Satisfaction and organizational commitment in job performance: A systematic review

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Abstract: Present a biometric analysis of satisfaction and commitment in relation to job performance. A hermeneutic methodology of the variables: satisfaction, commitment, and performance. Regarding the first variable, it focuses on the "attitude" of the collaborator towards their own work, "recognition," and "ideal conditions" to develop their tasks; in reference to organizational commitment, it is conceptualized from "individual identification," characterized by the implication in favor of the organization and belief in it, "involvement," and "sense of belonging"; and the third variable, teaching performance, is related to "fulfillment" when assuming responsibility and developing it according to the proposed indicators. From the bibliographic review, it is determined that institutions carry out actions in favor of providing quality service, considering all the factors that may impact its development. For that reason, the senior management of organizations concentrates their efforts on meeting the needs of their staff and facing atypical situations that the environment presents, improving the attitude of collaborators, recognizing their tasks, and providing a safe environment, whether in person or remotely. This study is essential for organizations, as it identifies the relationship between satisfaction and work commitment, elements that directly impact employee performance. By understanding these dynamics, institutions can implement effective strategies that improve staff well-being, thus optimizing their productivity and retention. The value of this study lies in its contribution to understanding how satisfaction and organizational commitment influence job performance. It provides a theoretical and practical framework that allows organizations to identify areas for improvement in talent management.

Keywords: Attitude, Commitment, Job performance, Organizational commitment, Quality service, Recognition, Satisfaction.

1. Introduction

In the globalized world of changing environments, organizations are required that are capable of facing current challenges, to achieve objectives, with human talent playing an important role, added to the fact that each entity presents a singularity in its management, commitment being a conclusive factor in its development and that it is in line with its purpose, managed and articulated from its strategic plan, this has an impact on people's satisfaction, as [1] point out that this last variable has an implication in the organization in aspects of performance and commitment, being able to generate serious problems in the fulfillment of the purposes that are expected to be achieved. For this reason, it is important that institutions that want to progress strategically consolidate themselves internally and externally by positioning themselves in the market, require recognizing the basic needs that people have, providing the ideal conditions, safe spaces for their growth, with a clear philosophy towards where the objectives are headed, seeking to know how committed the collaborators are to the institution.

In this context, within the academic environment, these variables are presented as decisive components in the management process because they represent relevant attitudes toward work

activities and the impact they produce. [2]. Satisfied collaborators are committed to the institution, through a positive attitude that often exceeds the institution's expectations, assuming that organizational commitment is a key link that fosters spaces for improving teaching processes in relation to learning, consequently implying a positive impact on quality with improvement in the service offered [3] in aspects of decreased absenteeism, improved performance, and comprehensive commitment to the institution [4]. As Pedraza Melo [5] points out, the management conducted impacts the work of collaborators when they do not find adequate conditions or do not feel identified with the institution.

In this sense, according to the study carried out by Great Place to Work in its 20th edition, it states that the places that have the best work environments, in these times of pandemic, are because workers live a culture of trust that allows them to maximize their "own potential" and that of the organizations and as a result it positively impacts satisfaction because there is a more favorable climate to develop their work and that these organizations serve as an input of inspiration and "engines of change" to fulfill the purpose of having a better and fairer world for all people [6]. This whole situation generates commitment, identity of the collaborator with the institution, impacting academic results.

In this context, entities are conceived as institutions that promote comprehensive training experiences, where the goal of academic excellence is framed by one of the pillars, which is the teacher, who contributes to the improvement of processes [7] and where organizations must provide all the conditions so that they can develop their work and face situations of dissatisfaction, attitude of nonconformity, present inadequate conditions and environments, absenteeism, lack of identity, lack of involvement with the designated activities, affectation in the fulfillment and responsibilities of the assigned tasks, all of which forces them to adapt to new scenarios in order to maintain a quality service, meeting the needs of their collaborators [8] and take on new challenges that the environment presents.

