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The relationship between participation motivation, organizational commitment, organizational learning and organizational performance: Take Bethlehem and Jerusalem clubs as examples

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Abstract---The purpose of this study was to explore the relevance among the personality traits, participation motivation, organizational commitment, organizational learning and organizational performance of the members Bethlehem and Jerusalem club National, questionnaires were issued. A total of 330 questionnaires were recovered in Bethlehem with 314 valid questionnaires and a recovery rate of 95.1%. A total of 270 questionnaires were collected in Jerusalem with 252 valid questionnaires and a recovery rate of 93.3%. This study used various statistical methods to verify the hypotheses and research structure proposed by the study, and analyzed the personality traits, participation motivation, organizational commitment, organizational learning and organizational performance of Bethlehem and Jerusalem's people joining the community organizations. The results show that continuous personality traits positively influenced participation motivation, personality traits and motivation positively influenced continuous organizational commitment, organizational commitment positively affected organizational learning, organizational learning positively influenced organizational performance, and the hypotheses were all established except Hypothesis 5. Hypothesis 5 believes that organizational commitment has a positive impact on organizational performance, but this study found that this causal relationship did not exist, but it had a positive and significant impact on organizational performance through organizational learning, mainly because the members of the club National of Jerusalem are younger and under 40 years old and

they joined the clubs within 5 years. After joining the organization, it is too heavy to turn organizational commitment into organizational performance. If through organizational learning, it will have a significant impact on organizational performance.

Keywords---personality traits, participation motivation, organizational commitment, organizational learning, organizational performance.

Introduction

Research Background and Motives

Since non-profit organizations may engage in profit-making activities, the marketing ability of the organization can be increased through organizational learning and sharing. The purpose of a non-profit organization's organizational learning is related to its limited resources, and it is hoped that through organizational learning, the organization's intangible assets can be taken as important assets of the organization and used to establish the image and credibility of the non-profit organization itself, and the mission, resources and services of the organization can be more accurately controlled to effectively deal with the highly complex and rapidly changing external environment. Schneier (1989) found that more than half of the employees in the United States believe that they can increase their productivity as long as they are willing to do so, but they feel that they have such incentive at all. Therefore, motivating employees' participation motivation is a challenge. Non-profit organizations cannot provide enough salary incentives to motivate the employees in their employee management, so the organization commitment of non-profit organizations is more important. Buchanan (1974) proposed that organizational commitment means the organization members of the organization develop emotional recognition to the organization, so that members are naturally attached to the organization, which in turn generates voluntary the motivation for making contributions to the organization. Steers (1997) suggested that the higher the organizational commitment, the more effort employees would put on job performance, making highly committed employees performs better than lowly committed employees (Porter, Steers, Mowday & Boulian, 1974). The motivation of the organization members to participate in the organization affects not only their attitude of participating in the organization, but also the operation of the organization. But what is the participation motivation of the organization members? In theory, motivation is the driving force of human behavior, and is related to the personality traits of each person, and the reason for such behavior. And activity is an act, so the members participate in the organization activities to obtain the satisfaction of the demand, and thus maintain their enthusiasm. This is the first motivation of this research.

Garvin (1993) indicated that a learning organization with organizational learning capabilities is familiar with creating, collecting and transmitting knowledge, corrects organizational behavior through knowledge, and reacts the organization's new knowledge and insights to action. This process is manifested along with time and related to the absorption of knowledge and improved performance. Fulmer

(1994) pointed out that in an environment of intense competition and rapid change, organizational learning has become a necessary condition for survival. Huber (1991) mentioned that, in the process of rapid changes in the environment, and rapid increase in science, technology and knowledge, there are more needs for an organization to learn. This is the second motivation of the research.

Kanter (1968) suggested that organizational commitment is the individual's willingness to contribute to the organization and to be loyal to the organization. Alpander (1990) defined organizational commitment as to recognize the organization's goals. When holding such an attitude, members basically believe that the work will bring them satisfaction and happiness and they regard the work as part of their own achievements. Because the organization is composed of people and institutions, if the organization is to operate forever, the first thing is to let the members of the organization be willing to work for the organization, and make the members be willing to have commitments and feelings to the organization, and be willing to make efforts. This is the third motivation of this study.

Non-profit organization members' attitudes or feelings about the organization are often related to their motivation, interest or enthusiasm, and they also affect their commitment to the organization. There used to be many domestic researches on personality traits, participation motivation, organizational commitment, organizational learning and organizational performance, but most of them took private enterprises as the research objects, and less research was conducted on non-profit organizations. This study believes that these factors are more important for non-profit organizations, as non-profit organizations are not profit-oriented, so personality traits, participation motivation, organizational commitment, organizational learning and organizational performance are more important. With the members club National in Bethlehem and club National in Jerusalem as the research subjects, this study compared the relationship among the personality traits, participation motivation, organizational commitment, organizational learning and organizational performance of the members of various club National. Therefore, this study explored the differences in participation motivation, organizational commitment, organizational learning and organizational performance among members of different cultural backgrounds. This is the fourth motivation of this study.

Personality Traits, Participation Motivation, Organizational Commitment, Organizational Learning and Organizational Performance

Through the above relevant literature, we can know the meaning, theories and measurement structures of the personality traits, participation motivation and organizational commitment, organizational learning and organizational performance. Therefore, in this section, they are summarized to follow the research results of the scholars to find out the relationship among personality traits, participation motivation and organizational commitment, organizational learning and organizational performance, and derive relevant research hypotheses.

Research on Personality Traits and Participation Motivation

Allport (1961) defined personality trait as individuals having a certain performance pattern in behavior style and interpersonal relationship after a person grows up. Personality is a dynamic organization within the individual's psychological system, which determines the individual's adaptation to the external environment and the unique form of thought and behavior. Costa & McCrae (1992) proposed that if a physical behavior that reflects an individual's unique personality traits, such as shyness, violence, obedience, laziness, loyalty or cowardice, and continues to appear in many different contexts, it is called personality traits.

Liu and Hsieh (2018) argued that motivation is the tension status caused by the failure in meeting intrinsic demand of the individual driving force, which in turn generates the driving force, and the driving force (i.e., motivation) will prompt individuals to take action to meet the demand and reduce this tension. Motivation refers to the internal process of causing individual activities, maintaining the activities that have been caused, and motivating the activities toward a certain goal (Chang, 1993). Robbins (1992) proposed that motivation means to the willingness to engage in a certain piece of work, the size of which depends on the ability to meet individual needs after the work is completed.

Hsu and Huang (2016) found that the personality traits of joggers positively influence the participation motivation, of which the sociality, stress release, physical fitness and weight control of participation motivation all have significant positive effects. Chen and Chen (2009) explored the impact of personality traits and participation motivations on the behavior of online games and found that personality traits and participation motivation are significantly correlated. Yu and Chen (2015) studied the relationship between personality traits and participation motivation of Bethlehem's teachers' participation in leisure clubs, and found that teachers with open personality traits pay more attention to achievement factors and social factors in the motivation of leisure clubs participation than those teachers of closed personality traits., so it is worthwhile to study the participation motivation of volunteers.

