini, 2015). Based on the definition of Kalmuk and Acar (2015), organizational learning capability refers to the degree of translating learning into actions gained through the support of management during the learning processes. Organizational learning capability influences learning (Turulja & Bajgorić, 2018) that helps the firms to grow (López-Cabrales, Real, & Valle, 2011; Ma Prieto & Pilar Perez-Santana, 2014) and generalize ideas with impact (AL-Faouri, 2015). Hailekiros and Renyong (2016) described it also as the organizational features, practices, and issues that enable the learning processes.

Knowledge sharing is the method of exchanging learning with one another and establishing a fresh experience (Mansor, Mustaffa, & Salleh, 2015). Transferring, collecting, and integrating expertise and experiences will generate structured ideas that will affect the organization and the individual concerned (Tohidi & Jabbari, 2012). In the study of Rao, Yang, and Yang (2018), knowledge sharing is given very high importance as it is part of the learning mechanisms of the organization. However, this result is not in congruence with the findings of Abbasi et al. (2015) since in this research, knowledge sharing had the lowest rank among the components of organizational learning.

Fortunately, *dialogue* is considered as the most influential to organizational learning (Gomes & Wojahn, 2017) and central to its development is good communication which aids in the transfer of knowledge from one employee to another. Management can use formal mechanisms to ensure the sharing of best practices among employees and departments, thereby enabling employees to communicate with each other (Gomes & Wojahn, 2017). In private organizations, dialogue and other learning mechanisms are also promoted as part of their continuous learning (Palos & Veres Stancovici, 2016).

Moving on, *participative decision-making* dimension is a factor that promotes the process of organizational learning (Mallén, Chiva, Alegre, & Guinot, 2015). The learning organization pushed their best practices as part of the learning culture and a good environment where people can continuously expand their knowledge and abilities, develop trust between co-workers and management for the need transparency, accountability and valid information. As explained by Chalmers and Balan-Vnuk (2013) in their study, both organizational dialogue and participative decision-making affect the levels of employee commitment.

Specifically, *managerial commitment* dimension refers to the management's prerogative to promote and motivate the innovative organizational culture as well as individual learning for organizational success (Turulja & Bajgorić, 2018). Aligned with this, Tohidi and Jabbari (2012) emphasized that management should understand that organizational learning is central to the development and sustainability of

organizations where creation and transfer of knowledge happens and encouragement on the adoption of new insights are fostered. Managers should create employee learning skills, give them decision-making power, promote fresh thoughts, train workers; encourage them to take risks and resolve problems.

The dimension of *experimentation and openness* involves curiosity, testing new ideas and implementing changes in operational processes, and materializing through incremental changes that promote a creative environment (Mthanti & Urban, 2014). The study of Tohidi and Jabbari (2012) expressed that openness and interaction is a vital indicator of learning with the external environment.

The dimension of *knowledge transfer* and its efficient use at the organizational level (Urban & Gaffurini, 2017) was recognized as a significant conduit that promotes the development of ideas and enhances innovation (Gunsel, Siachou, & Acar, 2011). An organizational design suitable for maximizing job expertise (Ramsey & Barkhuizen, 2011), where the knowledge transformation method generates precious ideas or data that is a component of the organization's resources, is regarded as a driving force of innovation. Transfer of knowledge means the internal dissemination of individually gained information, primarily through discussions and interaction between people (Tohidi & Jabbari, 2012).

Lastly, the *risk-taking* dimension focuses on the quantity of ambiguity, mistake and mistake tolerance (Tohidi & Jabbari, 2012). From the study of Guinot et al. (2013), when a person trusts another person or organization, he or she accepts risks and loses fear; hence, he or she is more predisposed to delegate, participate, cooperate, collaborate, experiment, or get involved in more intimate discussion through dialogue. According to Hussain, Wahab, Zeb, Khan, Javaid, and Khan (2018) organizational learning capabilities have strong effect on organizational innovativeness and organizational performance, particularly in experimentation and openness, participative decision making, knowledge transfer and managerial commitment.

1.4.2 Public Service Motivation

One of the most prominent issues in organizational service-providers is the level of employees' motivation, which can be reflected in the quality of services provided to the customers, generating satisfaction (Ferdosipour, 2016). According to Khoshnevis and Tahmasebi (2016), motivation is the predisposition of an individual to develop organizational commitment. The true motivation in the public sector arises from the well-founded service, which is a prosocial motive aimed towards the overall government interest (Ferdosipour, 2016; Rakowska, Cichorzewska, & Espinosa, 2017). Ideally, public service motivation can be a driving force in providing better service.

In like manner, Prysmakova (2015), declared that the idea of Public Service Motivation (PSM) has primarily created a distinction between public and private employees and this was affirmed by Sunaryo and Suyono (2013), based on their study on the difference between the two. Prysmakova (2015) elaborated that those working in the government are likely to experience public service motivation because they are public-service oriented employees, while the private sector is economic-driven, but other researchers contested that not only the public sector offers meaningful service, private and nonprofit sectors also do the same. Behaj (2012) stressed that, given the present setting of hybrid services supplied by a combination of public servants and private staff, there are increasing possibilities for private staff to serve the public interest and provide public services while enjoying better chances for private jobs (Bigwarfe, 2010); however, the study was restricted to the impact of these reforms and shifts in the motive of public service. Essentially, the motivation of public service staff in the public sector is defined by an ethical approach to public service (Prysmakova, 2015), which have both the analytical framework and evaluative mechanism that determine true public service (Sunaryo & Suyono, 2013) through which the behaviors of those providing the services can be examined (Jacobson, 2011).

Empirical studies have shown that the motivation of public service is typically imbued with the concept of doing the job well and working for the overall interest, not for private satisfaction (Kim & Vandenberg, 2010). It was also discussed in the literature that public servants should be role models in providing sufficient services to the people whenever needed (Ferdosipour, 2016). Many studies concluded that government employees have better access to harmonized citizens through public service motivation, a good practice leading to the improvement of various tasks with employees assisting one another (Ferdosipour, 2016).

One of the most important public service motivation constructs is the 1996 scale of James L. Perry's (Fulks, 2016), which includes the four factors, namely attraction to public service, commitment to public values, compassion, and self-sacrifice. In Kim and Vandenberg's research (2010), these four public service motivation measures underwent a sequence of reviews and validation from researchers and many use it to investigate the level of public servants' motives to serve the public; others associate public service motivation with other constructs like commitment.

The first dimension of public service motivation is the *attraction to public service*. Raudeliūnienė and Meidutė-Kavaliauskienė (2014) in their study, identified the main reasons for the choice of public service that include work content, social security, desire to get work experience in public service, and pursuit of a personal goal. According to Paarlberg and Lavigna (2010), employees become involved in public

sector work because of an inherent desire and interest to help others, but putting too many restrictions or constraints on employees' actions inhibits their motivation to effectively perform their jobs.

Another study revealed the second dimension of public service motivation called *commitment to public values*. It was defined that public service motivation is based on the perspective that public values are normative ideas or principles promoted by the government (Prysmakova, 2015). This is also true to Austen and Zacny (2015) referring commitment to the public interest, attachment to ideas of civic duty and social justice as normative motives. Additionally, public service motivation is called as individual behavioral orientation to do something good for society (Andersen, Jørgensen, Kjeldsen, Pedersen, & Vrangbæk, 2013). Clerkin and Fotheringham (2017) explained the concept that public interest may differ among people; therefore, demonstrating dedication to the ideal of civic duty is differentiated from other rational motivation methods that concentrate on maximizing public interest. Significantly, Kachornkittiya, Trichan, and Lerkiatbundit (2012) declared that the employees' motivation must be directed towards public interest and it is appropriate enough if public employees are the ones to adjust their attitudes, values, and behaviors for public service.

Compassion as the third dimension of public service motivation is reflected in the desire to protect citizens and attachment to patriotic values (Austen & Zacny, 2015). Clerkin and Fotheringham (2017) articulated that compassion is an efficient job motive that could reflect a specific moral stance. While this element of government service motivation may be seen as an emotional state that motivates people to participate in particular job operations, this may not be as financially important as private sector jobs, but as a government service component. This dimension helps clarify not only the option of jobs in the public sector, but also the particular career field in the public sector. The motives of affection are the notion of one's compassion for others. The results of Kachornkittiya et al. (2012) also agreed with the results of Jung and Rainey (2011) that the responsibilities must explicitly state the operating objectives.