Considering the studies reviewed, the positions and axioms presented by different authors, the problem being analyzed is how satisfaction and commitment can have an impact on people's performance. Based on this premise, we establish the objective of the article focused on determining how these first two variables are related to performance by analyzing the dimensions and characteristics that arise from each of them to corroborate the purpose of the study.

2. Literature Review

An epistemological foundation has been made based on theories that circumscribe the knowledge to be investigated. In the variable job satisfaction, there are various theories that contribute to its knowledge, that of Maslow, who conceives that the needs of people have a pyramidal structure, where the priority is the basic needs and once these are satisfied, they can be scaled to the following needs. Being the physiological need the priority, then security, belonging, esteem and self-realization, the latter referring to potential development. To achieve self-realization, the lower order needs must first be satisfied [9].

The theory of hygiene and motivational factors, proposed by Herzberg [10] states that the elements that add to satisfaction differ from those that generate dissatisfaction in the work environment; for example, responsibility, performance, achievement are different aspects of the motivating factors; while status, security, salary, incentives and working conditions are characteristics to avoid worker dissatisfaction [11]. The third theory is the "adjustment that is made at work" by Lofquist and Dawis [12] who manages to determine features in the person such as the environment, its purpose being to evaluate the correspondence between the members and that it can have an impact on job turnover, the author considers that dissatisfaction (negative) or satisfaction (positive), goes according to the needs of the collaborator; pointing out that when the relationship of the skills of the collaborators is greater with what is needed for the position, there is a greater probability that the person can develop a good job; In accordance with this, it is determined that the collaborator has multiple needs, for example achieving goals and in addition, the environment has a variety of elements, such as salary, promotion and autonomy [13].

In the second variable commitment, we have the model established by Meyer, et al. [14] which

determines 3 commitments in categories: (a) affective commitment, referring to the emotional ties of the collaborators with the institution; (b) permanence or continuity, referring to the continuity of the collaborator in the institution but which is subject to the benefits that this implies; (c) normative, implies the duty or obligation that one has before the institution, which are endorsed [15]. The theory of O'malley [16] which establishes that commitment is delimited under five dimensions: (1) afflictive, in reference to institutional values and interests in accordance with the interests of the people; (2) structural, to the exchange that is generated between the collaborator and the institution and generates benefits, (3) moral, in reference to the values and principles that govern its compliance, (4) affective, in reference to the satisfaction of the collaborators with the environment and (5) associative, in which the institution gives its staff appreciation for their activities that generates a motivation to continue [17].

In this context, reviewing the background, we find that [18] describe satisfaction as a positive assessment judgment of collaborators, as well as a negative one subject to how collaborators feel in their workspace. To do so, they were based on the cognitive study that determined how people behave and act in certain situations, establishing relationships with emotions and their implication in satisfaction. Ma [19] in his study determined how the information effect and the feedback that teachers receive have an impact on their commitment to the organization and that for them there are various strategies that function as mediating elements and have an impact or not on the teacher's commitment. Kanya, et al. [20] along these lines point out in their article that leadership, organizational culture, and competencies have an impact on the process of teacher performance. Javorčíková, et al. [21] consider that teachers are more motivated in their institution when there are good interpersonal relationships, financial recognition, a work environment, and a fair evaluation system that corresponds to the implications of the work.

Al-Tarawneh [22] concludes in his study that there is a high degree of commitment to the organization, especially emotional commitment, which has a greater and predominant implication in his research, and in this sense recommends establishing plans to promote commitment among collaborators. Alotaibi [23] the article identifies how reward has an influence on performance and organizational commitment, which is a dimension to be considered in the process, due to its impact on results and efficient and effective performance. Alotaibi [23] considers in his article that the great challenge of managing teachers' performance is framed in evaluation, review and planning and that these results are linked to the satisfaction they have in recognition, incentives and awards that have an impact on their motivation and therefore on the commitment that can be generated with the organization.

