

Examining the Moderating Effect of Work Motivation on the Lecturer Performance: A Contribution to Organizational Commitment and Competence

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Abstract

Lecturers are professional educators and scientists with the main task of transforming, developing and disseminating science, technology, and arts through education, research, and community service. This study focuses on the influence of organizational commitment and competence of the faculty performance: The moderating role of work motivation. Thus, the aim was to explore the contribution of organizational commitment, competence and motivation in creating a superior faculty performance. This study uses 73 respondents parties directly involved in the educational process and research and community service in the Faculty of Science and Technology, Alauddin State Islamic University. The research data is primary data obtained by sending a questionnaire to the respondent. Data were analyzed using regression analysis and use applications WarpPLS. The research findings indicate that organizational commitment and high competence of lecturers who proved able to make an important contribution in the creation of good work in accordance with the expectations of the university, but not with the motivation to work. The role of work motivation as a moderating proven to strengthen the influence commitment and organizational competence of lecturers in the work in accordance with the Three pillars of higher education comprising education, research and community service

Keywords: Motivation, organizational commitment, competency, lecturer performance

1. Introduction

University has a very strategic position in order to produce human resources qualified to the required readiness of college with all devices including academic staff (lecturers) as the prime mover of learning activities, so that teachers should get a coaching career that is planned and especially transform, develop and disseminate science, technology, and art through education, research, and community service. (The Law of Republic Indonesia. Article 1, paragraph 2 of No. 14/2005 on Teachers and Lecturers). Implementation of these laws requires lecturers to have academic qualifications, competence, teaching certificate and meet other qualifications

(physically and mentally healthy) required by higher education unit where the lecturer is in charge, as well as having the ability to achieve national education goals.

Lecturers are professional educators and scientists with the main task to transform science, develop, and disseminate science, technology, and art through education, research, and community service, including faculty who serve on the College of Religious held by government hereinafter referred to as the College of Religious (PTKN), the College under the auspices of the Ministry of Religion of the Republic of Indonesia (Government Regulation No. 4 of 2014). Success in meeting the objectives is strongly influenced by the performance of lecturers. Performance is the performance, which is the ratio between the real works with labor standards set. Each university tried to strive continuously to improve the performance of lecturers in supporting the achievement of the vision and mission of the college.

Study on the performance of lecturers has been done, some previous researchers have proven that, competencies, organizational commitment and work motivation proved to be antecedents of faculty performance (Pardiman, 2018; Suryaman, 2018; Rusydi, 2017; Hakim & Fernandes, 2017; Sani & Maharani, 2015). The Law of Republic of Indonesia No. 14 Year 2005 on Teachers and Lecturers, confirmed that the competencies required of lecturers teaching agent include; pedagogic competence, personality, social, professional competence. Competence is one of the characteristics of the underlying lecturers to achieve high performance in their work. The characteristics appear in the form of knowledge, skills and attitude. This study attempted to limit the competence of lecturers on personal competence with only reason that the most important condition and needed now is the ability of faculty to develop a personality for the better as well as the ability to interact and communicate then the ability to implement the guidance to the students. Based on the observations made at the Alauddin Islamic State University indicate that the lecturers performance is still relatively low, as evidenced by the lack of desire lecturers to conduct Three pillars of higher education and has not focused capabilities and expertise of lecturers at the college where they were assigned due to the unmet needs of the economy faculty at the college where they are assigned to be found there are many professors who teach at other universities as well as the limited lecturer knowledge and skills in performing Three pillars of higher education college despite the attitude, they exhibited in the workplace is fair. This contributes to the low absorptive capacity of the working world produced scholars.

The influence of organizational commitment on the performance of lecturers have been widely studied by scholars are still arguing in explaining causality between these variables. Organizational commitment has a positive significant effect on organizational performance (e.g., Prasetyo & Triastity, 2011; Dhara et al., 2017; Amirullah et al., 2018; Wartini & Imaniyati, 2018; Sari & Seniati, 2018; Munir et al., 2018; Angelica, 2018; Rosyidah et al., 2018). The rebuttal evidence obtained from other researchers that organizational commitment insignificant effect on individual performance (Nurchahyo, 2018).