The desire to protect and work for the good of the public is known as *self-sacrifice* (Austen & Zacny, 2015). Defined further, it is the willingness to offer service to others, instead of prospective personal rewards (Clerkin & Fotheringham, 2017). Even though the meaning of self-sacrifice appeared to be closely related to the compassion dimension as discussed previously, self-sacrifice, in turn, combines both the rational and emotional concerns, especially in examining career choices. Public service rewards based on career sacrifice still provide psychological benefits. In fact, for this dimension, despite the lesser benefits, a worker is very careful to provide

government service (Clerkin & Fotheringham, 2017).

1.4.3 Relational Leadership

Leadership has been an essential phenomenon in the organization because the leaders themselves are the ones shaping the behaviors of their followers (Akram, Lei, & Haider, 2016). One factor that contributes to a successful organization is the relationships with subordinates (McArthur, 2012). Fayyaz, Naheed, and Hasan (2014) see leadership as a process wherein leaders influence followers in achieving the shared tasks and objectives.

With the application of current trends in the organization, leadership has changed significantly to include relationship management (Alford, 2014). In a relational leadership style, managers are more supportive and helpful towards subordinates. They show trust, confidence and act friendly and try to understand the subordinates' problems (Fayyaz et al., 2014). Akram et al. (2016) claimed that leaders who are more inclusive, ethical, caring, empowering and visionary are more prone to develop a healthy and trusting work relationship between them and their subordinates. In essence, relational leadership is building strong connections and interpersonal relationships to the people inside the organization.

Leadership is defined in Komives, Lucas, and McMahon's research (2013), as a relational and ethical process of individuals working together towards beneficial change. Going deeper, Gundling, Hogan, and Cvitkovich (2011) opined that the doorway to getting things done in the global context is the healthy and trusting relationship exemplified by a leader. Watt (2013) argued that, apart from administrative abilities, rulers should also take the initiative to develop and maintain favorable working relationships within the organization, so that they can make a difference in discovering policies that will enable their employees to comprehend the entire development process. Consequently, leadership is based not only on personality traits but also on social interaction between leaders and supporters.

Caring as one of the dimensions of relational leadership includes the felt interactions from which relational leadership emerges, that provides individuals a sense of meaningfulness in their work (Stephens & Carmeli, 2017). While organizational care relates to a set of values and principles that concentrate on meeting the requirements of employees, felt care relates to supporting, concern, and consideration of one's requirements as demonstrated by co-workers (Vinarski-Peretz & Carmeli, 2011). Caring in the context of relational leadership is more fitted to attempting meaningful jobs at work than consideration, since care can replicate many times in return when experienced inside the organization. It was suggested that relational leadership should be evident from those within the position or authority so they can build genuine relationships with their followers and help them shape

desirable experiences. Leaders can act respectfully by affirming their employees' work and efforts in both formal and spontaneous performance appraisals (Stephens & Carmeli, 2017).

The *empowering* dimension is the power of empowerment. Hangeior and Ihagh (2016) posited that empowering people matters most to many employees because through empowerment, employees are given autonomy to work on their tasks with great confidence; however, if decisions committed do not commensurate to the learning goals, they will still have an opportunity to make things in order and learned from the mistakes. Additionally, effective positional leaders know the importance of members' support, and it is where they get their power and ability. The bases of social power are expert power which refers to the knowledge and expertise of leaders, and referent power which reflects the leader's ability to influence the members due to the members' admiration, respect or identification towards their leaders. Further, because it is an influential leadership, then it should be non-coercive (Hangeior & Ihagh, 2016).

Relational leadership's *vision and intuition* dimension is based on the standard leadership paradigm claiming that a positional leader must have a clear vision. If leaders want the new vision to be implemented, they need to raise awareness of the organization, explain the need for the new vision and have that vision understood by all constituents for clarity of purpose (Hangeior & Ihagh, 2016).

In the *inclusive* dimension of relational management, organizations must go further and acknowledge that in many instances the organizational culture needs to change to efficiently involve individuals with distinct backgrounds and opinions who may not adopt the dominant cultural norms. Furthermore, the language of inclusiveness is crucial. A leader's way of talking to people inside the organization is important, regarding them as a professional, subordinate, and colleague matters most because they are also part of the inclusive structure of the organization. Also, the inclusive dimension approach determines dedication to a beneficial purpose that includes individuals and varied perspectives, fosters empowerment, and acknowledges that all four of these components have undergone a process (Hangeior & Ihagh, 2016).

Additionally, it was elaborated that relational leadership has something to do with a leadership relationship, that the leader should develop beneficial interactions within the organization to achieve management efficiency. Unlike other leadership studies, which concentrate mainly on reviewing the efficiency of management, relational leadership focuses on the relational mechanism by which command is produced and enabled. The relational leader is ethical, inclusive, and open, promoting organizational resilience, optimism, and connectivity.

It was expressed in one research that relational leadership reflects characteristics defined as critical to future education leaders' achievement. This emphasizes that relational leadership is intrinsically motivated by a moral code of conduct. A leader who empowers others to achieve mutually agreed upon goals also needs to guide others to behave and be morally responsible (Overman, 2010).

1.4.4 Organizational Commitment

Organizations continually face the challenges to compete effectively with global environments. These are accompanied by modifications in the structure and planning of workplace procedures and people, including strategies for implementing change to effectively satisfy worldwide requirements (Fuchs & Prouska, 2014). Adeniji, Iyiola, Agboola, Akinbode, and Epetimehin (2016) stressed that any organization's achievement resides in fostering an efficient technique by which staff can be ready to embrace change as they are the core implementers of the development programs, which in turn lead to employee engagement with the organization.

Organizational commitment is the relationship between the organization and its employees, according to Öztekin, İşçi, and Karadağ (2015). It has consequences based on their self-experience in a choice to continue or discontinue membership in the organization (Austen & Zacny, 2015). The more established the relationship inside the organization is, the more organizational commitment is present. Employees who are organizationally committed have the tendency not to violate the policies prescribed by the organization and have good attendance at work because they see their work as an essential component of life. As said, willingness is tantamount to commitment (Medina, 2011; Schermerhorn, 2013).

Normative commitment is a dimension reflecting the moral and ethical concerns of employees towards the organization. For clarity, normative commitment explains that an employee cannot leave the organization because leaving means jeopardizing all the activities and tasks that are believed to be delivered only by the responsible employee (Medina, 2011). Sow (2015) defined *normative commitment* as the veracity of employees' obligatory conduct and feelings not to leave the organization (Balassiano & Salles, 2012), because they are afraid that consequences might happen after leaving, which compromise their moral obligation to the organization (Gelaidan & Ahmad, 2013).

On the other hand, *affective commitment* is the emotional attachment of the employees to the organization and their belief in its values. Sayğan (2011) defined it as the feeling of being emotionally closer to the organization by engaging in organizational goals. Sow (2015) also defined it as the extent to which employees feel emotionally connected, identified, and involved with the organization and prefer to remain in the organization due to innate values (Balassiano & Salles, 2012). In short,

affective commitment relates to employees' emotional connection to their employing organizations (Leroy, Palanski, & Simons, 2012).

According to Allen and Meyer's survey as reflected in the study of Sayğan (2011), employees have an emotional commitment to the organizations only if they feel competent and comfortable in their workplace. The organization's success depends on their employees' performance; however, if the employees feel indifferent about their job, they will only make the minimum effort. But this is not usually the desire of profit-oriented organizations. Research showed that individuals who develop strong linkage to their organization emotionally, have higher work performance. So to create an effective commitment, the psychological needs of employees like contentment and competence at work must be fulfilled. In another study, it appeared that strong emotional commitments such as giving value to individuals' feelings or importance are four times more inclined to gain positive performance than the pay they received (Shermerhorn, 2013). Mercurio (2015) suggested that organizations need to focus on bottom-up interventions to build trust and therefore support the development of affective commitment. Morrow (2011) however, found empirical evidence that socialization, high-commitment human resource practices, and interpersonal relationships have a role in correlating positively to high levels of affective commitment.