Otache and Inekwe [24] applied a correlational design in their study, showing a link between satisfaction and the variable of people's task performance, which can be negative or positive depending on the context in which it is developed. In this sense, Bejarano, et al. [25] consider in their study that there are various aspects that have implications in the management process, with performance being one of the apexes that must be taken into account due to its impact on the learning process, in addition to the fact that it triggers the commitment that can reflect the actions of people with the institution and all the agents that are directly or indirectly involved in the process.

Karaferis, et al. [26] conclude that variable satisfaction is a multidimensional construct, because it contemplates several aspects that involve factors of satisfaction and dissatisfaction and that is considered from the changing environments that we are living in, for example salaries, promotions, benefits, interpersonal relationships, etc., are some that have implications for performance, considering how employees feel and how motivated they may be. This emotional state of satisfaction results from the experiences generated in the workplace and is influenced by sociodemographic and psychobehavioral factors.[27].

Ćulibrk, et al. [28] in their study that problematizes the variables commitment and satisfaction, there is a close connection between commitment and the variable satisfaction of people, and this is corroborated by the activity that people carry out, who have the option of making decisions, there are greater recognitions and rewards and they carry out varied tasks outside the routine, all of which

implies this connection Karem, et al. [29]. Eliyana and Ma'arif [30] present that organizational commitment has become over time a determining variable with a significant impact on the performance of employees, influencing the skills, achievements, recognitions, and the effectiveness that this can achieve, Malik, et al. [31] adds in their conclusion retention and cultural development.

Demır [32] within the discussion refers that satisfaction in the work environment can be contextualized as the level at which people have negative and positive feelings about their work activity and its impact on the environment, impacting, for example, in the academic field, where teachers are motivated and this influences the teaching they do; while commitment refers to the dedication that one has to the work and the objectives that this implies. While [5] states in his article that satisfaction is related to covering the basic needs of people, it involves emotions; and commitment is related to the dedication and identification of the staff with the institution. Aziri [33] in his study establishes a strong relationship link between commitment and satisfaction, concluding that this generates worker loyalty to the institution.

For their part, Morán and Torres [34] within their results indicate that commitment is an index on which indicators can be determined on the way in which collaborators participate and through this, demonstrate that a high degree of commitment implies that the worker can remain in the institution for a long time. For this reason, educational institutions set their horizon on providing adequate conditions for their teachers so that they can effectively conduct their tasks. According May Guillermo, et al. [35] the attitudes that hover in the work environment are a consequence of the internal evaluations that collaborators make of their environment, the most outstanding aspects being satisfaction, commitment, and engagement. León, et al. [36] in their article established that there are dimensions that have an impact on satisfaction such as work design, living conditions, task fulfillment, relationships with peers and/or superiors, salary dimension and work hours.

In this context, Tomás, et al. [37] in their discussion refer that satisfaction is associated with variables of operation and work dynamics and that the impact of this can entail costs, for example, in the replacement of a teacher, absence due to dissatisfaction adds that the sense of cohesion (belonging) towards the university institution is strongly influenced by the appreciation of the collaborators in reference to communication, and that they can generate greater commitment if they obtain the appropriate information [38]. The results that analyze states that the personal aspects of the collaborators, the characteristics of the activity they develop, the environment and the roles are essential elements that must be considered in the organizational commitment Hernández Bonilla, et al. [39]. Rojas [40] considers that the lack of adequate infrastructure and workspace can have an impact on the satisfaction and commitment of the collaborators.