Research on Personality Traits and Organizational Commitment

The concept of "Organizational Commitment" originated from the article published by Whyte (1956) (*The Organization Man*), which describes [organization people are those who are working for the organization and also belonging to the organization]; and the word commitment has the meaning of promise, pledge and the undertaking in it. Many studies have shown that personality traits can have an impact on organizational commitment. In Chen (2004) on the relationship between teacher's personality traits, job characteristics, job satisfaction, organizational commitment and turnover intention in the southern region, it was found that to increase the organizational commitment of employees in the organization can increase productivity and strengthening employees' concentrations. Piece and Dunham (1987) conducted a research of Cause Variables of Organizational Commitment - Taking Sample of New Employees, the results show that internal and external control tendencies are related to organizational commitment; and the results of the study of personality traits and organizational commitments of 406 employees by Luthans, Lin and Chang (2015)

took the hotel as an example to explore the relationship between employee personality traits and organizational commitment. Hung and Hung (2011) studied the personality traits and organizational commitments of the company's employees after the merger of Bethlehem Life Insurance Company. It was found that the environmental change after the merger would reduce the organizational commitment of employees, and the personnel with internal control tendency have higher commitment to the organization, the male employees have also higher organization commitment is than that of the female employees. The higher the education commitment, the lower the organizational commitment, and the event of the merge of the insurance company itself will affect the level of organizational commitment of the employees of the insurance companies.

Research on Participation Motivation and Organizational Commitment

Suandi (1991) found that there is a significant correlation between participation motivation and organizational commitment in the research on volunteers. Liao (2013)'s findings of the participation motivation, team commitment and job satisfaction of the Neighborhood Watch show that there is a positive correlation between volunteer team members' participation motivation, organizational commitment and job satisfaction. Shen and Chang (2018) pointed out that employee motivation has a positive impact on organizational commitment. The study of Chen, Chan, Wu, Lin, Ko, and Huang (2017) on volunteers for water and soil conservation shows their participation motivation is positively related to organizational commitment. Chiang (2007) explores participation motivation and organizational commitments in the context of social education volunteers, and found that social service, self-growth, value recognition, interpersonal relationships, interaction at various levels of the participation motivation all have significant predictive power for the willingness to work toward organizational commitment, organizational identification, and retention tendencies. It also shows that the stronger the participation motivation, the higher the recognition of organizational commitment.

Organizational Commitment and Organizational Learning

Scholars have different definitions of organizational learning, but most of them are related to individual cognition and post-learning behavior change. Simon (1953) suggested that organizational learning is a process in which members of the organization gradually reconstruct organizational problems in a step-by-step manner, and its output is the result of the organization. Sinkula et al. (1997) pointed out that organizational learning is the process by which individuals pass knowledge to an organization, enabling other members of the organization to use it.

Reyes & Pounder (1990) developed the organizational commitment model of teachers with the view of Mowday et al., and summarized the factors of teacher organization commitment into the three categories of "school environmental variables", "teacher population variables" and "personal and organizational fit". Both theories support the positive relationship between organizational characteristics and organizational commitment.

Relevance of Organizational Commitment to Organizational Performance

Szilayi and Wallace (1980) indicated that performance is a holistic concept that can represent the end result of business operations. Pickle and Chang and Liu (2017) found that the Taoyuan Airport employee organization commitment has positive impact on organizational performance. Meyer, Van Scotter (2000) indicated that employees' organizational commitment to the company generates spontaneous behavior and improve work performance to benefit the company. Chiu (2012) studied whether maritime operators are ethical in their operations, and found the ethical climate within the company not only affects employees' perception of organizational commitment, but also influences the company's business performance. A high degree of organizational commitment is beneficial to the organization, so organizational commitment can also be an indicator of organizational performance (Ferris and Aryanya, 1983).

Relevance of Organizational Learning to Organizational Performance

Senge (1990) mentioned that, the truly outstanding organization in the future will be an organization that can try to make all levels of staff fully engaged and is capable of continuous learning. Yu and Chen (2012) pointed out that organizations usually need a set of performance measurement mechanisms as a basis for internal evaluation and external supervision to explain to stakeholders. If there is no organization-level assessment, it is difficult for leaders to know the correct direction of leadership, the quality of management, the advantages and disadvantages of strategy selection and future growth potential. Therefore, the measurement of organizational performance is very important for improving the organizational health of the organization and strengthening the competitiveness of the organization. It is also found that creating sustainable learning opportunities, establishing access and sharing learning mechanisms and providing learning strategy leadership, the three dimensions of organizational learning culture, have a significant positive impact on "organizational performance." McShane and Von Glinow (2010) indicated that organizational performance depends on the organization's ability to acquire, share, use and store valuable knowledge, so it demonstrates the impact of learning organizations on organizational performance. There are many research scholars who support to use organizational learning perspectives to assess organizational performance, such as

Lien (2002) explored the organizational learning and organizational performance for a Bethlehem ese technology company. Ellinger, Yang and Howton (2002) studied the perceptions of learning organizations and corporate financial performance of 400 mid-level executives in the US manufacturing logistics department. Kumar and Idris (2006) investigated 238 Malaysian private higher education colleges, and explored the relationship between different school attributes with organizational learning culture and knowledge performance. Chung (2009) these empirical studies all have confirmed the performance of the learning organization's various dimensions should be able to predict the organizational performance of employee subjective perception.

Organization of club National

In order to ensure the smooth service of the club and their amazing and positive personality, clubs National has a complete organizational structure in the National as our network of contacts. All leaders are volunteers to provide services to clubs National provide tools and resources to support our leaders. The highest decision-making unit of clubs National is the National Council. The National Council has 34 National directors elected from all over the country for a term of two years to have four meetings a year to set the policy of clubs National. It is led by the Executive Director and works closely with the National Council and National officers to assist the local and global services of clubs National to move forward.

Research Method

The purpose of this study is to investigate the relationship between organizational commitment and organizational learning of the members of club in Bethlehem and club in Jerusalem. Based on the research objectives and related literature, the research structure of this study is proposed. This part of the study will explain the research design, first analyze the research structure, and then propose research hypotheses and explain the research tools and methods of data processing.

Research Structure

This study got the research framework from the literature to explore the impact of personal background variables on personality traits, participation motivation, organizational commitment, organizational learning and organizational performance, and to understand the relationship among personality traits, participation motivation, organizational commitment, organizational learning and organizational performance. The research structure is shown in Figure 3-1.