In the study of Parangat and Edaño (2017), state university administrators and faculty in Region III were found to possess high continuance and normative commitment; however, the affective dimension was observed only at moderation. Moreover, Tolentino (2013) in her study on chartered state universities, also revealed that teachers had a stronger normative and affective commitment than the administrative personnel but both were at a moderate level considering other opportunities outside the organization. Based on the result, only affective commitment had a significant relationship with job performance. Additionally, Guhao (2019) generalized a concept using structural equation modeling. From the generated model it was revealed that the basis of the public school teachers' organizational commitment is centered on continuance and affective motives.

Continuance commitment refers to the inclination of the employee to stay in the organization due to the perceived financial and non-economic values. Sow (2015) defines continuance commitment as the extent to which staff remain in the organization because of the felt acceptance and the concept that leaving would mean sacrificing future career plans because of uncertainty (Balassiano & Salles, 2012). Other staff may engage with their current organizations due to the absence of better options for their staff and the implications of failure once they resign (Taing, Granger, Groff, Jackson, & Johnson, 2011). The research of Ahmadi and Avajian (2011)

asserted that encouraging dedication to continuance commitment is unethical and could damage the organization. This negativity was demonstrated in one study, stating the effects of continuance commitment on employee well-being, emphasizing that the more employees are continuously committed, the more they experience stress, work-family conflict, lower life satisfaction (Genevičiūtė-Janonienė & Endriulaitienė, 2014). Robbins and Judge (2013) added that continuance commitment lowers the intention of the employee to quit the job. However, it increases absenteeism and lower job performance. The same authors also added that this makes sense because continuance commitment is not a commitment at all; instead, it only describes an employee being tied up in the organization because there isn't anything else available.

1.4.5 Correlation Between Measures

For this particular work, the studies reflecting correlations with organizational commitment are presented according to the order of exogenous variables starting with organizational learning capability, then public service motivation and finally relational leadership. In the research of Kamali et al. (2017), the connection between organizational learning capability and organizational commitment was highlighted. The authors point out that managers should put high regard on the educational requirements of employees and be supportive in achieving the learning required for the job to promote abilities, skills, loyalty, and commitment to the organization. The study of Yenidoğan and Şencan (2017), also reflected that employees who are knowledgeable in delivering the organization's processes and are willing to learn towards effectiveness, contain high commitment to service and are most valued by the organization. The above arguments also find support in Aghaei et al. (2012), that appropriate and useful educational programs, empowerment and due recognition on the importance of organizational learning, enhances commitment and loyalty of employees.

On the other hand, public service motivation also showed correlations with organizational commitment in the study of Shrestha and Mishra (2015). Findings revealed that self-sacrifice, commitment to public values, attraction to public interest and compassion are strongly associated with organizational commitment as in the case of Nepali Civil service employees. In the same study, it was discovered that staff are more committed to the organization with less political consideration; hence have elevated public service motivation. In addition, Swiatkowski (2015), stressed that high levels of morale and public service motivation in employees resulted in higher levels of commitment and performance, and low levels of increased absenteeism and turnover. If employees perceive their work climate as positive, full of support and opportunities, it will, in turn, influence their level of motivation (Kataria, Garg, & Rastogi, 2013); however, a negative experience can have opposite results. Alford

(2014) indicated that the working relationships of supervisor and employee increase the chance of gaining public service motivation, leading to better performance.

Finally, the study of Mahdi et al. (2014) established a strong connection between leadership and organizational commitment, though it does not specifically mention “relational”; hence, its context discusses the supportive and directive leadership behavior which affect the relationships of leader and subordinates in the workplace. According to the study, supportive and directive leadership behavior significantly impacted organizational commitment. This means that leaders who advice, assist and pay attention to their followers’ requirements will increase the latter’s level of organizational commitment. It also showed that efficient executives are not isolated from their subordinates but operate with their subordinates. In Nunes and Gaspar’s (2017) research on the quality of the leader-member relationship and organizational commitment of nurses in Spain, a positive association exists between the quality of leadership relationship and organizational commitment. The study indicated that people who perceive their Leader-Member Exchange relationship to be of high quality are more committed to accepting the objectives of the organization where they operate, suggesting that the quality of the management relationship between nurses and leaders should be considered to reinforce the commitment of nurses. Finally, Hangeior and Ihagh (2016) recognized that relational leadership includes individuals and must influence them to include the ethical principles that have an important effect on organizational effectiveness.

The literature collected has significantly helped the researcher in understanding the concept of this study. A brief synopsis reveals that organizational learning capability is a very helpful instrument for achieving competitive advantage and sustainability; therefore, organizations need to take benefit of this effort to improve employees’ understanding, skills and ability to attain organizational commitment. Public service motivation, in the same manner, is a positive behavior reflecting the selfless service for the general interest of the public. As such, those engaged in public service must develop PSM so they will become more dedicated to the organization and the public in general. Relational leadership is a new construct of leadership exemplifying the friendly approach of leaders in carrying out their functions in the organization to develop supervisor-employee relationship. It is emphasized; however, that when there is a harmonious relationship between supervisor and employees, organizational commitment is likely to develop.

1.5 Theoretical Framework

This study is anchored on Meyer and Allen’s three-component model of commitment as cited by Jaros (2007). This model proposes that employees’ organizational commitment is grounded on the premise of normative, affective, and

continuance commitment, and their level of commitment varies depending on their experiences in the organization. Normative commitment is based on the moral and ethical obligation to the organization which is rooted in the norm of reciprocity. This component reflects one's sense of responsibility to an organization (Davis, 2014). Affective commitment is the emotional attachment of the employee due to the values, goals and identification with the organization (Sayğan, 2011). Davis (2014) defined that a committed employee always participates in the activities, works for the goals and lives with the values of the organization. Continuance commitment is based on the perceived economic and non-economic values such as salary, recognition, and others. The model also clarified that commitment is a binding instrument to achieve the course of action of an individual relevant to one or more goals. From this model, employees are theorized to experience the force in achieving goals which will lead to the creation of the three components of commitment which mirror their emotional motives, perceived obligation and monetary rewards in relation to targets. In totality, whatever the worker is engaged in, one element of commitment is developed for the team, the organization or an initiative (Jaros, 2007).

Researchers have commonly used this three-component commitment model to affect significant staff results, including turnover and citizenship behaviors, job performance, absenteeism, and tardiness (Jaros, 2007).

1.6 Conceptual Framework

This study presented models that were treated for the best fit, that could contribute to the organizational commitment of library personnel in Region XI. The model exhibited the direct associations of exogenous variables to include organizational learning capability, public service motivation, and relational leadership and their causal relation to the endogenous variable organizational commitment.

The first exogenous variable, organizational learning capability, is measured by seven indicators such as *knowledge sharing, dialogue, participative decision making, managerial commitment, experimentation and openness, knowledge transfer and risk-taking* (Onağ et al., 2014). The second exogenous variable, public service motivation, is measured through the following indicators such as *attraction to public service, commitment to public values, compassion, and self-sacrifice* (Kim & Vandenberg, 2010). The third exogenous variable, relational leadership, is measured by five indicators: *caring, empowering, vision and intuition, inclusion, and ethical* (Carifio, 2010). The latent endogenous variable is the organizational commitment which is measured in terms of *normative commitment, affective commitment, and continuous commitment* (Katawneh & Osman, 2014).