Based on the premises carried out in their research Cernas Ortiz, et al. [3]; Eliyana and Ma'arif [30] and Wang, et al. [41] that job satisfaction is composed of attitude, belief, emotion and evaluation of work and this has a close relationship with performance; while Estrada and Ramos [1]; Ćulibrk, et al. [28]; Hernández Bonilla, et al. [39] and Matherly, et al. [42] consider in their articles that commitment is measured by identification, affective, normative, economic and continuation commitment. In this sense [42] through their mediation study they determined that the study variables have an influence on the work of teachers. For this reason, Muñoz-Chávez and López-Chau [43] warn that institutions, especially those of higher education, must be aware that the institution collaborates with people, of the effects that job satisfaction has when the environment is not healthy, where commitment, respect and values are lost. May Guillermo, et al. [35] and Salvador and Sánchez Ortega [44] consider that affective commitment is an attitude superior to normative commitment. Park [45] in his article considers that the cohesion of the employee's commitment can strengthen affective commitment to the institution. Oh, et al. [46] through their cross-sectional study, established a highly positive relationship between the commitment and attitude of leaders with performance, considering the finding that if an employee is inspired and motivated, he generates greater commitment, benefiting the organization.

These studies allow a comprehensive approach to the variables and conceptualize the construct itself, Karaferis, et al. [26] consider that satisfaction is an indicator of quality and well-being and has an

impact on productivity, effectiveness and the costs that it may entail if it is not taken into consideration within management, as a determining element in the development of the performance of employees with the provision of services. While Duche Pérez, et al. [8] conceptualizes this variable as the set of attitudes that employees have towards their work environment, determining the behavior and psychological disposition, whether favorable or unfavorable, whose actions play a determining role between the workspace and the consequences that it may entail both at the organizational and institutional level. Flores [47] refers that satisfaction is subject to the knowledge of the positions or causes that make the teacher feel satisfied or dissatisfied and with a certain degree of pressure from the situations that the entities develop, therefore it is relevant due to the repercussions, because these factors can have an impact on academic, administrative conditions and performance.

Salessi [48] defines satisfaction as a positive emotional process because of the recognition, appreciation, and environmental space in which one develops one's functions. While job dissatisfaction is the opposite, negative aspects block achievements and performance. For Yukl [49] defines that satisfaction is presented by the performance of a job according to people's expectations because of having an adequate environment, receiving recognition, appreciation and all this has implications in the performance of their obligations. Abdelmoula [50] considers that the factors that cause satisfaction are different from the factors that cause dissatisfaction, in that line, satisfaction is based on two factors; extrinsic factors related to situations that surround the collaborator while working such as politics, safety, hygiene and working conditions, while the intrinsic refers to the situations that occur in the job, the functions or tasks they perform.

While Meyer, et al. [14] and Blanco [51] indicate that commitment refers to the psychological state of the bond established between the relationship of the collaborators with the institution, prevailing for these three fundamental elements: Affective (emotional attachment), permanence (material attachment) and normative (feeling of obligation). Armstrong and Stephens [52] defines commitment as the desire to integrate or belong to an institution and from there voluntarily strive to achieve the objectives, therefore, if a person is committed, he or she adopts a more discretionary stance in his or her behavior to collaborate with the institution. For Qodariah and Mauluddin [53] commitment is the loyalty that collaborators assume with the institution, meaning a sense of permanence with respect to it, generating a bond of identity and attachment to the purposes and philosophy that emanate from it. Karem, et al. [29] conceptualizes the variable commitment as the action of the will that the person assumes to be in an institution above personal interests, prioritizing the institution and the purposes that it pursues to fulfill it. For Estrada and Mamani [54] commitment is closely related to the sense of responsibility and belonging of each of the people who work there, and that this commitment translates into organizational effectiveness and efficiency. Regarding performance, defines that this variable is the fulfillment of institutional objectives and is given through a reflective action according to the context in which it is executed.

Gómez and Valdés [55] focuses their conceptualization on the achievement of the results that teachers can achieve, oriented towards the fulfillment of the objectives and this is defined by the level of satisfaction that the learning generates in the students.

3. Methodology

The article was based on a hermeneutic methodology, which is a phenomenological theory, to analyze through critical reflection and interpret the axioms of the study under investigation: satisfaction, commitment, and performance. The type of design that was applied is a bibliographic review, where we collect and analyze different studies on the variables in a narrative way. In the article, a bibliometric study was developed in the Scopus database according to the variables studied. From the scientific production, the initial search for terms yielded 18,521 documents in indexed journals, between October 1976 and April 2023. Scopus comprises a high number of journals worldwide, involving scientific studies in various areas of knowledge.