Demonstrated of organizational commitment in the workplace can improve the quality of work, but in practice the ability and expertise of lecturers also contributed to the creation of work effectiveness. Competence is one factor supporting the performance of lecturers. Empirical evidence suggests that reflect roommates competency in core competencies, functional competency, managerial competency, and technical competency based on job evaluation can be a accommodate internal job equity criteria to calculate value with more fairness for all (Pradiptasari & Gustomo, 2018). Self-competence has a strong positive effect on the travel agents' performance similarly; both competence and change competence team had a positive effect on the travel agents' performance (Elbaz et al., 2018). Perceived competency and self-efficacy is an individual's beliefs about the capabilities of the individual in performing a

task or action is not significant to the performance of individual students indicated (Kolovelonis & Goudas, 2018). Similar facts prove that no significant managerial competence to organizational performance (Dewi & Christian, 2018).

Creation of faculty performance depends not only on organizational commitment and competence of lecturers, there are factors that can strengthen the influence among these variables, namely work motivation. Previous studies have shown that motivation significantly affect the performance of the individual (Ariyanto & Triastity, 2011). Some research has investigated the strengths and weaknesses of work motivation as a moderating variable which leads to the high or low of the work. Organizational commitment on individual performance with the support of employee motivation (Ariyanto & Triastity, 2011). The findings were obtained denials from other studies, which motivation is not as moderating in analyzing the effect of organizational commitment to individual performance (Pramono & Suddin, 2011). Work motivation is not able to moderating affect of competence on the individual performance (Ariyanto & Triastity, 2011).

2. Literature Review

2.1 Organizational commitment and performance

Levels in the organization's commitment outlined in the university's commitment to the lecturers and lecturers of the university's commitment is indispensable because through these commitments will create a professional working environment (Sjahrudin & Normijati, 2013). Organizational commitment is a behavioral perspective that is where the commitment is defined as behavior that is consistent with the activity (consistent lines of activity) (Setiawan & Ghozali, 2006: 193). So the higher commitment of lecturer then further improves the performance of lecturers. The higher the faculty's commitment to his task, the higher the performance that will be produced, which leads to higher levels of assessment (e.g., Wright, 1992; Toban & Sjahrudin, 2016).

The nature of organizational commitment can change over time as the views of the working period. Lecturers with tenure higher generally have an additional job as a lecturer structural. Lecturers of his tenure of new or relatively limited prone to boredom due to monotonous work even less challenging, causing the professor's commitment will be low (Ferris, 1981).

Hypothesis 1. There is a positive relationship between organizational commitment and lecturer performance

2.2 Competencies and performance

A lecturer is one of the essential components of the education system in college. The role, duties and responsibilities of lecturers are very meaningful to produce quality resources. Lecturers are required to show a good performance. Good performance should be supported by competency. Factors competence of lecturers covering the suitability of knowledge and skill in the execution of duties will have an impact on the performance of employees as the embodiment of his achievements. Competence can be broadly defined as a basic characteristic of individuals who have a causal relationship with the criteria used as a reference, effective and superior performance in the workplace or in certain situations. The basic characteristic implies that competence must be fundamental and include the person's personality and can predict a person's attitude to the situation and the specific work activity (Elbaz et al., 2018).

The causal relationship means that competence can be used to predict the superior performance, while criterion referenced competency means that the real will predict a person who works well or badly, as measured on specific criteria or standards. Thus it can be said

that competence is a basic characteristic of a person that enable it to provide superior performance in a job, role or situation (Tan, 2018). Competence in academic context is a statement that describes the appearance of a unanimously ability which is a blend of knowledge of ability that can be observed and measured. Lecturers must have competence (pedagogy) which must be mastered and manifested through knowledge, skills and values that are reflected in the habit of thinking and acting. The higher a person's suitability in areas of their competence can be making the higher the level of faculty performance. Competence refers to the character of knowledge, skills and abilities of each individual or personal character affecting individual job performance directly. Competency is a fundamental characteristic of individuals associated with the size or effective, or at least reference the performance of a job or a particular situation (Becker & Huselid, 2006).