In Hypothesized Model 1 is presented the correlation of organizational learning capability, public service motivation and relational leadership and their direct causal

relation to organizational commitment. This is reflected through the illustration of double-headed arrows connected between organizational learning capability, public service motivation, and relational leadership and single-headed arrows pointing to the organizational commitment from the latent exogenous variables as shown in Figure 1

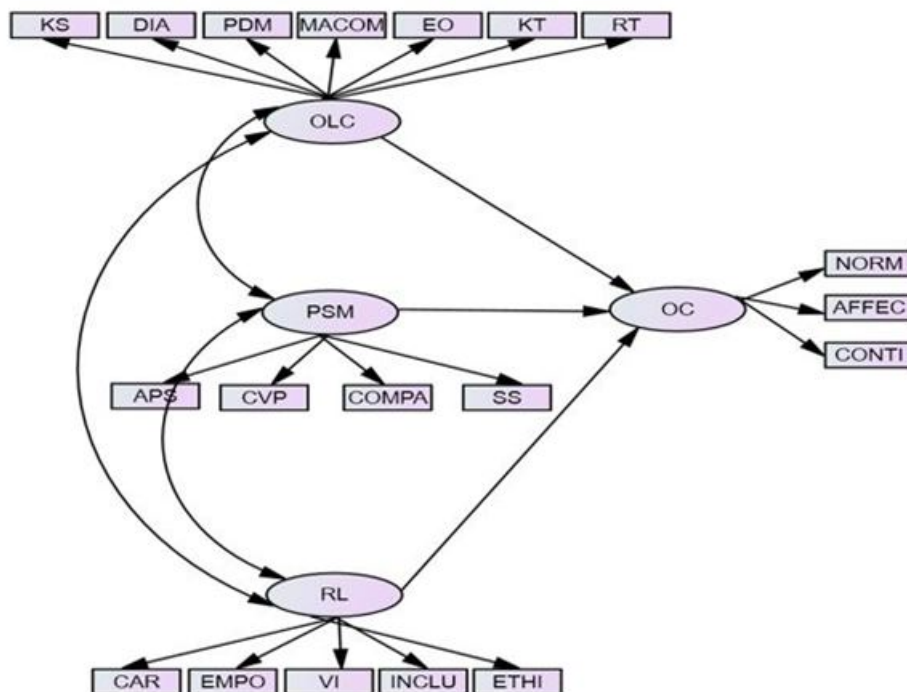


Figure 1 : Hypothesized model showing the Interrelationships between the Latent Exogenous Variables: Organizational Learning Capability, Public Service Motivation and Relational Leadership and their Direct Causal Relation to Latent Endogenous Variable Organizational Commitment

- Legend:
- KS –Knowledge Sharing
 - DIA –Dialogue
 - PDM –Participative Decision-Making
 - MACOM –Managerial Commitment
 - EO –Experimentation and Openness
 - KT – Knowledge Transfer
 - RT – Risk Taking
 - OLC –Organizational Learning Capability
 - APS –Attraction to Public Service
 - CPV –Commitment to Public Values
 - COMPA –Compassion
 - SS –Self-Service
 - PSM –Public Service Motivation
 - CAR –Caring
 - EMPO –Empowering
 - VI – Vision and Intuition
 - INCLU –Inclusion
 - ETHI –Ethical
 - RL –Relational Leadership
 - NORM –Normative
 - AFFEC –Affective
 - CONTI –Continuance
 - OC –Organizational Commitment

1.7 Significance of the Study

This research is added to the array of organizational commitment studies which particularly deals with organizational learning capability, public service motivation and relational leadership of private schools' library personnel in Region XI. First, this study will shed light on the library personnel across the globe to become responsive to change and be optimistic in addressing their clients' information needs for competitiveness. Fortunately, this will help them understand the broader outlook of the profession to include connectivity, linkages, and networking to support the needed learning materials for research and teaching activities of the global community composed of researchers, faculty, and students. Knowing the ideals of the library profession, this research can be considered a tool in improving organizational commitment, since findings reflected the moral and ethical concerns which are likely aligned to the ethics of the profession.

Likewise, on the social value of this research, this can be helpful to libraries who have difficulties in obtaining the commitment of their employees, especially for small and medium entities. It is everybody's knowledge that small to medium libraries have limited funding to give all the necessary benefits of their employees; in fact, not all can attend trainings and seminars and not all seminars can be attended too due to a limited budget. With this piece of work, cooperative employees will be enlightened on how to strengthen their organizational commitment to the cooperative and value their work despite the meager budget that they have.

Importantly, the findings of this study can be used as the basis for leaders and administrators in formulating specific programs and activities that will enhance the organizational commitment of employees and competitive advantage in general. This study can be used as secondary data for future researchers in other dimensions or future expansion of this context. This will serve as input for library heads in evaluating the current situation in the library environment, through careful and appropriate planning that will generate positive outcomes for the benefits of the library personnel, the clients they serve and the organization itself. This will also serve as motivation for library personnel in dealing with competitive performance amidst the reality of change.

1.8 Definition of Terms

To ensure a better understanding of the terms used in the study, the following items are defined operationally.

Organizational Learning Capability. This refers to the skills and knowledge of employees to transform learned concepts into actions. Part of this is the ability to share and transfer information by way of communicating other people through dialogue and group discussions, participative decision making, managerial

commitment, experimentation and openness, knowledge transfer and risk-taking.

Public Service Motivation. This pertains to the inclination of employees to deliver unselfish and compassionate service to all clients, while maintaining a good attitude and public values. This includes attraction to public service, commitment to public values, compassion and self-sacrifice.

Relational Leadership. This refers to the friendly approach of leaders in carrying out their functions in the organization. This involves caring, empowering, ethical, visionary and inclusive attitudes in dealing with employees concerned.

Organizational Commitment. This refers to the attachment of the staff and their desire to stay in the organization throughout their life career because of the perceived congruence of their private objectives with the organization's objectives and values. This involves normative commitment, affective commitment and continuance commitment.

Structural Equation Modelling. This refers to the statistical tool used to examine the multiple regression of the relationship between variables and their direct or indirect causal relationship with the endogenous variable.

2. METHOD

This chapter presents the methodology of the study including the research design, research locale, population and sample, research instrument, data collection, statistical tools and ethical consideration.

2.1 Research Design

This study used the descriptive correlation technique using Structural Equation Modelling (SEM) to generate the best fit model for the study.

2.2 Research Locale

This study was conducted in the Davao Region, formerly called Southern Mindanao. Region XI is located at the Southeastern portion in Mindanao comprising four provinces and one capital city namely: Davao de Oro, Davao Del Norte, Davao Del Sur, Davao Occidental, Davao Oriental, and Davao City.

2.3 Population and Sample

This study used universal sampling or total population sampling as its sampling method. Total population sampling is a purposive technique commonly used to examine the entire population that has one or more characteristics (Crossman, 2017). Following the rule of structural equation modeling, the literature suggests that sample sizes for structural equation models commonly run in the 200-400 range for models with 10 to 15 indicators (Siddiqui, 2013). To comply with the required sample size, the researcher used 400 library personnel from the private schools in Region XI.



Figure 2. The Locale of the Study

2.4 Research Instrument

Accurate information from the participants depends on the questionnaire's validity and reliability. In this study, four sets of research instrument were utilized: organizational learning capability, public service motivation, relational leadership and organizational commitment. These were adapted from Onağ et al. (2014), Kim and Vandenberghe (2010), Carifio (2010), and Katawneh and Osman (2014). The questionnaires before distribution underwent a series of validation from the experts to determine its objectivity, content and clarity and were subjected for pilot testing with a Cronbach's Alpha of .942, .929, .952, and .886 respectively. Cronbach's alpha is a measure used to evaluate the reliability and consistency of the items in the questionnaire. The rule of thumb stated the following values: when $a \geq 0.9$ excellent, $0.9 > a \geq 0.8$ good, $0.8 > a \geq 0.7$ acceptable, $0.7 > a \geq 0.6$ questionable, $0.6 > a \geq 0.5$ poor, $0.5 > a$ unacceptable. Since the rating obtained good to excellent results, then values were more reliable. Tavakol and Dennick (2011) stated that a high level of alpha would mean that the items were highly correlated.

2.5 Data Collection

The gathering of data underwent several procedures. First, the researcher complied with the necessary requirements imposed by the University Ethics Review Committee and waited for the compliance certificate to be issued. This was followed by the identification of the specific school presidents in the different private schools in the region, to which the letters were addressed requesting for permission to conduct the study, noted by the adviser and endorsed by the Dean of the Professional Schools. After the letter was approved, the researcher immediately coordinated with and informed the Library Directors or Chief Librarians regarding the administration and retrieval of questionnaires.