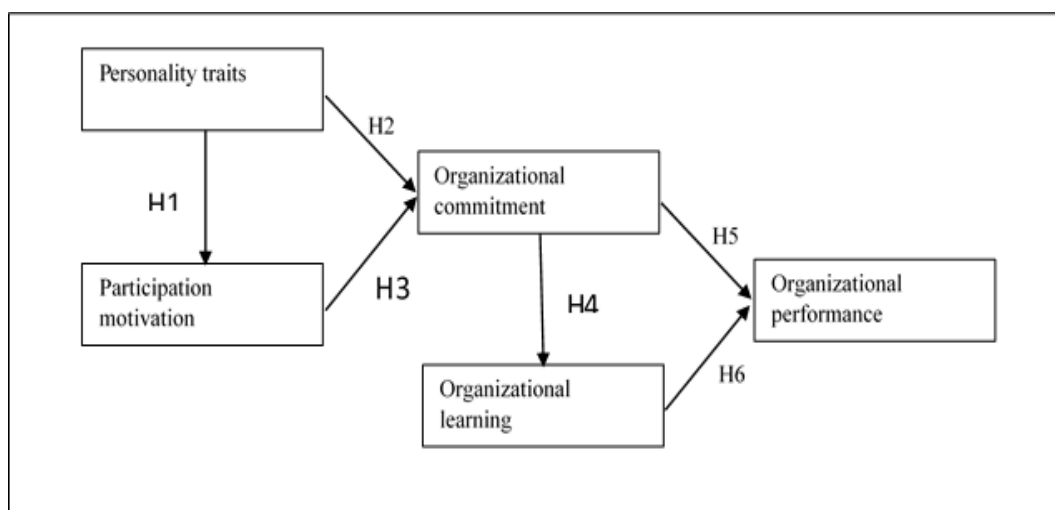


Figure3- 1 Research Structure

Questionnaire Design and Pretest

The questionnaire in this study is divided into two parts. The first part is the basic data of the respondent. The second part is the development of the design of related questionnaire based on the definition and operation of the aforementioned variables. The variables are measured by the Likert five-point scale from 1-Strongly disagree, to 5-Strongly agree. The reverse score method is used for the part of reverse questions. The research scales are all supported by the literature, and the concept of related constructs are clarified. Then expert advice was sought and information related personnel were consulted to correct and discuss the questionnaire.

(1) Personality traits

The scale of "personality traits" is based on the classification of Costa and McCrae (1992) and adopts the five personality scales established by Goldberg (1981). The personality trait questionnaire is divided into five levels, namely "Agreeableness type", "rigorous and self-disciplined type", "extroverted type", "emotion-sensitive type" and "open type", taking the Likert-type five-point scale, ranging from 1 (strongly disagree) to 5 (strongly agree), whereas a higher score indicates higher perception of personality traits, and vice versa.

(2) Participation Motivation

The "Participation Motivation" scale mainly refers to the researches of Gillespie and King (1985), Lammers (1991) and Wu Kunliang (2006), and is divided into four levels according to the questionnaire for participation motivation of the club, namely "self-growth" and "social service", "interpersonal interaction" and "value recognition", taking the Likert-type five-point scale, ranging from 1 (strongly disagree) to 5 (strongly agree)

(3) Organizational Commitment

The scale of the study to measure organizational learning was revised from the measurement organizational learning scale developed by Lin (2001). In this study, the Likert-type five-point scale was used, and the scores were successively decremented from "strongly agree", "agree", "fair", "disagree" to "strongly disagree", and the higher the score, the higher the cognition level of organization learning, the lower the score, the lower the cognition level of organizational learning, as shown in Table 3-6.

(4) Organizational Performance

The dimensions of organizational performance for this study are based on the definition of Etzioni (1964), Pickle & Friedlander (1967), which considers organizational performance as the degree to which an organization achieves its goals, and the extent to which the organization meets the needs and expectations of its members. The study was revised with reference to the organizational performance scale developed by Hung (2003).

Data Analysis

Correlation Analysis of Personality Traits, Motivation, Organizational Commitment, Organizational Learning and Organizational Performance of club National of Bethlehem

This study applied Pearson correlation analysis to analyze the correlation among personality traits, participation motivation and organizational commitment. The correlation between the variables was determined by the product difference correlation coefficient r value. (Chiu, 2010) .See as table 4-1.

According to the results of Pearson's product-related analysis, the correlation coefficients among personality traits, participation motivation, organizational commitment, organizational learning and organizational performance ranged from 0.658 to 0.881, with personality traits significantly or moderately positively correlated to organizational learning and organizational performance ($r = 0.658$; $r = 0.662$), and the remaining variables were highly positively correlated. It indicates the personality traits, participation motivation, organizational commitment and organizational learning of the members of the club of Bethlehem were highly correlated to organizational performance See as 4-2.

Table4- 1Correlation Analysis of Personality Traits, Participation Motivation, Organizational Commitment, Organizational Learning and Organizational Performance

	Agreeable ness	Conscientiou sness	Extraver sion	Neurotic ism	Openn ess	Self- grow th	social servi	Interpers onal interacti	Value recognit ion	Organiza tion recogniti	Effort commit ment	Retentio n commit	Organizati onal learning	Organiza tional performance
Agreeableness	1	.765**	.588**	.550**	.508**	.621*	.563*	.624**	.637**	.592**	.545**	.553**	.535**	.538**
Conscientious ness		1	.731**	.641**	.679**	.650*	.624*	.680**	.684**	.658**	.636**	.582**	.569**	.557**
Extraversion			1	.735**	.697**	.604*	.615*	.632**	.618**	.597**	.592**	.580**	.566**	.545**
Neuroticism				1	.714**	.549*	.623*	.581**	.598**	.601**	.548**	.601**	.533**	.552**
Openness					1	.680*	.684*	.673**	.655**	.637**	.625**	.626**	.608**	.638**
Self-growth						1	.754*	.776**	.710**	.735**	.721**	.654**	.675**	.690**
social service							1	.776**	.723**	.749**	.735**	.679**	.681**	.691**
Interpersonal interaction								1	.780**	.789**	.776**	.712**	.695**	.740**
Value recognition									1	.809**	.785**	.688**	.738**	.722**
Organization recognition										1	.819**	.735**	.711**	.712**
Effort commitment											1	.786**	.710**	.717**

Retention commitment		1	.700**	.715**
Organizational learning			1	.831**
Organizational performance				1

Table4- 2 Correlation Analysis of Personality Traits, Participation Motivation, Organizational Commitment, Organizational Learning and Organizational Performance

	Personality Traits	Participation Motivation	Organizational Commitment	Organizational Learning	Organizational Performance
Personality Traits	1	.817**	.758**	.658**	.662**
Participation Motivation		1	.881**	.772**	.787**
Organizational Commitment			1	.766**	.774**
Organizational Learning				1	.831**
Organizational Performance					1

Regression Analysis of club National of Bethlehem

To further understand the impacts of personality traits, participation motivation, organizational commitment, organizational learning and organizational performance, this study used stepwise regression analysis with personality traits, participation motivation as independent variables for the impact on organizational commitment, and organizational commitment and organizational learning as independent variables for the impact on organizational performance.

H1: Personality traits have a positive and significant impact on participation motivation.

When the independent variable was personality traits, participation motivation was significant ($\beta = 0.817$; $t = 24.982$; $p < 0.001$), indicating that personality traits affect participation motivation ($R^2 = 0.667$; $F = 624.08$; $p < 0.001$), and personality traits can explain 66.7% of participation motivation.