Hypothesis 2. There is a positive relationship between competence and lecturer performance

2.3 The moderating role of work motivation

Motivation is a process that shows the individual intensity, direction, and persistence of effort toward achieving goals, a high performance can be achieved if the organization is able to motivate members of the organization in a proper manner (Robbins, 2006). Performance is a function of motivation refers to the degree of success in implementing the tasks and the ability to achieve the goals set. Otherwise the performance and success if the desired objectives were achieved (Shah et al., 2018). Achievement of the performance of someone who is motivated by someone who did not have a good motivation comes from within and outside themselves must be different. Because motivation will affect a person's reaction and work processes, which are then able to strengthen the competence of lecturers (Zee et al., 2018).

Early scholars assumed that exclusively Organization needs to focus on external factors such as rewards and punishments to motivate reviews their employees (Steers, Mowday, & Shapiro, 2004). However, during the human relations movement, scholars discovered that some employees experienced high motivation when Reviews their work was interesting and pleasant (e.g., Herzberg, 1986; McGregor, 1960). The view that motivation was tied to inner psychological experiences (e.g., interesting and challenging work) became the foundation of self-determination theory and the intrinsic and extrinsic motivation (e.g., Deci & Ryan, 1985; Hackman & Oldham, 1976).

Drawing from motivation theories, extant studies of crowd sourcing contests have found that work motivation significant effect on performance (Selvarajan et al., 2018). The interactive effect of intrinsic motivation focused on human performance in the formal organizational contexts. In crowd-sourced contests, reviews their joint effect is unknown. Given the unclear nature of Reviews their interaction, it is imperative to fully understand how the intrinsic motivation and extrinsic invectives work with or against together so that crowd sourcing outcomes can be improved (e.g., Deci et al. 1999; Warneken & Tomesello 2008; Cerasoli et al., 2014). Competence system can be used as a tool to determine or predict the success of the work of lecturers, because competence explored further the position of lecturer in the university (roles and responsibilities) to provide information about the knowledge, skills or behaviors necessary to achieve success as a lecturer (Robotham & Jubb, 1996). There are two competencies, namely the existence of behavior and skills-based so that competence is seen as central to the success of achieving the performance that is influenced by their knowledge, skills, expertise and attitude (Hines, 2017).

The lecturer commitment who always influenced by the expectations of the lecturers at the university, the relative impact on performance or job performance and so we need a high motivation in the achievement of the expected performance. Organizational commitment is the degree to which a university lecturer in favor of and objectives and intends to maintain its membership in the university. There are three (3) primary key of the motivation in organizational behavior, i.e. the willingness to work, achievements and goals of the organization. With the organization's commitment to someone will lead to motivation to work as well as possible in an effort to achieve common goals with the consequence that the commitment is realized because motivation is a process or a factor that encourages a person to behave in ways that conform with its commitments (Robbins & Judge, 2008).

Hypothesis 3a. There is a positive relationship between work motivation and lecturer performance

Hypothesis 3b. The relationship between organizational commitment and lecturer performance is moderated by work motivation

Hypothesis 3c. The relationship between competence and lecturer performance is moderated by work motivation

3. Methods and Materials

This study was conducted the Faculty of Science and Technology, Alauddin State Islamic University which is one of the government-owned universities in Makassar South Sulawesi Province. Selection of faculty as the unit of analysis done on the grounds that the lecturers are professional educators and scientists whose main role is to transform, develop, and disseminate science, technology, and art through education, research, and community service. Lecturers have a moral responsibility in the intellectual life of the people of Indonesia. Although this research is deductive approach and adopt the method of survey, questionnaires were administered alone selected as the data collection instruments. The measurement of moderator variable (work motivation) is compensation, affiliates and self-actualization needs (e.g., Robbins, 1999; Gibson et al., 1997: 95). Organizational commitment as independent variables using Organizational Commitment Scale (Meyer & Allen, 1991) and competence variables measured by three indicators include; knowledge, skills, and behaviors (Rivai, 2010).

Recently Reviewed faculty performance variables using Three-dimensional Comprising pillars of education, higher education, research and community service (for Higher Education Law Number 12, 2012). All items that have been questioned in the variables use seven-point Likert scale (1 = strongly not Agreed and 5 = strongly Agreed). The convenience sampling using for this study, we will distribute 119 questionnaires and returned only as much as 73 questionnaires. The response rate was 61.34%. Hypothesis testing using SEM-PLS utilizes WarpPLS 5.0

4. Data Analyzes and Results

The method for data analysis using Structural Equation Modeling-Partial Least Squares (PLS-SEM) utilizes WarpPLS 5.0. The equipment selection is done by the number of units of data are analyzed relatively small ($n = 73$). Descriptive statistics for sample Showed that majority of respondents were from male gender (that is 79.50%), belonged to age group of 46-55 (that is 51.86%), had a qualification of Master Degree (that is 57.12%) and were having job tenure of 10 or more years (that is 69.75%). Descriptive statistics for work motivation

(mean = 4.12) Showed an above average score. The score of organizational commitment (mean = 4:04), competence (mean = 3.74) and lecturer on performance (mean = 4.29) was above average.