Additionally, the instruments were printed clearly so that respondents could easily answer the questions. During the conduct, participants were instructed to answer the questions honestly to generate accurate data for the attainment of the study's objectives. The researcher ensured that all items were answered properly to avoid re-conduct or re-administration to save time and effort. The retrieval of questionnaires were done by the researcher herself with the help of some librarians so that exact questionnaires given were collected on time. During the retrieval, those some unanswered items were returned to the respondents for completeness of the data. All collected questionnaires were organized and numbered to secure the required samples of respondents, then later were tallied and tabulated using the excel format based on the sequence of items presented in the questionnaire. Based on the results, the data were analyzed and interpreted with utmost confidentiality in accordance with

the study purpose. Conclusions and suggestions have been developed based on the results.

2.6 Statistical Tools

The data were appropriately analyzed and interpreted based on the objectives of the study, and thus, used the following statistical tools: Pearson r , and Structural Equation Model.

Pearson r was utilized to determine a significant relationship between Organizational Learning Capability of private schools' library personnel in Region XI and their Organizational Commitment, Public Service Motivation and their Commitment, Relational Leadership and their Commitment.

Structural Equation Model was used to develop a causal model fitted for the Organizational Commitment of private schools' library Personnel in Region XI and to measure the interrelationships among the hypothesized models. With this, the researcher used AMOS (Analysis of Moment Structure) for SEM.

3. RESULTS

Presented in this chapter are the findings obtained from the responses of respondents on the organizational commitment of private schools' library personnel in Region XI. Topics discussed are as follows: Significance on the Relationship between Organizational Learning Capability and Organizational Commitment; Relationship between Public Service Motivation and Organizational Commitment; Relationship between Relational Leadership and Organizational Commitment; and the Best fit Model that predicted organizational commitment.

3.1 Significance on the Relationship Between Organizational Learning Capability and Organizational Commitment

In Table 1 is shown the correlation of organizational learning capability to the endogenous variable organizational commitment. From the result, it can be noted that the organizational learning capability was significantly related to the overall indicators of organizational commitment having an overall computed r -value of 0.737, and a p -value less than 0.05. This indicated that the higher the organizational learning capability of library personnel, the higher their organizational commitment. The null hypothesis stating, there is no significant relationship between organizational learning capability of library personnel and their organizational commitment, was therefore rejected. This also explained that library personnel or staff with high organizational learning capability were more likely to have high organizational commitment than those with a low-level of organizational learning capability.

Further, It was observed that when the indicator of organizational learning capability knowledge sharing was correlated with organizational commitment, the overall r-value was 0.635 with $p < 0.05$, or significant. Also, when dialogue was correlated with the components of organizational commitment, the overall r-value was 0.657 with $p < 0.05$, still significant. Furthermore, when participative decision-making, managerial commitment, experimentation and openness, knowledge transfer, and risk taking were correlated with organizational commitment, the overall r-values were 0.677, 0.601, 0.702, 0.642, and 0.634 respectively with all p-values $< .05$; thus, all significant. This meant that the higher the r-value, the greater the correlation.

Table 1 *Significance on the Relationship between Organizational Learning Capability and Organizational Commitment*

Organizational Learning Capability	Organizational Commitment			Overall
	Normative	Affective	Continuance	
Knowledge Sharing	0.591* (0.000)	0.569* (0.000)	0.607* (0.000)	0.635* (0.000)
Dialogue	0.507* (0.000)	0.606* (0.000)	0.623* (0.000)	0.657* (0.000)
Participative Decision-Making	0.607* (0.000)	0.645* (0.000)	0.629* (0.000)	0.677* (0.000)
Managerial Commitment	0.574* (0.000)	0.513* (0.000)	0.585* (0.000)	0.601* (0.000)
Experimentation and openness	0.640* (0.000)	0.647* (0.000)	0.664* (0.000)	0.702* (0.000)
Knowledge Transfer	0.617* (0.000)	0.580* (0.000)	0.593* (0.000)	0.642* (0.000)
Risk Taking	0.609* (0.000)	0.569* (0.000)	0.590* (0.000)	0.634* (0.000)
Overall	0.686* (0.000)	0.669* (0.000)	0.696* (0.000)	0.737* (0.000)

*Significant at 0.05 significance level.

3.2 Significance on the Relationship between Public Service Motivation and Organizational Commitment

In Table 2 is revealed the relationship between public service motivation of library personnel and their organizational commitment. Results revealed an overall r-value of 0.744 and a p-value less than 0.05. This showed that overall, library personnel with high public service motivation have higher organizational commitment. Therefore, the null hypothesis is rejected. The findings also suggested that for the library personnel to increase their motivation in doing public service, they have to focus on the four measures of public service motivation. The more motivated the library personnel in giving public service, the more they develop high organizational commitment.

From Table 2, it was also observed that when the indicator of public service motivation attraction to public service was correlated with the components of organizational commitment, the r-value was 0.657 with $p < 0.05$, or significant. When commitment to public values was correlated with organizational commitment, the r-value was 0.649 with $p < 0.05$, still significant. Moreover, when compassion and self-sacrifice dimensions were correlated with organizational commitment, the generated r-values were 0.670 and 0.658 respectively, with $p < 0.05$, indicating a significant result.

Table 2 Significance on the Relationship between Public Service Motivation and Organizational Commitment

Public Service Motivation	Organizational Commitment			Overall
	Normative	Affective	Continuance	
Attraction to Public Service	0.602* (0.000)	0.616* (0.000)	0.611* (0.000)	0.657* (0.000)
Commitment to Public Values	0.592* (0.000)	0.599* (0.000)	0.615* (0.000)	0.649* (0.000)
Compassion	0.601* (0.000)	0.627* (0.000)	0.634* (0.000)	0.670* (0.000)
Self-Sacrifice	0.578* (0.000)	0.626* (0.000)	0.624* (0.000)	0.658* (0.000)
Overall	0.669* (0.000)	0.698* (0.000)	0.702* (0.000)	0.744* (0.000)

*Significant at 0.05 significance level.

3.3 Significance on the Relationship between Relational Leadership and Organizational Commitment

In Table 3 is depicted the result of the correlation between relational leadership of library personnel and their organizational commitment. Findings showed an overall r-value of 0.774 and p-value less than 0.05. This meant that a high relational leadership of library personnel would essentially increase their organizational commitment. Therefore, the null hypothesis of no relationship was rejected.

Moreover, it was observed that when the individual indicators of relational leadership like caring, empowering, vision and intuition, inclusion, and ethical were correlated with the overall indicators of organizational commitment, the results were significant, with r-values ranging from 0.688 to 0.737, all with $p < .05$ values.

Table 3

Significance on the Relationship between Relational Leadership and Organizational Commitment

Relational Leadership	Organizational Commitment			Overall
	Normative	Affective	Continuance	
Caring	0.603* (0.000)	0.657* (0.000)	0.651* (0.000)	0.688* (0.000)
Empowering	0.671* (0.000)	0.676* (0.000)	0.686* (0.000)	0.731* (0.000)
Vision and Intuition	0.682* (0.000)	0.674* (0.000)	0.694* (0.000)	0.737* (0.000)
Inclusion	0.675* (0.000)	0.660* (0.000)	0.661* (0.000)	0.717* (0.000)
Ethical	0.665* (0.000)	0.643* (0.000)	0.662* (0.000)	0.708* (0.000)
Overall	0.712* (0.000)	0.715* (0.000)	0.725* (0.000)	0.774* (0.000)

*Significant at 0.05 significance level.

3.4 Structural Model Testing

In this section is presented an analysis of the variables that best predict the best model of organizational commitment of library personnel. Four alternative models were tested to generate the best fit for the study. Each model developed a certain framework that described the magnitude of relationships between variables and each was subjected to the goodness of fit criterion.

Tests of Hypothesized Model 1

The Generated Model 1 in figure 3 showed the interrelationship of the latent exogenous variables organizational learning capability, public service motivation and relational leadership and their direct influence to the endogenous variable organizational commitment.