To this initial search, the equation was applied using keywords and Boolean operators: "job

satisfaction," "organizational commitment," and "job performance," then delimited by open access articles, areas of study, and type of document, yielding 879 investigations associated with the topic (Table 1).

Table 1.
Search results.

Search equation	Database	Documents	Open access	Area of study	Type of document
"Job satisfaction" and "organizational commitment" and "job performance"	Scopus	879	OK	S	Article Review Conference Paper Book Book Chapter

To refine the selection of studies, inclusion and exclusion criteria were applied. The inclusion criteria ensured that the studies (1) were published in peer-reviewed journals, (2) specifically addressed the variables of job satisfaction, organizational commitment, and job performance, and (3) were available in full text. Exclusion criteria eliminated studies that did not focus on the interplay between these variables or that were published in non-academic sources. This filtering process narrowed the search to a set of studies that provided robust and relevant data for the systematic review and bibliometric analysis.

Once the relevant studies were identified, a content analysis was performed to categorize the literature into key themes associated with each variable. For job satisfaction, themes such as employee attitudes, working conditions, and recognition were identified. Regarding organizational commitment, sub-themes such as employee identification with organizational goals, sense of belonging, and involvement in decision-making processes were explored. In terms of job performance, studies were examined based on metrics of task completion, professional competence, and alignment with organizational objectives. This qualitative categorization provided a comprehensive overview of how each variable interacts and influences workplace dynamics.

In addition to the content analysis, a bibliometric study was conducted to identify patterns and trends in scientific literature. Bibliometric techniques, such as co-citation analysis and keyword co-occurrence, were employed to map the relationships between the studies. This quantitative analysis enabled the identification of the most influential authors, journals, and articles within the field, offering insights into the evolution of the research on job satisfaction, organizational commitment, and performance over time. By visualizing the connections between studies, we were able to highlight emerging areas of focus and gaps in the literature.

Finally, data extraction was standardized using predefined templates to capture key information from each study, such as research objectives, methodologies used, sample size, and main findings. This structured approach ensured consistency in the analysis and enabled comparisons across studies. The extracted data were synthesized and summarized, allowing for the identification of common patterns and divergences in the existing research. The combined hermeneutic and bibliometric approach provided a comprehensive framework for understanding the relationship between job satisfaction, organizational commitment, and job performance in diverse organizational contexts.

4. Results

Below, the bibliometric findings are presented based on the analysis of the study variables, incorporating the exclusion criteria explained in the methodology, which allows for a closer view of the reality of the study. We consider the most cited articles, the authors with the greatest involvement and production, and the institutions that produced the most scientific work during that period, as well as the most used keywords.

Table 2.
Most cited scientific articles.