The results of testing the feasibility of the model research shows that the Average path coefficient (APC = 0.283; at P = 0.003), then Average R-squared (ARS = 0.708; P<0.001), next Average adjusted R-squared (AARS = 0.686; P <0.001), hereinafter Average block VIF (AVIF = 2.478; acceptable if <= 5) and Average full collinearity VIF (AFVIF = 3.054; acceptable if <= 5). These results prove that the goodness of fit models is met (Hasanuddin & Sjahrudin, 2017). Model measurements (measurement model or inner model) assessed based on the criteria of convergent validity, discriminant validity, P-value indicator of all latent variables, and reliability. Convergent validity requires that the average variance extracted (AVE) => 0.50 and from the analysis showed that all the variables have the AVE value => 0.50.

Discriminant validity requires that the value of the square root of AVE should => than the value of the correlation between latent variables, in addition to the indicator's loading should be => compared cross loadings (Hasanuddin & Sjahrudin, 2017). The discriminant validity has good value. The factor loadings probability value ≤ 0.05 (Hair et al., 2006; Kock, 2013). The results showed that the P-value of all the indicators have a value of <0.001 (see Appendix.1 & 2).

Reliability requires that the reliability of composite value should be more than 0.70 (Hair et al., 2014) and Cronbach's alpha coefficient value must be greater than 0.6 (Nunnally, 1978). Reliability of composite value for each variable; employee motivation = 0.77 = 0.86 organizational commitment, competence = 0.87, and the performance of lecturer = 0.92. Then for the effect of interactions (M₁) WMot*Oc = 0.90 and (M₂) WMot*Comp = 0.87. Cronbach's alpha coefficient value of the variable; employee motivation = 0.65, = 0.76 organizational commitment, competence = 0.78, and the performance of lecturers = 0.87, then the interaction effect (M₁) WMot*Oc = 0.87 and (M₂) WMot*Comp = 0.83. Structural model (structural model or inner model) is indicated by the value of R-squared => 0.02 (Kock, 2013). The R-squared value of faculty performance = 0.71. The research model has good predictive relevance if the values of the coefficient of Q-squared => 0 (Kock, 2014). The Q-squared value of 0.55 of faculty performance Hypothesis testing is done by looking at the path coefficient to determine the influence between the latent variables (see Appendix 3).

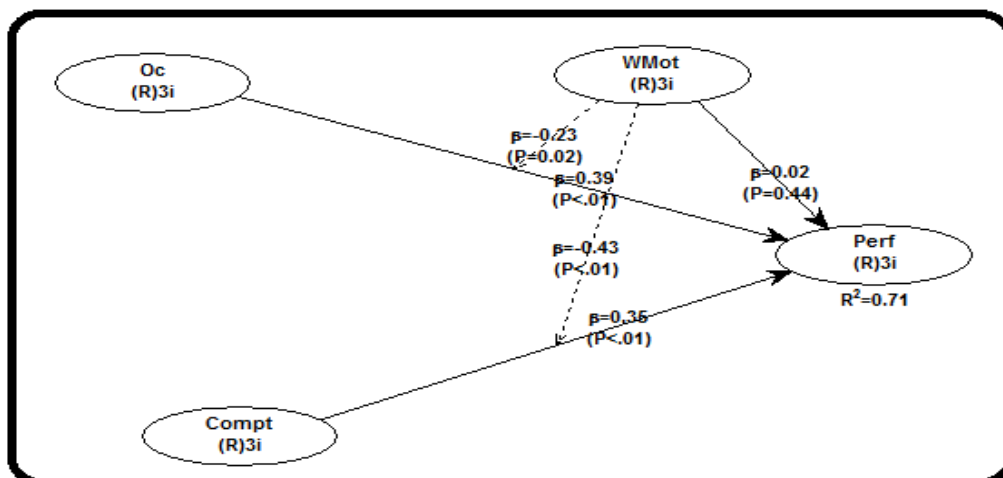


Figure 1. structural model

Structural model Based on this study as follows:

Table 1. Path coefficients and p-value

Path coefficients and P-values						
Variables	Oc	Compt	WMot	Perf	WMot* Oc	WMot* Compt
Perf	0,386 (<0,001)	0,350 (<0,001)	0,017 (<0,441)		-0,234 (0,017)	-0,427 (<0,001)

H₁: Organizational commitment is a positive and significant effect on lecturer performance

These results prove that with the efforts of earnest and made a lecturer with the duties and responsibilities of his accomplishments as well as the care and attention of the university to the faculty each time getting better give effect to the high lecturer commitment to work so that in the end, the higher the performance that will be generated lecturers. Path coefficient value = 0.386 with a positive direction. Influence coefficient is positive, meaning that the high organizational commitment lecturers tend to improve the performance of lecturers. Moreover, it can be proven with the probability value $0.001 > 0.05$. The test results prove that the commitment organizational positive and significant effect on the lecturers performance.

Lecturer at the university level of commitment is necessary because through this commitment will create a professional working environment and academic atmosphere expected by every academicians. Lecturers who looked satisfied with their jobs tend to have a high commitment to the university; the university's commitment to a high faculty can be shown with a sense of dependence and responsibility in the organization with. Lecturers with a low organizational commitment tends to do the job in a way that can interfere with the performance of universities as a high turnover rate, lags in work, complaints and even strikes. Lecturers have psychological ties to the organization in which they work and do the job permanently and continuously, lecturers are working in accordance with the duties and responsibilities defined as a lecturer who has a high lecturer commitment.

This study supports the findings of scholars that organizational commitment significantly on individual performance (Presto & Triastity 2011; Dhara et al. 2017; Amirullah et al., 2018; Wartini & Imaniyati, 2018; Sari & Seniati, 2018; Munir et al., 2018; Angelica, 2018; Rosyidah et al., 2018). Disputing the findings of other researchers that organizational commitment had a non significant effect on individual performance (Nurchahyo, 2018). Lecturers have a strong desire to survive and Advance University realized by keeping the good name of the university and improves their work from time to time and devotes all its ideas and energy to create a superior university.

H₂: Competence is a positive and significant effect on lecturer performance

Competence demonstrated through attitudes and behavior based on Islamic religious values, so that lecturers always are friendly and polite in behavior. The condition is caused because in general the lecturers have additional duties beyond his profession is as Muballiqh or scholars, behave and act so that the underlying recording with Al-Quran and Al-Hadith and the Sunnah of the Muhammad Prophet which is their rest in the move. The results showed that the competence which is an indication of knowledge, skills and abilities and the attitudes and behaviors that were returned by the implementing activities of Three pillars of higher education comprising education, research and community service by displaying attitudes and religious behavior in any occasion proven to improve the performance of lecturers. Path

coefficient value = 0.350 with a positive direction. Influence coefficient is positive, meaning that the high competence tends to improve the performance of lecturers. Moreover, it can be proven with the probability value $0.001 > 0.05$.

This study supports the results of research scholars, that competence significant effect on the individual performance (Pradiptasari & Gustomo, 2018; Elbaz et al., 2018). Then reject the results of other studies that competence is not significant in improving the performance of individual (Kolovelonis & Goudas, 2018; Goddess & Christian, 2018). The test results prove that the competence of positive and significant effect on the performance of lecturers. The statement can be interpreted that the high competence in the direction of a positive and meaningful performance improvement Lecturer because in general the lecturers have the ability to work and educational qualifications of lecturers were deemed sufficient to carry out its duties and functions so that the implementation of the three pillars of higher education comprising education, research and community service can be performed well.

H_{3a}: Work motivation is a positive and insignificant effect on lecturer performance

Lecturers' motivations are in a high category, but with the motivation displayed has not been enough to improve the performance of lecturers. The statement was proven through Path coefficient value = 0.017 with a positive direction. Influence coefficient is positive, meaning that the high motivation tends not been able to improve the performance of lecturers. Moreover, it can be proven with the probability value $0.441 < 0.05$. These findings support the results of previous studies that motivation can improve the work of the individual (Hackman & Oldham, 1976; Deci & Ryan, 1985; Deci et al. 1999; Warneken & Tomesello 2008; Cerasoli et al., 2014; Selvarajan et al., 2018).