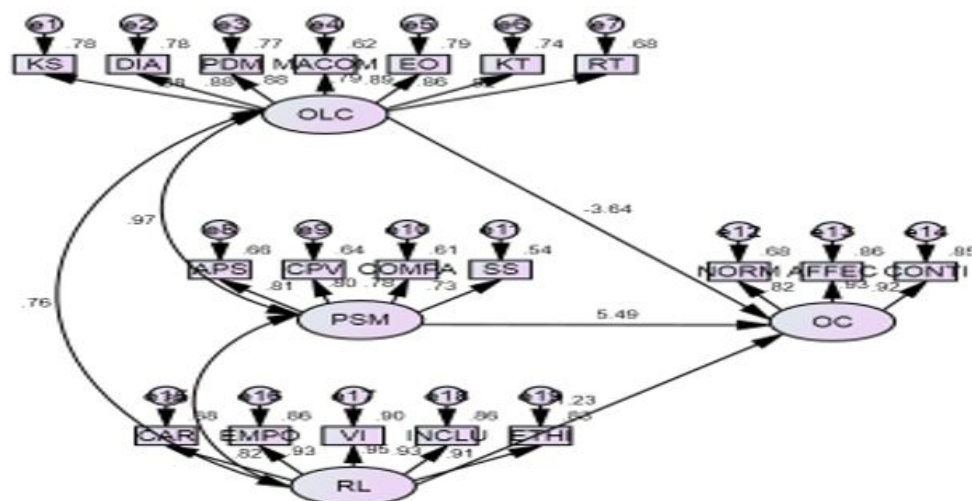


Figure 3. Structural Model 1 in Standardized Solution

- Legend:
- KS –Knowledge Sharing
 - DIA –Dialogue
 - PDM –Participative Decision-Making
 - MACOM –Managerial Commitment
 - EO –Experimentation and Openness
 - KT – Knowledge Transfer
 - RT – Risk Taking
 - OLC –Organizational Learning Capability
 - APS –Attraction to Public Service
 - CPV –Commitment to Public Values
 - COMPA –Compassion
 - CAR –Caring
 - EMPO –Empowering
 - VI – Vision and Intuition
 - INCLU –Inclusion
 - ETHI –Ethical
 - RL –Relational Leadership
 - NORM –Normative
 - AFFEC –Affective
 - CONTI –Continuance
 - OC –Organizational Commitment

SS –Self-Service
 PSM –Public Service Motivation

Table 4 Goodness of Fit Measures of Structural Model 1

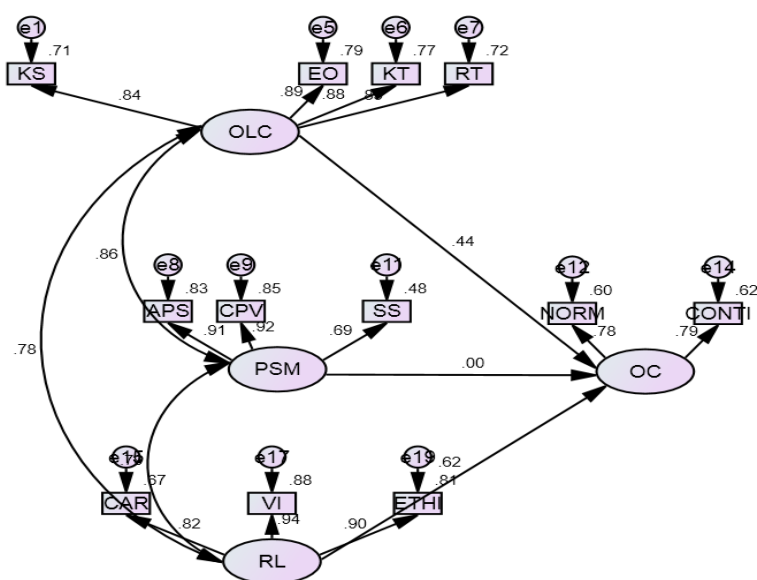


Figure 4. Structural Model 2 in Standardized Solution

- Legend: KS –Knowledge Sharing
 EO –Experimentation and Openness
 KT – Knowledge Transfer
 RT – Risk Taking
 OLC –Organizational Learning Capability
 APS –Attraction to Public Service
 CPV –Commitment to Public Values
 SS –Self-Service
 PSM –Public Service Motivation
 CAR –Caring
 VI – Vision and Intuition
 ETHI –Ethical
 RL –Relational Leadership
 NORM –Normative
 CONTI –Continuance
 OC –Organizational Commitmen’

Generally, most of the indicators highly represent the latent variable organizational learning capability, public service motivation, and relational leadership. However, the strong significant evidence of values in Model 1 did not qualify for it to become the best model for this study, since all the indices like CMIN/DF, p-value RMSEA ,GFI, CFI, NFI, and TLI did not fall within the given criterion; thus, this generated a poor result (see Table 4).

Table 4. *Goodness of Fit Measures of Structural Model 1*

INDEX	CRITERION	MODEL FIT VALUE
P-Close	> 0.05	0.000
CMIN/DF	0 < value < 2	7.245
P-value	> 0.05	0.000
GFI	> 0.95	0.785
CFI	> 0.95	0.896
NFI	> 0.95	0.882
TLI	> 0.95	0.879
RMSEA	< 0.05	0.125

Legend:

CMIN/DF - Chi-Square/Degrees of Freedom **TLI** - Tucker-Lewis Index
GFI - Goodness of Fit Index **Pclose** - P of Close Fit
NFI - Normed Fit Index **CFI** - Comparative Fit Index
RMSEA - Root Means Square of Error Approximation

Tests of Hypothesized Model 2

Generated Model 2 in figure 4 depicted the interrelationships of the latent exogenous variables organizational learning capability, public service motivation and relational leadership and its influence to the latent endogenous variable, organizational commitment.

As observed, in the index values of Table 13, only the CFI satisfactorily met the criterion of the data but all other indices like GFI, NFI, TLI, RMSEA CMIN/DF and p-value did not meet the acceptable ranges. Hence, this indicated a poor fit model (see Table 5).

Table 5. *Goodness of Fit Measures of Structural Model 2*

INDEX	CRITERION	MODEL FIT VALUE
P-Close	> 0.05	0.000
CMIN/DF	0 < value < 2	4.870
P-value	> 0.05	0.000
GFI	> 0.95	0.904
CFI	> 0.95	0.957
NFI	> 0.95	0.947
TLI	> 0.95	0.942
RMSEA	< 0.05	0.098

Legend:

- CMIN/DF** - Chi-Square/Degrees of Freedom **TLI** - Tucker-Lewis Index
- GFI** - Goodness of Fit Index **Pclose** - P of Close Fit
- NFI** - Normed Fit Index **CFI**- Comparative Fit Index
- RMSEA**- Root Means Square of Error Approximation

Tests of Hypothesized Model 3

Generated Model 3 in figure 5 revealed the interrelationship between the exogenous variables organizational learning capability, public service motivation and relational leadership and their direct causal relationship to organizational commitment.

As reflected in Model 3 data, the index values of GFI, CFI, NFI, and TLI were in the acceptable ranges denoting good data. However, the CMIN/DF, RMSEA, and its p-value did not match with the given criterion, which makes this model also a poor fit for the study (see Table 6).