Table4- 1 Regression Analysis of Personality Traits to Participation Motivation

	Unnormalized coefficient		Normalized coefficient	t	Significance
	Estimated value of B	Standard error	Beta allocation		
Constant	.859	.132		6.528	.000
Personality traits	.817	.033	.817	24.982	.000

F value	624.08**
Adjusted R squared	0.667

Note: * $P < 0.05$, indicates significant ** $P < 0.01$, indicates significant

H2: Personality traits have a positive and significant impact on organizational commitment.

H3: Participation motivation has a positive and significant impact on organizational commitment.

When the dependent variable is organizational commitment, personality traits ($\beta = 0.116$; $t=2.53$; $p<0.05$) are not significant, and motivation for participation ($\beta = 0.786$; $t=17.1$; $p<0.001$) is significant, indicating that personality traits and Participation motivation has a partial impact on organizational commitment ($R^2 = 0.781$; $F=554.22$; $p<0.001$), while personality traits and participation motivation can explain 78.1% of organizational commitment.

Table4- 4Regression Analysis of Personality Traits, Participation Motivation to Organizational Commitment

	Unnormalized coefficient		Normalized coefficient	t	Significance
	Estimated value of B	Standard error	Beta allocation		
Constant	.056	.126		.443	.658
Personality traits	.129	.051	.116	2.530	.012
Participation motivation	.868	.051	.786	17.100	.000
F value	554.22**				
Adjusted R squared	0.781				

Note: * $P < 0.05$, indicates significant ** $P < 0.01$, indicates significant

H4: Organizational commitment has a positive and significant impact on organizational learning.

When the independent variable was organizational commitment, it was significant for the dependent variable of organizational learning ($\beta = 0.766$; $t=21.022$; $p<0.001$), indicating that organizational commitment affects organizational learning ($R^2 = 0.586$; $F=441.92$; $p<0.001$), and organizational commitment can explain 58.6% of organizational learning.

Table4- 5 Regression Analysis of Organizational Commitment to Organizational Learning

	Unnormalized coefficient		Normalized coefficient	t	Significance
	Estimated value of B	Standard error	Beta allocation		

Constant	1.088	.147		7.403	.000
Organizational commitment	.739	.035	.766	21.022	.000
F value	441.92**				
Adjusted R squared	0.586				

Note: * P < 0.05, indicates significant ** P < 0.01, indicates significant

H5: Organizational commitment has a positive and significant impact on organizational performance.

H6: Organizational learning has a positive and significant impact on organizational performance.

When the dependent variable was organizational performance, organizational commitment ($\beta = 0.334$; $t = 7.373$; $p < 0.05$) and organizational learning ($\beta = 0.575$; $t = 12.696$; $p < 0.05$) were significant, indicating organizational commitment and organizational learning affect organizational performance ($R^2 = 0.734$; $F = 433.63$; $p < 0.000$) and organizational commitment and organizational learning can explain 73.4% of organizational performance.

Table 4- 6 Regression Analysis of Organizational Commitment, Organizational Learning to Organizational Performance

	Unnormalized coefficient		Normalized coefficient	t	Significance
	Estimated value of B	Standard error	Beta allocation		
(Constant)	.163	.137		1.191	.235
Organizational commitment	.345	.047	.334	7.373	.000
Organizational learning	.616	.049	.575	12.696	.000
F value	433.63**				
Adjusted R squared	0.734				

Note: * P < 0.05, indicates significant ** P < 0.01, indicates significant

This study examined its path analysis and results as shown in Figure 4-2 and Table 4-8. The results show that continuous personality traits positively influenced participation motivation, personality traits and motivation positively influenced continuous organizational commitment, organizational commitment positively affected organizational learning, organizational commitment and organizational learning positively influenced sustained organizational performance, and all the hypotheses were established except H2. H2 believes that personality traits have a positive impact on organizational commitment. However, this study found that this causal relationship did not exist, but participation motivation had a positive and significant impact on organizational commitment. The main reason is that the members are found to participate in club via two means: (1) volunteer participation, or (2) joining the club due to human connections. club joining in clubs via different means have different

organization recognition for the club. Therefore, personality traits have no significant impact on the organization commitment construct of clubs.

Based on the research model theoretic structure and the analysis of the above observational data, this study confirmed the path analysis of each construct. The interpretation values are shown in Figure4- 1.

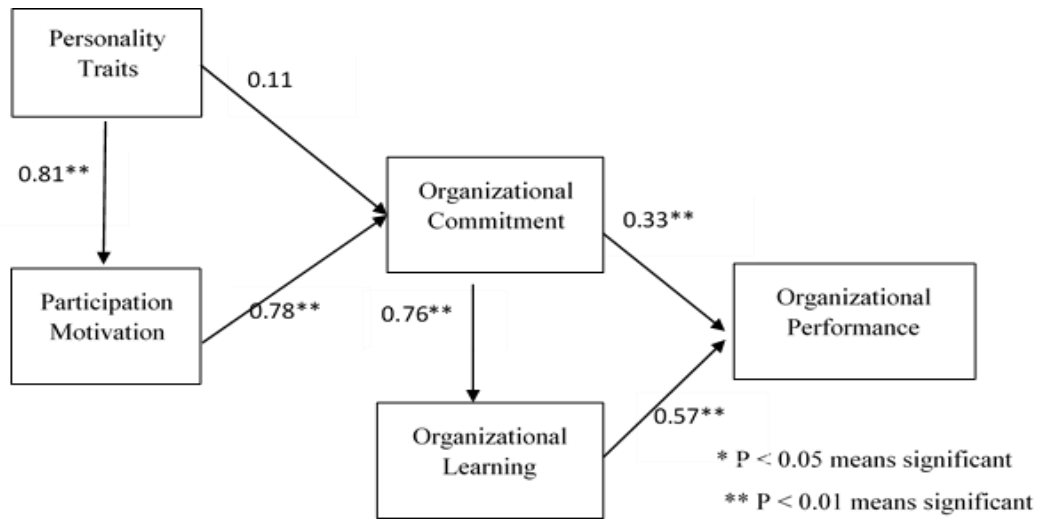


Figure4- 1 club National of Bethlehem Path Map

Table4- 7 Path Analysis and Hypothesis Test Results

Research hypothesis	Structural model path	Path coefficient	t value	Hypothesis verification result
H1	Personality Traits→ Participation motivation	0.81	24.98	Supported
H2	Personality Traits→ Organizational commitment	0.11	2.53	Not supported
H3	Participation motivation→ Organizational commitment	0.78	17.1	Supported
H4	Organizational commitment→ Organizational learning	0.76	21.02	Supported
H5	Organizational commitment→ Organizational Performance	0.33	7.37	Supported
H6	Organizational learning→ Organizational Performance	0.57	12.69	Supported

Source: Compiled by this study

Club National of Jerusalem

Correlation Analysis of Personality Traits, Participation Motivation, Organizational Commitment, Organizational Learning and Organizational Performance of club National of Jerusalem

This study applied Pearson correlation analysis to analyze the correlation among personality traits, participation motivation and organizational commitment. The correlation between the variables is determined by the correlation coefficient r value. (Chiu, 2010) The greater the absolute value of the correlation coefficient, the closer the relationship between the variable. For the interpretation and application of the correlation coefficient, once the significance test is passed, if the correlation coefficient is less than 0.10, it means weak or irrelevant; if the correlation coefficient is between 0.10 and 0.39, it means a low correlation; if the correlation coefficient is between 0.40 and 0.69, it means moderate correlation; if the correlation coefficient is between 0.70 and 0.99, it is highly correlated; and if a correlation coefficient value is 1.00, it is completely correlated (Wu, 2009). The relevant scores are shown as follows.