Rejecting the findings of other researchers that motivation was not able to improve the performance of the individual (Ariyanto & Triastity, 2011). Supporters of motivation given by the university to the faculty has not been in line with expectations and desires of teachers so in some cases fulfilling the needs of lecturers, good for everyday activities in the family and to meet the needs of the development of skills and knowledge, the lecturer has constraint means so that with these constraints become an obstacle to the creation of a high performance of the lecturers.

H_{3b}: Significant effect of organizational commitment on lecturer performance is moderated by work motivation

Provision of motivation is one of the important factors that influence in the election to work at the university. Motivation appropriate to their ability and willingness university lecturer will create a healthy working relationship for the betterment of the university. In addition, the motivation liking lecturer on work could spur the spirit of lecturers to work better over time, so as to provide a positive influence for the improvement of the work of lecturers. Lecturers who have the power to work from within and from outside are themselves tend to be in accordance with the wishes of the university. The statement was proven through Path coefficient value = -0.234 negative direction.

Influence coefficient is negative, meaning that the interaction of work motivation and organizational commitment is relatively low but is proven to improve faculty performance, evidenced by the probability value $0.017 > 0.05$. Rejecting the findings of previous investigators, that motivation is not as moderating in analyzing the effect of organizational commitment to individual performance (Pramono & Suddin, 2011). Lecturers, who are motivated by the salary and allowances, will work in earnest and energetic, eager to do the

tasks given. Instead of lecturers with lower motivation will often display a sense of discomfort and dissatisfaction with the job, because they become poor performance and work performance are not visible.

Lecturers who combine his work at the university to bring the desires, needs and past experiences that shape expectations for her work, and together with the universities strive to achieve a common goal. The underlying reasons for the need for a strong commitment from the lecturer is the need for public confidence in the quality of professional services rendered regardless of which is done individually. Public confidence in the quality of professional services will increase, if the professions realize the standards of work and behavior are high and meet all requirements and can foster motivation so that the performance of lecturers increased. To be able cooperate and work with good achievement. Organizational commitment will affect a variety of behaviors important for the organization to function effectively. Organizational commitment can be high when the expectations are met by the well organization. Furthermore, with the fulfillment of the hope this work will lead to high performance in work.

H_{3c}: Significant effect of competence on lecturer performance is moderated by work motivation

Competence as the underlying characteristics of a person related to the effectiveness of individual performance on the job or the basic characteristics of individuals who have a causal relationship or a causal referenced, effective or performing primary or superior in the workplace or in certain situations (Spencer and Spencer, 1993). Knowledge and expertise as well as attitudes and behavior displayed by both by lecturers proven to improve the performance of lecturers. The statement was proven through Path coefficient value = -0.427 negative direction. Influence coefficient is negative, meaning that the interaction of work motivation and competence is low but is proven to improve faculty performance, evidenced by the probability value $0.001 > 0.05$. Rejecting the findings of previous researchers that work motivation is not able to moderate influence on the performance of individual competence (Ariyanto & Triastity, 2011).

Significant interaction effect was due to the lecturer has a high ability to communicate and interact effectively with the university environment so the impact on the establishment of a good social interaction among faculty, the university leaders. Lecturer in carrying out their duties always act in an objective and non-discriminatory, lecturers showed empathy in communicating to fellow academicians and have a good attitude making it easier for them to adapt to the environment of diverse cultural and social backgrounds are different and constantly establish communication with other professions and other professions. The ability of faculty to devote their knowledge, skills, and attitudes have an impact on the level of conformity held by teachers with an interest and talent contained within them and feeling comfortable in the work, and the relevance to the benefits provided and the high improvement exercise leadership for their welfare in the implementation proven to provide a significant impact on employee motivation high lecturer in improving the quality of implementation of learning and the ability of faculty to always work in accordance with the target specified time.

5. Conclusion

The high commitment of lecturer is necessary because through this commitment will create a professional working environment and academic atmosphere expected by every academicians. Lecturers who looked satisfied with their jobs tend to have a high commitment to the

university; the university's commitment to a high faculty can be shown with a sense of dependence and responsibility in the organization with. Lecturers with a low organizational commitment tends to do the job in a way that can interfere with the performance of universities as a high turnover rate, lags in work, complaints and even strikes.