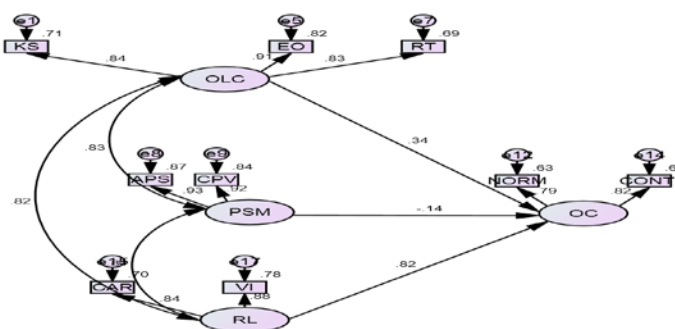


Figure 5. Structural Model 3 in Standardized Solution

Legend:

- KS –Knowledge Sharing
- EO –Experimentation and Openness
- RT – Risk Taking
- OLC –Organizational Learning Capability
- APS –Attraction to Public Service
- CPV –Commitment to Public Values
- PSM –Public Service Motivation
- CAR –Caring
- VI – Vision and Intuition
- RL –Relational Leadership
- NORM –Normative
- CONTI –Continuance
- OC –Organizational Commitment

Table 6. *Goodness of Fit Measures of Structural Model 3*

INDEX	CRITERION	MODEL FIT VALUE
P-Close	> 0.05	0.011
CMIN/DF	0 < value < 2	3.368
P-value	> 0.05	0.000
GFI	> 0.95	0.960
CFI	> 0.95	0.983
NFI	> 0.95	0.976
TLI	> 0.95	0.972
RMSEA	< 0.05	0.077

Legend:

CMIN/DF - Chi-Square/Degrees of Freedom **TLI** - Tucker-Lewis Index
GFI - Goodness of Fit Index **Pclose** - P of Close Fit
NFI - Normed Fit Index **CFI** - Comparative Fit Index
RMSEA - Root Means Square of Error Approximation

Tests of Hypothesized Model 4

Figure 6 or the Generated Model 4 shows the structural model standardized solution of organizational learning capability, public service motivation and relational leadership on organizational commitment. This model displayed the interrelationships of the three exogenous variables and their direct causal relation to organizational commitment.

Moreover, the data for the generated Model 4 was calculated to be highly acceptable since all of the index values satisfied the desired criterion. As reflected in Table 7, the chi-square divided by the degrees of freedom is 1.359 with the probability level of 0.771. Thus, this denoted a very good model for the data. This model was strongly supported by its RMSEA which is less than 0.05. Moreover, the GFI, CFI, NFI, and TLI were greater than 0.95 which means they fall within the acceptable ranges. In identifying the best fit model, all the index values must fall under the acceptable criterion. Chi-Square/degrees of freedom should have value between 0 to 2, with its p-value greater or equal to 0.05; the Root Mean Square of Error Approximation value must be less than 0.05 and its corresponding p-close value greater than 0.05. Other indices like Goodness of Fit Index, Comparative Fit Index, Normed Fit Index, and Tucker-Lewis Index must have values greater than 0.95.

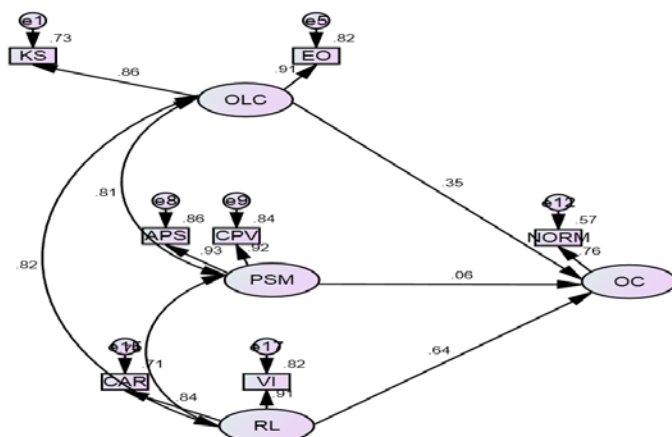


Figure 6. The Best Fit Model on Organizational Commitment of Private Schools' Library Personnel

Legend:

Legend:

- KS –Knowledge Sharing
- EO –Experimentation and Openness
- OLC –Organizational Learning Capability
- APS –Attraction to Public Service
- CPV –Commitment to Public Values
- PSM –Public Service Motivation
- CAR –Caring
- VI – Vision and Intuition
- RL –Relational Leadership
- NORM –Normative
- OC –Organizational Commitment

Table 7. Goodness of Fit Measures of Structural Model 4

INDEX	CRITERION	MODEL FIT VALUE
P-Close	> 0.05	0.771
CMIN/DF	0 < value < 2	1.359
P-value	> 0.05	0.200
GFI	> 0.95	0.992
CFI	> 0.95	0.999
NFI	> 0.95	0.995
TLI	> 0.95	0.997
RMSEA	< 0.05	0.030

The four models generated in the study were encapsulated in Table 8. Model 4 is indeed suited for the organizational commitment of private schools' library personnel in Region XI since it showed significant and practical results that can be translated into actual library practice.

Table 8 Summary of Goodness of Fit Measures of the Four Structural Models

Model	CMIN/DF 0<value>2	P-Value > .05	NFI > .95	TLI > .95	CFI > .95	GFI > .95	RMSEA < .05	P-Close > .05
1	7.245	0.000	0.88 2	0.879	0.896	0.785	0.125	0.000
2	4.870	0.000	0.94 7	0.942	0.957	0.904	0.098	0.000
3	3.368	0.000	0.97 6	0.972	0.983	0.960	0.077	0.011
4	1.359	0.200	0.99 5	0.997	0.999	0.992	0.030	0.771

4. DISCUSSION

This chapter presents the discussions on the findings. Topics include the discourse on correlation and influence of the exogenous variables on organizational commitment, as well as the best fit model of organizational commitment with supporting concepts, ideas and theories derived from relevant literatures to have credible and substantive output.

4.1 Correlation Between Organizational Learning Capability and Organizational Commitment

The correlation between organizational learning capability and organizational commitment of private schools' library personnel yielded a significant result; therefore, the null hypothesis of no relationship was rejected. The findings implied that organizational learning capability and organizational commitment are highly associated with each other. High organizational learning capability results in high organizational commitment. This result is aligned with the findings of Kamali et al. (2017) that organizational learning capabilities have direct and positive relationship with organizational commitment. The findings explains that putting high regard on the educational requirements of employees and being supportive in achieving the learning required for the job will promote abilities, skills, loyalty, and commitment to

the organization. Those who realize the importance of organizational commitment in the learning organization, also consider the employees' welfare as an approach to organizational goals. In like manner, Kamali et al. (2017) also affirmed that as the organization develops the intellectual capabilities of employees, the organizational commitment and opportunities of organizational growth also increases. By providing opportunities for learning and developing knowledge in the organization, organizational commitment increases (Kamali et al., 2017).

Similarly, this study is in consonance with the work of Yenidoğan and Şencan (2017) declaring that employees who are knowledgeable in delivering the organization's processes and are willing to learn towards the effectiveness, contain high commitment to service and are most valued by the organization. They furthered that organizational commitment increases when there is a learning environment that assures opportunities for growth and development. In addition, this outcome is also parallel with the work of Aghaei et al. (2012), emphasizing the significance of organizational learning as a means of acquiring experiences and capabilities which will enhance the abilities and creativity of staff, boost commitment and loyalty, and success to the organization as a whole.

4.2 Correlation Between Public Service Motivation and Organizational Commitment

The relationship between public service motivation and organizational commitment of private schools' library personnel has generated a significant connection in this study; therefore, the null hypothesis of no relationship was rejected. The result indicated that private schools' library personnel have a high interest in public service and are organizationally committed. Their eagerness to serve their clients even beyond office hours and being sympathetic to the problem in accessing information showed their high commitment to the organization. In the same way, they develop high organizational commitment because of the core values that the organization have which are congruent with their disposition in life.

The result of this study is in harmony with the study of Shrestha and Mishra (2015) in Nepali Civil service employees which revealed that self-sacrifice, commitment to public values, attraction to public interest and compassion are positively related to organizational commitment. The author revealed that higher public service motivation resulted in higher employee loyalty and emotional identification with the organization.

The significant relationship is also congruent with the idea of Word and Carpenter (2013) which explains that employees who are involved in multiple roles have a high level of motivation and are attracted to the variety of jobs because of their mission to help the organization and interest to serve the public. Behaj (2012)

declared, each public service management is distinct and grounded on its own culture, beliefs, ideology, values, institutions and historical context.

4.3 Correlation Between Relational Leadership and Organizational Commitment

The relational leadership and organizational commitment of private schools' library personnel generated positive association with each other, resulting in the rejection of the null hypothesis. Findings showed that high relational leadership increases the affective, normative and continuance commitment of employees. From the result, it implied that the more the employees felt the good relationship with their leaders and are more involved with the organizational goals, the higher will be their organizational commitment.