1. Correlation Analysis of Personality Traits, Participation Motivation and Organizational Commitment

Through the correlation analysis of Pearson's product difference, it is found that the correlation coefficient between personality traits and participation motivation ranged from 0.337 to 0.517; the correlation coefficient between personality traits and organizational commitment ranged from 0.213 to 0.396; which shows the correlation coefficients between the factors of other personality traits and participation motivation, organizational commitment, organizational learning and organizational performance were all significantly positively correlated, while neuroticism of personality traits and retention commitment of organizational commitment were lowly correlated.

2. Correlation Analysis of Participation Motivation and Organizational Commitment:

According to the Pearson product correlation analysis, the correlation coefficient between participation motivation and organizational commitment ranged from 0.309 to 0.654, indicating that the correlation coefficient between participation motivation and organizational commitment was significantly moderately positively correlated.

Table4- 8 Correlation Analysis of Personality Traits, Participation Motivation and Organizational Commitment

	Agreeableness	Conscientiousness	Extraversion	Neuroticism	Openness	Self-growth	social service	Interpersonal interaction	Value recognition	Organizational recognition	Effort commitment	Retention commitment
Agreeableness	1	.701**	.684**	.563**	.578**	.451**	.517**	.526**	.453**	.396**	.315**	.353**
Conscientiousness		1	.652**	.714**	.630**	.448**	.446**	.470**	.461**	.397**	.367**	.303**
Extraversion			1	.706**	.647**	.488**	.499**	.511**	.394**	.333**	.373**	.384**

Neuroticism	1	.651**	.477**	.396**	.411**	.337**	.322**	.334**	.213**
Openness		1	.489**	.448**	.479**	.401**	.325**	.316**	.308**
Self-growth			1	.592**	.613**	.499**	.350**	.380**	.309**
social service				1	.622**	.620**	.425**	.342**	.379**
Interpersonal					1	.587**	.414**	.382**	.424**
interaction						1	.652**	.463**	.464**
Value							1	.569**	.528**
recognition								1	.539**
Organization									1
recognition									
Effort									
commitment									
Retention									
commitment									
Organizational									
learning									
Organizational									
performance									

** . The correlation is significant at a significant level of 0.01 (two-tailed).

3. Correlation Analysis on Organizational Commitment, Organizational Learning and Organizational Performance:

As can be seen from the above table, organizational commitment (value commitment, effort commitment and retention commitment) was significantly positively correlated with organizational learning ($r = 0.432$; $r = 0.456$; $r = 0.445$); organizational commitment (value commitment, effort commitment and retention commitment) were significantly positively correlated with organizational performance ($r = 0.320$; $r = 0.323$; $r = 0.337$); organizational learning was significantly positively correlated with organizational performance ($r = 0.652$).

Table4- 9 Correlation Analysis of Organizational Commitment, Organizational Learning and Organizational Performance

	Value	Effort	Retention	Organizational	Organizational
Value	1				
Effort		1			
Retention			1		
Organizational				1	
Organizational					1

** . The correlation is significant at a significant level of 0.01 (two-tailed).

Regression Analysis of club National of Jerusalem

To further understand the impacts of personality traits, participation motivation, organizational commitment, organizational learning and organizational performance, this study used stepwise regression analysis, with personality traits and participation motivation as independent variables for organizational commitment, and organizational commitment and organizational learning as independent variables for the impact on organizational performance.

H1: Personality traits have a positive and significant impact on participation motivation.

When the self-variable was personality traits, participation motivation was significant ($\beta = 0.644$; $t=13.299$; $p<0.001$), indicating that personality traits affect participation motivation ($R^2 = 0.412$; $F=176.866$; $p<0.001$), and personality traits can explain 41.2% of participation motivation.

Table4- 10 Regression Analysis of Personality Traits and Participation Motivation

	Unnormalized coefficient		Normalized coefficient	t	Significance
	Estimated value of B	Standard error	Beta allocation		
Constant	1.459	.131		11.112	.000
Personality traits	.541	.041	.644	13.299	.000
F value	176.866**				
Adjusted R squared	0.412				

Note: * $P < 0.05$, indicates significant ** $P < 0.01$, indicates significant

H2: Personality traits have a positive and significant impact on organizational commitment.

H3: Participation motivation has a positive and significant impact on organizational commitment.

When the dependent variable was organizational commitment, personality traits ($\beta = 0.151$; $t=2.291$; $p<0.05$) and participation motivation ($\beta = 0.501$; $t=7.624$; $p<0.001$) were significant, indicating personality traits and participation motivation have an impact on organizational commitments ($R^2 = 0.36$; $F=73.302$; $p<0.001$), and personality traits and participation motivation can explain 36% of organizational commitment.

Table4- 11 Regression Analysis of Personality Traits and Participation Motivation to Organizational Commitment

	Unnormalized coefficient		Normalized coefficient	t	Significance
	Estimated value of B	Standard error	Beta allocation		
Constant	1.193	.180		6.642	.000
Personality Traits	.136	.059	.151	2.291	.023
Participation Motivation	.540	.071	.501	7.624	.000
F value	73.302**				
Adjusted R squared	0.36				

Note: * $P < 0.05$, indicates significant ** $P < 0.01$, indicates significant

H4: Organizational commitment has a positive and significant impact on organizational learning.

When the independent variable was organizational commitment, the dependent variable of organizational learning was significant ($\beta = 0.533$; $t = 9.948$; $p < 0.001$), indicating that organizational commitment affects organizational learning ($R^2 = 0.281$; $F = 98.972$; $p < 0.001$), and organizational commitment can explain 28.1% of organizational learning.

Table4- 12 Regression Analysis of Organizational Commitment to Organizational Learning

	Unnormalized coefficient		Normalized coefficient	t	Significance
	Estimated value of B	Standard error	Beta allocation		
Constant	1.380	.199		6.932	.000
Organizational commitment	.585	.059	.533	9.948	.000
F value	98.972**				
Adjusted R squared	0.281				

Note: * $P < 0.05$, indicates significant ** $P < 0.01$, indicates significant

H5: Organizational commitment has a positive and significant impact on organizational performance.

H6: Organizational learning has a positive and significant impact on organizational performance.

When the dependent variable was organizational performance, organizational commitment ($\beta = 0.061$; $t = 1.081$; $p > 0.05$) and organizational learning ($\beta = 0.620$; $t = 10.948$; $p < 0.01$) were partially significant, with organizational commitment and organizational learning to have an impact on organizational performance ($R^2 = 0.424$; $F = 93.278$; $p < 0.000$), and organizational commitment and organizational learning can explain 42.4% of organizational performance.