Lecturers have psychological ties to the organization in which they work and do the job permanently and continuously, lecturers are working in accordance with the duties and responsibilities defined as a lecturer who has a high committed of lecturer. Competence which is an indication of knowledge, skills and abilities and the attitudes and behaviors that were returned by the implementing activities of Three pillars of higher education comprising education, research and community service by displaying attitudes and religious behavior in any occasion proven to improve the performance of lecturers. Supporters of motivation given by the university to the faculty has not been in line with expectations and desires of teachers so in some cases fulfilling the needs of lecturers, good for everyday activities in the family and to meet the needs of the development of skills and knowledge, the lecturer has constraint means so that with these constraints become an obstacle to the creation of a high performance of lecturers.

Organizational commitment will affect a variety of behaviors important for the organization to function effectively. Organizational commitment can be high when expectations are met by the organization well. Furthermore, with the fulfillment of the hope this work will lead to high performance in work. The ability of faculty to devote their knowledge, skills, and attitudes have an impact on the level of conformity held by teachers with an interest and talent contained within them and feeling comfortable in the work, and the relevance to the benefits provided and the high improvement exercise leadership for their welfare in the implementation proven to provide a significant impact on employee motivation high lecturer in improving the quality of implementation of learning and the ability of faculty to always work in accordance with the target specified time.

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Appendix

Appendix 1. Indicator loadings and cross-loadings: View combined loadings and cross-loadings

Measurement	Oc	Compt	WMot	Perf	WMot*Oc	Wmot*Compt	Type	SE	P-value
X11	(0.816)	-0.048	-0.046	0.222	-0.341	0.334	Reflective	0.090	<0.001
X12	(0.897)	-0.023	0.162	0.017	0.225	-0.253	Reflective	0.088	<0.001
X13	(0.757)	0.079	-0.142	-0.260	0.100	-0.060	Reflective	0.092	<0.001
X21	0.259	(0.881)	0.106	0.050	0.155	-0.134	Reflective	0.088	<0.001
X22	-0.066	(0.870)	0.004	0.041	-0.267	0.170	Reflective	0.089	<0.001
X23	-0.226	(0.759)	-0.127	-0.105	0.127	-0.039	Reflective	0.092	<0.001
X31	-0.204	0.228	(0.652)	0.062	0.732	-0.721	Reflective	0.095	<0.001
X32	-0.037	0.024	(0.842)	-0.101	-0.028	-0.033	Reflective	0.090	<0.001
X33	0.238	-0.244	(0.690)	0.064	-0.658	0.721	Reflective	0.094	<0.001
Y11	-0.177	0.239	0.132	(0.817)	0.268	-0.264	Reflective	0.090	<0.001
Y12	-0.047	-0.114	-0.056	(0.960)	-0.125	0.108	Reflective	0.086	<0.001
Y13	0.212	-0.096	-0.061	(0.897)	-0.110	0.124	Reflective	0.088	<0.001
X31*X11	0.407	-0.363	-0.042	-0.125	(0.611)	-0.817	Reflective	0.096	<0.001
X31*X12	0.546	-0.206	0.150	-0.305	(0.716)	-0.674	Reflective	0.093	<0.001
X31*X13	0.757	-0.221	0.305	-0.581	(0.498)	-0.407	Reflective	0.100	<0.001
X32*X11	-0.360	0.451	-0.236	-0.057	(0.797)	-0.168	Reflective	0.091	<0.001
X32*X12	-0.306	0.319	-0.051	-0.012	(0.847)	-0.521	Reflective	0.089	<0.001
X32*X13	-0.262	0.277	0.203	0.051	(0.719)	-0.348	Reflective	0.093	<0.001
X33*X11	-0.174	-0.009	-0.272	0.203	(0.744)	0.990	Reflective	0.092	<0.001
X33*X12	-0.144	-0.137	-0.134	0.224	(0.775)	0.688	Reflective	0.091	<0.001
X33*X13	-0.063	-0.357	0.237	0.420	(0.665)	1.114	Reflective	0.095	<0.001
X31*X21	0.616	-0.339	0.243	-0.648	1.198	(0.521)	Reflective	0.099	<0.001
X31*X22	0.318	-0.103	0.035	-0.582	1.026	(0.542)	Reflective	0.099	<0.001
X31*X23	0.380	-0.603	0.054	-0.070	0.052	(0.211)	Reflective	0.109	0.029
X32*X21	-0.102	0.387	0.088	-0.196	0.691	(0.823)	Reflective	0.090	<0.001
X32*X22	-0.384	0.450	-0.156	-0.014	0.377	(0.823)	Reflective	0.090	<0.001
X32*X23	-0.135	0.189	-0.162	0.319	-0.925	(0.558)	Reflective	0.098	<0.001
X33*X21	-0.062	-0.188	-0.009	0.261	-0.401	(0.845)	Reflective	0.089	<0.001
X33*X22	-0.092	-0.150	-0.147	0.284	-0.425	(0.828)	Reflective	0.090	<0.001
X33*X23	0.044	-0.225	0.178	0.311	-1.299	(0.667)	Reflective	0.095	<0.001