Year	Authors	Citations	Keywords
2019	Eliyana A., Ma'arif S., Muzakki	125	Employee relation; Organizational commitment;
2017	Qian S. Hoboubi N., Choobineh A., Kamari Ghanavati F., Keshavarzi S., Akbar	142	Transformational leadership; Work performance affect; emotional intelligence; meta-analysis; work attitudes
2017	Hosseini A. Rezvani A., Chang A., Wiewiora A., Ashkanasy	105	job satisfaction; job stress; petrochemical industry; productivity
2016	N.M., Jordan P.J., Zolin R. Kianto A., Vanhala M.,	134	Complex project; Emotional intelligence; Job satisfaction; Project success; Trust; Work attitudes
2016	Heilmann P. Huang Y.-H., Lee J., McFadden A.C., Murphy L.A., Robertson M.M.,	161	Job satisfaction; Knowledge management
2016	Cheung J.H., Zohar D.	140	Employee engagement; Job satisfaction; Objective turnover rate; Safety climate; Social exchange theory
2014	Korschun D., Bhattacharya C.B., Swain S.D.	275	Corporate social responsibility; Customer orientation; Employee-customer identification; Job performance; Organizational identification
2014	Zopiatis A., Constanti P., Theocharous A.L.	201	Cyprus; Job involvement; Job satisfaction; Organizational commitment; SEM; Turnover intention
2013	Yalabik Z.Y., Popaitoon P., Chowne J.A., Rayton B.A.	118	SEM; Turnover intention affective commitment; job performance; job satisfaction; mediation; work engagement
2011	Van Vianen A.E., Shen C.-T., Chuang A.	114	Commitment to the supervisor; Guanxi; Organizational commitment; Person-organization fit; Person-supervisor fit
2010	Baranik L.E., Roling E.A., Eby L.T.	161	Career-related functions; Job satisfaction; Mentoring; Organizational commitment; Perceived organizational support; Psychosocial functions; Turnover intentions
2010	Webster J.R., Beehr T.A., Christiansen N.D.	132	Job performance; Job satisfaction; Occupational stress; Organizational citizenship behavior; Work self-efficacy
2009	Hausknecht J.P., Rodda J., Howard M.J.	154	Hourly workers; Job performance; Professional employees; Retention; Talent management
2009	Suazo M.M.	101	Company performance; Employee attitudes; Incentives (psychology); Job satisfaction; United States of America
2007	Whitaker B.G., Dahling J.J., Levy P.	148	Feedback context; Feedback environment; Feedback seeking; Feedback sources; Job performance
2006	De Vries R.E., Van Den Hooff B., De Ridder J.A.	332	Communication styles; Job satisfaction; Knowledge sharing; Performance; Structural equation model

In Table 2, we observe the most cited scientific articles, with the years 2006, 2014, 2016, and 2010 being the periods of greatest scientific production, with 332, 275, and 161 citations, respectively. Considering that during these periods, the most used keywords were "Job satisfaction," "Knowledge management," "Corporate social responsibility," "Customer orientation," "Employee-customer identification," "Job performance," "Organizational identification," "Communication styles," "Knowledge sharing," and "Performance."
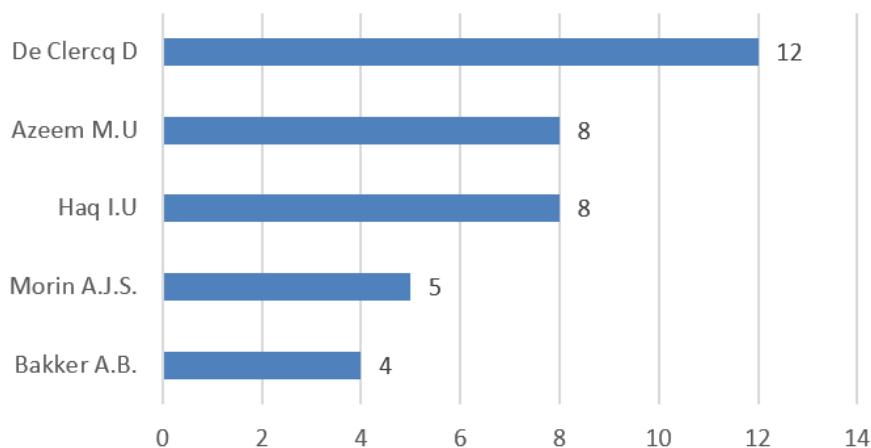
Figure 1.
Documents by author.

In Figure 1, we observe the authors who have made the greatest number of publications from 1976 to 2023, with De Clercq D. having 12 publications of Canadian origin, and these papers were produced from 2019 to 2022. During the same period, the author Azeem M.U. made 8 publications. This is because both worked as a team in the preparation of the articles.

Table 3.
Most cited scientific articles.