Table4- 13 Regression Analysis of Organizational Commitment, Organizational Learning to Organizational Performance

(Constant)	1.240	.194		6.386	.000
Organizational commitment	.067	.062	.061	1.081	.281
Organizational learning	.619	.057	.620	10.948	.000
F value	93.278**				
Adjusted R squared	0.424				

Note: * P < 0.05, indicates significant ** P < 0.01, indicates significant

This study examined its path analysis and results as shown in Figure 4-2 and Table 4-37. The results show that continuous personality traits positively influenced participation motivation, personality traits and motivation positively influenced continuous organizational commitment, organizational commitment positively affected organizational learning, organizational commitment and organizational learning positively influenced continuous organizational performance, and the hypotheses were all established except Hypothesis 5. Hypothesis 5 believes that organizational commitment has a positive impact on organizational performance, but this study found that this causal relationship did not exist, but it had a positive and significant impact on organizational performance through organizational learning, mainly because the members of the club National of Jerusalem are younger and under 40 years old and they joined the clubs within 5 years. After joining the organization, it is too heavy to turn organizational commitment into organizational performance. If through organizational learning, it will have a significant impact on organizational performance.

Based on the research model theoretic structure and the analysis of the above observational data, this study confirmed the path analysis of each construct. The interpretation values are shown in Figure4-2.

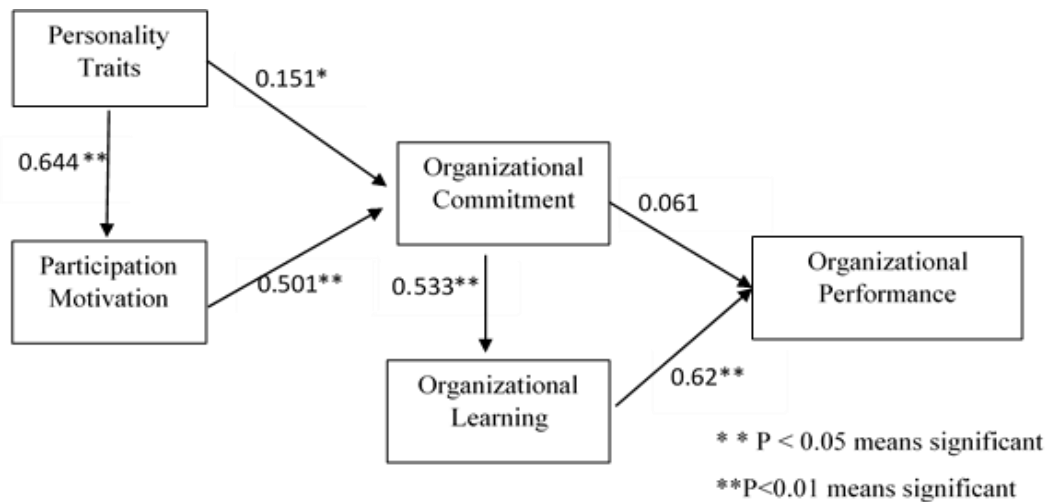


Figure4- 2 Club National of Jerusalem Path Map

Table4- 14 Path Analysis and Hypothesis Test Results

Research hypothesis	Structural model path	Path coefficient	t value	Hypothesis verification result
H1	Personality Traits→ Participation motivation	0.644	13.299	Supported
H2	Personality Traits→ Organizational commitment	0.151	2.291	Supported
H3	Participation motivation→ Organizational commitment	0.501	7.624	Supported
H4	Organizational commitment→ Organizational learning	0.533	9.948	Supported
H5	Organizational commitment→ Organizational Performance	0.061	1.081	Not supported
H6	Organizational learning→ Organizational Performance	0.62	10.948	Supported

Source: Compiled by this study

Comparative Analysis of club National of Bethlehem and club National of Jerusalem

According to the above analysis, this study found that with the club National of Bethlehem, personality traits can explain 66.7% of participation motivation, but personality traits cannot directly explain the relationship of organizational commitment, and personality traits can explain 78.1% of the organizational commitment through participation motivation. Organizational commitment can explain 58.6% of organizational learning, organizational commitment and organizational learning can explain 73.4% of organizational performance. For club National of Jerusalem, personality traits can be used to explain 41.2% of participation motivation, personality traits and participation motivation can explain 36% of organizational commitment. Organizational commitment can explain 28.1% of organizational learning, but organizational commitment cannot directly explain the relationship between organizational performance, and organizational commitment can explain 42.4% of organizational performance via organizational learning.

Table4- 15 Comparative Analysis of club National of Bethlehem and club National of Jerusalem

Research hypothesis	Structural model path	Bethlehem		Jerusalem	
		Conclusion	Power to explain variable	Conclusion	Power to explain variable

H1	Personality Traits→ Participation motivation	Supported	66.70%	Supported	41.20%
H2	Personality Traits→ Organizational commitment	Not supported	-	Supported	36%
H3	Participation motivation→ Organizational commitment	Supported	78.10%	Supported	
H4	Organizational commitment→ Organizational learning	Supported	58.60%	Supported	28.10%
H5	Organizational commitment→ Organizational Performance	Supported	73.40%	Not supported	-
H6	Organizational learning→ Organizational Performance	Supported		Supported	42.40%

According to the conclusion, the path architecture of club National of Bethlehem can be proposed as follows:

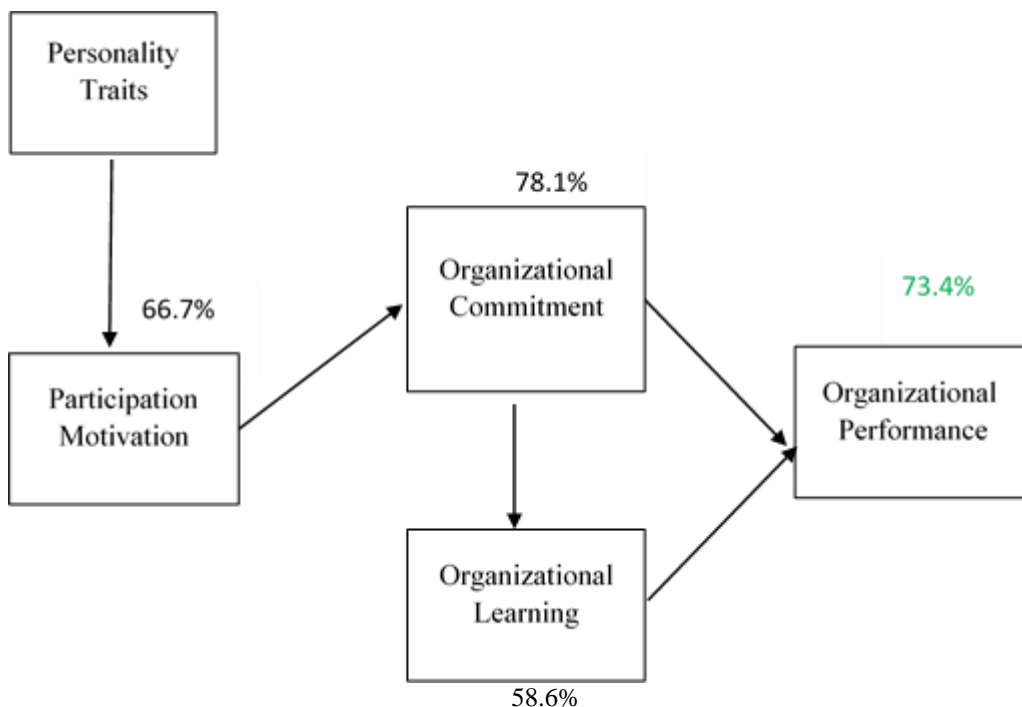


Figure4- 3 Path Architecture of club National of Bethlehem

According to the conclusion, the path architecture of club National of Jerusalem can be as follows:

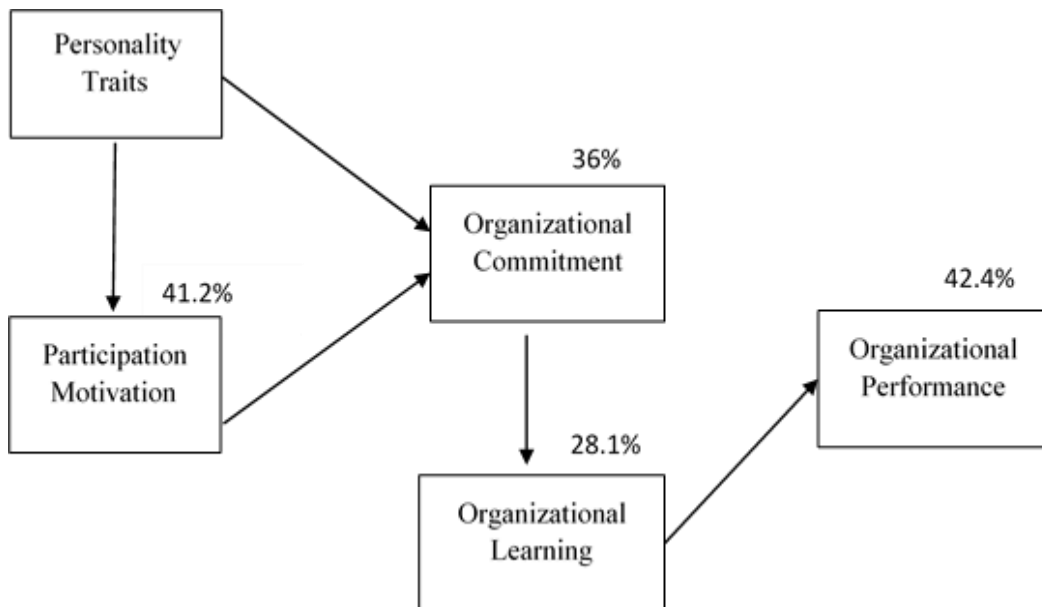


Figure4- 4 Path Architecture of club National of Jerusalem

Conclusion and Suggestion

Findings of Narrative Statistical Analysis

From the sample structure of this study, it is found that in terms of gender, most of the members of the National club in Bethlehem and Jerusalem are male, indicating that there are still gender differences in the participation of the association, and this is more obvious in Jerusalem's region than the Bethlehem region. In terms of marital status, Bethlehem's members of the National club are mostly married, while they are mostly unmarried in Jerusalem, indicating that the members of the associations in the Jerusalem's region are younger than those in the Bethlehem region. In terms of educational level, the members of the clubs National in both Bethlehem and Jerusalem are mostly university (junior college) or above, indicating the popularity of education in Bethlehem and Jerusalem, and it is found that 24.2% of the members of clubs National of Jerusalem have a master degree, showing that Jerusalem's with high education level are more willing to participate in community activities. In terms of careers, most of the members of the club National in Bethlehem and Jerusalem are entrepreneurs, but Bethlehem entrepreneurs account for more than 60%, while Jerusalem's entrepreneurs account for only 26.6%, while other occupations are evenly distributed, meaning more public employees or employees can be invited to participate in the clubs National of Bethlehem. In addition, due to Jerusalem's nationality, employees have the boss's mentality, are willing to spend more time to join the community, invest in themselves, enrich themselves, increase connections and contribute to the society. In terms of the seniority in the National club, most members of National club in Bethlehem and Jerusalem have the

seniority of 1-10 years. This means new members are needed to join the clubs to activate the clubs. In terms of the time of the establishment of clubs that the members have joined and the number of club in the organization, compared to the club National of Bethlehem, the club National of Jerusalem has a longer history and more members. For the highest position in the club, most respondents are members of club National in Bethlehem and Jerusalem, but it is found that members of the club National of Bethlehem have shown more willingness to serve as presidents. It is possible that Bethlehem is a high percentage of entrepreneurs, and the job of a president requires a financial burden, which makes it difficult for the public employees and the employees to afford.

Findings of Statistical Variable Analysis

On different background variables, female members of clubs National in Bethlehem and Jerusalem are better than men in their participation motivation, organizational commitment, organizational learning and organizational performance, indicating that women will show greater enthusiasm in participation in the environment of inequality between male and female if they have the opportunity to join in community groups. Unmarried or married members who participate in clubs National in Bethlehem have different performances in participation motivation, organizational commitment, organizational learning and organizational performance, but married members who participate in clubs National in Jerusalem are better than unmarried members in terms of participation motivation, organizational commitment, organizational learning and organizational performance, showing that married members who participate in clubs National in Jerusalem show a higher sense of participation and a sense of mission to the organization. The higher age groups of members in both Bethlehem and Jerusalem show better performance in participation motivation, organizational commitment, organizational learning and organizational performance. The age group of 41-60 years old has the highest performance in participation motivation, organizational learning and organizational performance. The members of club National in both Bethlehem and Jerusalem with an education level of high (vocational) school or below have a better performance in organizational commitment, organizational learning, and organizational performance to the National club.

As found the comparison of the members who joined clubs National for the first time in both Bethlehem and Jerusalem, young people join the club earlier than Bethlehem's young people. Therefore, it is 10 years earlier for members of the club National of Jerusalem to take the job of president than the members of club National of Bethlehem. And after serving as president, members of club National of Bethlehem show greater willingness to take over higher positions than members of club National of Jerusalem.

Influence Relationship between Each Research Construct and Model

It is found from the research of personality traits and participation motivation that if clubs National in Bethlehem and Jerusalem want to improve their members' participation motivation, they can look for the members who show

continuity and uniqueness in personal traits, behaviors, thinking patterns and emotional expressions and are different from others. For example, the members with such personality traits as to be willing to be in contact with people, be able to chat with people of all kinds in the party, generate novel ideas in the brain all the time, and be willing to be the focus of everyone, feel comfortable in the crowd, and the members with their own characteristics, who actually have a strength in the heart and can continue to participate in the community.