Appendix 2. Indicator loadings and cross-loadings: View normalized loadings and cross-loadings

Measurement	Oc	Compt	WMot	Perf	WMot*Oc	Wmot*Compt
X11	(0.691)	-0.055	-0.053	0.256	-0.393	0.385
X12	(0.705)	-0.024	0.168	0.018	0.234	-0.263
X13	(0.770)	0.081	-0.147	-0.269	0.104	-0.062
X21	0.333	(0.665)	0.136	0.064	0.198	-0.172
X22	-0.076	(0.748)	0.005	0.047	-0.309	0.196
X23	-0.206	(0.831)	-0.116	-0.095	0.116	-0.035
X31	-0.157	0.176	(0.955)	0.048	0.566	-0.558
X32	-0.046	0.029	(0.987)	-0.123	-0.034	-0.040
X33	0.193	-0.199	(0.976)	0.052	-0.534	0.586
Y11	-0.190	0.256	0.142	(0.689)	0.288	-0.283
Y12	-0.043	-0.105	-0.051	(0.728)	-0.115	0.099
Y13	0.247	-0.112	-0.071	(0.699)	-0.129	0.145
X31*X11	0.246	-0.220	-0.025	-0.076	(0.740)	-0.494
X31*X12	0.329	-0.124	0.090	-0.184	(0.741)	-0.406
X31*X13	0.542	-0.158	0.218	-0.417	(0.679)	-0.292
X32*X11	-0.316	0.396	-0.207	-0.050	(0.689)	-0.147
X32*X12	-0.204	0.213	-0.034	-0.008	(0.710)	-0.348
X32*X13	-0.220	0.232	0.170	0.043	(0.737)	-0.292
X33*X11	-0.162	-0.009	-0.253	0.189	(0.650)	0.921
X33*X12	-0.186	-0.176	-0.173	0.290	(0.660)	0.889
X33*X13	-0.048	-0.273	0.181	0.321	(0.644)	0.851
X31*X21	0.355	-0.195	0.140	-0.373	0.690	(0.540)
X31*X22	0.232	-0.075	0.026	-0.424	0.748	(0.561)
X31*X23	0.522	-0.829	0.074	-0.097	0.072	(0.447)
X32*X21	-0.122	0.462	0.105	-0.235	0.825	(0.696)
X32*X22	-0.457	0.535	-0.186	-0.016	0.449	(0.692)
X32*X23	-0.073	0.102	-0.087	0.173	-0.500	(0.806)
X33*X21	-0.044	-0.135	-0.007	0.187	-0.286	(0.692)
X33*X22	-0.064	-0.105	-0.103	0.199	-0.297	(0.692)
X33*X23	0.018	-0.093	0.074	0.129	-0.540	(0.761)

Appendix 3. Latent variable coefficients

Measurement	Oc	Compt	WMot	Perf	WMot*Oc	Wmot*Compt
R-squared				0.708		
Adj. R-squared				0.686		
Composite Reliab.	0.864	0.876	0.774	0.922	0.902	0.874
Cronbach's alpha	0.763	0.787	0.651	0.871	0.877	0.835
Avg. Var. Extrac	0.681	0.703	0.537	0.798	0.511	0.458
Full collin. VIF	2.028	2.065	1.070	2.109	5.340	5.714
Q-squared				0.555		

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