This study finds support with the work of Mahdi et al (2014) that supportive and directive leadership behavior significantly impacted organizational commitment. In line with this, the authors have theorized that leaders who advise, assist and pay attention to the followers' individual needs will increase the level of organizational commitment. They also thought that affective executives do not function in isolation from their subordinates, but work with their subordinates. The results are also consistent with Nunes' and Gaspar's (2017) research on the important connection between the quality of leadership relationship and organizational commitment. Based on the study, individuals who perceive their Leader-Member Exchange relationship to be of high quality are more committed to accept the goals of the organization. Therefore, the quality of leadership relationship between employees and leaders must be develop to enhance employees' commitment.

4.4 Best Fit Model that Predicts Organizational Commitment

Generated Model 4

The analysis of the interrelationships among organizational learning capability, public service motivation and relational leadership on the organizational commitment of private schools' library personnel involved four models. The models were tested to come up with the best fit model of organizational commitment. Each model has a different framework that define their interrelatedness between variables and factors that support the construct. The criterion of fit was the basis of acceptance and rejection of the model. Results of the study shed light the importance of organizational learning capability, public service motivation, and relational leadership as predictors of organizational commitment. These variables are important components in building strong commitment to achieve the desired goals of the organization.

The Generated Model 4 has satisfied the criterion of best fit model. The model showed that two out seven factors of organizational learning capability, two out of

four factors of public service motivation, and two out of five factors of relational leadership have strong interconnectedness with each other. Organizational learning capability, public service motivation, and relational leadership showed a direct causal link to organizational commitment. The best fit model suggests that organizational commitment of private schools' library personnel is best anchored on organizational learning capability which is grounded on knowledge sharing and experimentation and openness; supported by public service motivation which is defined in terms of attraction to public service and commitment to public values; and reinforced by relational leadership which is measured in terms of caring and vision and intuition.

From the result, it can be gleaned that only normative commitment measures the organizational commitment of private schools' library personnel. Realistically, this indicated that library personnel consider their moral and ethical obligations to the organization despite the minimal salary and other benefits. They consider the challenges of the library as an opportunity for success, so they are more willing to accept any work assignment to ensure their continuity in their institution. The result conforms with the idea of Sow (2015) and Balassiano and Salles (2012) that employees' feelings of not leaving is due to their obligatory conduct and responsibilities. Gelaidan and Ahmad (2013) supports that consequences may happen after leaving which compromise their moral obligation to the organization. Moreover, it can be concluded that the normative dimension of organizational commitment of private schools' library personnel encompasses their affective and continuance commitment.

The result aligns with Parangat and Edaña (2017) declaring high continuance and normative commitment; however, the affective dimension was observed at moderation. It was expressed from the research that the factors affecting the organizational commitment include the leadership characteristics, staff relationships, information sharing, job orientation, compensation and incentives, performance management and promotion, and training and growth possibilities.

Additionally, this result is also related with the work of Tolentino (2013) that teachers in the chartered state universities had a stronger normative and affective commitment than the administrative personnel but it is at a moderate level only considering other opportunities outside the organization. Unfortunately, only the affective commitment showed a significant relationship with job performance.

For the exogenous variable organizational learning capability, only the knowledge sharing and the experimentation and openness indicators remain fitted to the model and have a causal link with the normative commitment of library personnel. This proves that knowledge sharing is highly manifested by library personnel through giving of information to students, faculty and other researchers. Hence, this result is

aligned with the findings of Rao et al. (2018) on the importance of knowledge sharing in the delivery of services.

On the other hand, experimentation and openness remains a positive undertaking of library personnel. The library environment embraces the current trends and foster innovation to improve the delivery of services and work processes through accreditation and quality management system for competitive advantage. Ideally, this current development increases the creativity and adaptability traits of library personnel and become part of their normative commitment to the organization. This study is congruent to the idea of Mthanti and Urban (2014) that the development of creative environment for change involves experimentation and openness, curiosity, testing of new ideas and implementing changes in operational processes which is also affirmed by Gomes, & Wojahn (2017) and Hussain et al. (2018) on the significance of experimentation and openness in achieving organizational performance.

For the exogenous variable public service motivation, only the attraction to public service and commitment to public values have the causal link and predicts the normative commitment of library personnel. This explains that library personnel have high motives to deliver valuable services because it is part of their job to get always get connected with the library clients, coupled with the manifestation of appropriate values, while interacting with them. The more the library personnel know the importance of meaningful library service and the ethics of the profession, the more that they are willing to accept the challenges and opportunities of the organization. This is in line with the views of Austen and Zacny (2015) that the normative motives are related to commitment to public interest, attachment to the ideas of civic duty, and social justice.

Lastly, for the exogenous variable relational leadership, two out five indicators have a causal link with the normative commitment and these are the caring and the vision and intuition dimensions. This result finds support with the study of Fayyaz et al. (2014), indicating managers' supportive and helping attitudes towards subordinates. This contain that managers must show trust, confidence, friendliness and try to understand the subordinates problems. In the library perspective, personnel have experienced relationships that are built on good values, caring and support from their supervisors. That supervisor provides inspiring and motivating goals by articulating the importance of work. Sensitivity to the needs and feelings of library personnel is very important because the absence or limitation of it (sensitivity) will result to low commitment especially that libraries of today are facing more challenges due to current developments. This also conforms with the idea of Akram et al. (2016) that the more inclusive, ethical, caring, empowering and visionary the leaders are, the more a healthy relationship will be develop with work trust between

them and their subordinates. The caring, visionary and intuitive attitudes of leaders, develops interpersonal relationship within the organization.

4.5 Conclusion

Based on the findings of the study, the following conclusions are drawn. The organizational learning capability, public service motivation, and relational leadership have significant relationships with, and influence organizational commitment. The best model that predicts the organizational commitment of private schools' library personnel in Region XI is Model 4. The remaining indicator of organizational commitment is the normative domain while the factors that predict the normative commitment are organizational learning capability which is defined by knowledge sharing and experimentation and openness; public service motivation defined by attraction to public service and commitment to public values; and relational leadership defined by caring, and vision and intuition. This result; however, is in line with Meyer and Allen's three-component model of commitment, particularly on normative motive rooted on reciprocity and sense of responsibility or moral obligation (Davis, 2014; Jaros, 2007; Saygan, 2011).

This supports the propositions indicating the relation of organizational learning on organizational commitment (Yenidoğan & Şencan, 2017); the connection of public service motivation on organizational commitment (Shrestha & Mishra, 2015); the link of leadership behavior on organizational commitment (Mahdi et al., 2014). The generated best model fit has reduced its measures in the latent variables compared to what is presented in the details of the conceptual framework.

4.6 Recommendation

Based on the findings and conclusions of the study, the following recommendations are proposed:

The significant relationship of the three variables, organizational learning capability, public service motivation and relational leadership indicates that these should be given attention because the weakness of one variable will also affect other variables. This can be done through active participation of library personnel in seminars and trainings outside and inside the organization. Attending such activities will promote their professional growth and development and eventually help them become a better public servant. While learning the concepts, they will also learn to develop friendly approach to leadership.

The best fit model showed the influence of organizational learning capability, public service motivation and relational leadership on organizational commitment. The three variables should be given importance because it highly affect the organizational commitment. This can be done through constant monitoring of the library personnel in their day to day activities so that reinforcement on the delivery of

service will immediately carried out in cases that there are difficulties in the implementation. While library personnel learn the processes they will also develop the compassion to serve their clients and experience the support of leaders through their caring and visionary attitudes. The evidence of these components in the organization will affect the library personnel's organizational commitment.

Similar studies may be conducted to determine the strongest predictors of organizational commitment for other groups and dimensions, including indicators which do not show significance in the best fit model like for organizational learning capability - dialogue, participative decision-making, managerial commitment, knowledge sharing, and risk-taking; public service motivation – compassion and self-sacrifice; relational leadership – empowering, inclusion and ethical. Further, this OLC-PSM-RL-Normative Commitment model may be adopted for the improvement of library personnel's commitment

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