As found from the research on personality traits, participation motivation and organizational commitment, because the Bethlehemese people are more outgoing, less formal, more enthusiastic, will do things according to their own personality and ideas, pay more attention to individual freedom, so the part for organizational commitment must be influenced by participation motivation as the people have such traits. When there is a clear participation motivation, Bethlehem club must identify and invest in specific organizations, including believing and accepting the goals and values of the organization, and willing to work hard to achieve organizational goals and have a strong desire to maintain membership, that is, they need to know the reason for participating in the community, which may be that "I will enhance my self-goal goals by participating in the club". For example, Bethlehemese club believe that participating organizations can get good opportunities for learning and growth, make career plans, make themselves more mature, and improve their quality of life. It is a good performance for lifelong learning, and they feel more confident and fulfilling, or that they are doing their best for social education, care for the future of the public, serve others to give back to the society, and get a high evaluation from society. There is the significance to enhance the value, and thus affect the desire to maintain membership. Among the members of Jerusalem, the personality traits of their members can influence the organizational commitment, indicating that Jerusalem's members are themselves the people willing to participate in the community and have relevant qualities, so the club's personal recognition and input intensity of specific organizations will increase. It may also be because of the Jerusalem's national character, as the Jerusalem's like to follow the rules and regulations and they are more cautious in character, more delicate in mind and more introverted. If a person has such traits, he or she will be willing to make efforts to specific organizations. And Jerusalem attaches importance to the calmness and peace of group life. To maintain peace in the group, it needs to be established that everyone has a common goal. Jerusalem adopts the idea of rules and etiquette. Regardless of the strictness of the regulations, whether it is a school, a place to work, or a workplace, there will be a set of rules and etiquette that have been formulated. Even if there are no explicit provisions, there are certain criteria. The main principle of these regulations is, "Do not cause trouble for others and groups." Jerusalem attaches great importance to the consistency of group interests and ideas. Therefore, for the comparison between Bethlehem and Jerusalem, Jerusalem's people are more willing to identify with organizational commitment than Bethlehem's people. A very important factor affecting organization recognition is participation motivation. Therefore, the sustainable development of club National in Bethlehem and Jerusalem need to strengthen the participation motivation to attract members.

The findings of the research on organizational commitment to organizational learning show if the members of club National of Bethlehem and Jerusalem decide to join the club, the club' personal recognition of the club and the intensity of input will affect the willingness of the club to learn in the organization, including club' belief and acceptance of the organization's goals and values, willing to work hard to achieve organizational goals and having a strong desire to maintain membership. So, to improve club' willingness to make considerable efforts to achieve organizational goals and desire to continue to be members of the organization, club should be allowed to actively participate in the activities of the image of club, so that club believe that they are closely related to the future development of the club. When lack of the function experience, they will continue to participate in activities to enhance their service capabilities. If the implementation is good, in the case of special charity or commendable deeds, the conference can openly honor and praise the parties concerned and make the club willing to accept any service opportunities assigned by the club, go all out and like to serve hard to win the respect from the public, and it will let the club feel a sense of honor and belonging, and will continue to stay in the Club for service. Through this approach, club can share, evaluate and integrate with others in their personal learning. When other members of the organization face the same problem, they solve the problem together via "experience sharing and learning together".

The research on organizational commitment, organizational learning and organizational performance found that for Bethlehem club, if they are willing to believe in the goals and values of the organization or can improve the ability to solve problems through the learning, they can achieve performance for the purpose of the organization. But the Jerusalem's club like to plan everything to be done first. Every detail must be in their plan, and they strive to be foolproof. Therefore, when they accept the goals and values of the community, because of the framework of the social class and the organizational hierarchy, they must achieve the performance of the organization through joint learning. Each member has a responsibility for the future development of the club. Everyone has a clear and definite vision as well as exact positioning of the club. With club happy to play with their individual expertise and willing to share with other club, each member has a common understanding of the problem facing the social issues. Members will learn from each other and grow together and get used to cooperating with each other to complete social affairs. This method is used to enhance the efficiency of club work and enhance the sense of value of social groups, so those clubs feel that the club as a whole is a very successful community organization, and the overall performance will be improved. Therefore, when Bethlehem and Jerusalem people are compared, the Bethlehem's are more likely to recognize organizational performance than the Jerusalem's people, because the Bethlehem's believe that they have the ability to contribute to the organization, while Jerusalem's members believe that they must learn through the organization to achieve organizational performance. Bethlehem and Jerusalem people have their own advantages and disadvantages in terms of achieving organizational performance. In addition to achieving organizational performance through organizational learning, the members of club National of Bethlehem believe in themselves, and believe that they are independent and have the ability to achieve organizational performance. They are more flexible and creative with a

lot of more space to play than the members of club National of Jerusalem. But from another perspective, the organizational performance of the club may be made complicated and variable and organizational norms may be missing because of personal flexibility, great change and lack of organizational learning, and under the leadership of different organization members, there may be different organizational performance norms that are lack of consistency, such as the change in regular meeting time or organizational performance evaluation norms.

Research Limitations and Future Research Suggestions

This study referred to the important literature review abroad, and added relevant theoretical basis and current market conditions in order to meet the combination of theory and practice. Although it strived for objectivity, integrity and rigorous attitude in research, the research results are somewhat deficient because of the limitations of personal knowledge, funding and time. Therefore, this study proposed some suggestions for the shortcomings as a direction that follow-up researchers may explore.

Research Limitations

1. Sampling Restrictions

The sampling of this study sample was convenient sampling facilitated by field visits. The viewpoints were from the research subjects who are the members of clubs National in the areas of Bethlehem and Jerusalem, which may cause sampling errors. In addition, based on limited resources and time, only 314 valid questionnaires from Bethlehem and 252 valid questionnaires from Jerusalem were collected as research samples for data analysis. If more samples can be collected, the overall degree of the research model will be increased and the reference value of the research results will be enhanced.

2. Limitations of Cross-sectional Studies

This study used the questionnaire survey method, but it was limited by time and funding. Therefore, only the cross-sectional study data can be used as the basis for verification and deduction and it was impossible to adopt a more comprehensive research method to collect data to explore the causal relationship among the variables. Thus, we were only able to observe the phenomenon at a certain point in time, and cannot understand its changes at different times, and the changes in the impact on consumers' follow-up behavior, so that the research results will be limited in inference.

Future Research Suggestions

This study only made the correlation study of the personality traits, participation motivation, organizational commitment, organizational learning and organizational performance of Bethlehem club National, and of Jerusalem club National. However, other cities and towns are still unable to join their research, and there are still many issues worth exploring in the areas of personality traits, participation motivation, organizational commitment, organizational learning and organizational performance.

- (1) Incorporating Qualitative Research
- (2) Survey Using Multi-level Cluster Sampling Methods as well as Network and Entity Questionnaires

If resources are abundant, the number and type of research samples should be expanded, and the network and entity questionnaires should be used for surveys, because different groups may present different personality styles and needs, such as multi-level cluster sampling methods.

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