Year	Cited	Publication	Original language
2017	142	John Wiley and Sons Ltd.	English
2016	161	Emerald Group Publishing Ltd.	English
2016	140	Elsevier Ltd American	English
2014	275	Marketing Association	English

Table 3 shows that the largest number of citations is made and indexed in the database of the American Marketing Association (275), followed by Elsevier Ltd (140), Emerald Group Publishing Ltd (161), and John Wiley and Sons Ltd (142). Additionally, it is noteworthy that 2014 has the highest number of cited sources, followed by 2016 and 2017, respectively.
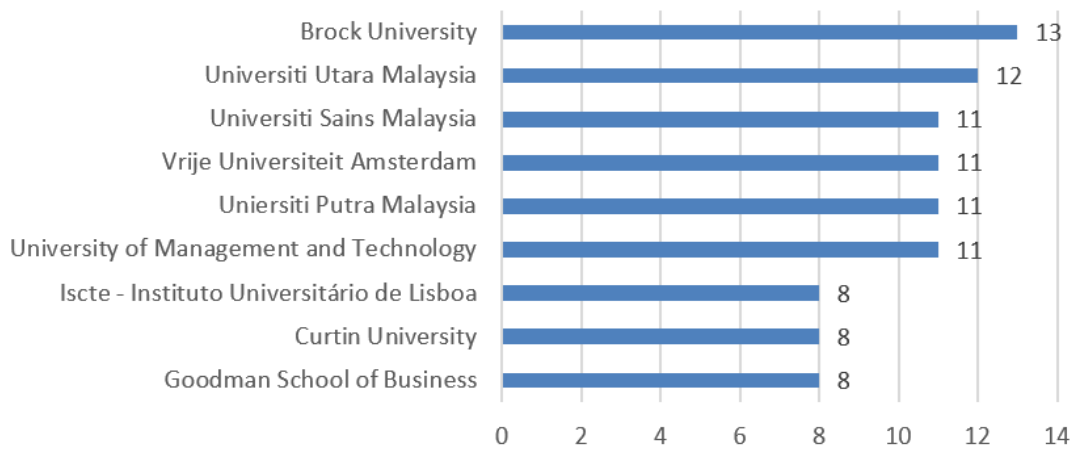

Figure 2.
Documents by affiliation.

In Figure 2, the institutions with the highest number of affiliations are Brock University, which has 13 affiliations; the University of Utara Malaysia, with 12; and Saints Malaysia University, with 11 affiliations. It is important to note that Brock University is located in Canada, which is the place that groups the author with the highest number of publications related to the study variables.

Figure 3.
Most studied variables.

In Figure 3, it can be observed that of the 874 documents in the bibliometric review, the variable "job satisfaction" is the most frequently used term in various publications and is associated with our research. Meanwhile, the term "organizational commitment" has 268 occurrences within the review, and finally, the term "job performance" has 180 occurrences. This reflects the significance of these variables within the research spectrum. Additionally, these terms are linked to other related research.

Figure 4.
Publications with the greatest impact.

In Figure 4, the journals with the greatest impact during the study period can be seen: the

publication "Explaining Knowledge Sharing: The Role of Team Communication Styles, Job Satisfaction, and Performance Beliefs" has 332 citations and was published in 2006. Meanwhile, the article "Corporate Social Responsibility, Customer Orientation, and the Job Performance of Frontline Employees" obtained 275 citations and was published in 2014, as did the publication "Job Involvement, Commitment, Satisfaction, and Turnover: Evidence from Hotel Employees in Cyprus," which has 201 citations.

5. Discussion

The actions developed by institutions play a determining role in the quality of service they must offer. In this context and the dynamics in which we are involved, organizations must have the capacity to adhere to the new scenarios that arise. To fulfill this purpose, their collaborators must have all the conditions necessary to complete their work, with teachers being a key element in the service provided. Different studies have been found and analyzed that investigate the link between satisfaction, commitment, and performance, establishing a relationship among them through a review of the literature.[53].

These articles analyze contexts linked to the study sector, where individuals who are satisfied, involved, and committed to the organization's purposes are more loyal to the institution, becoming strategic and active elements for the organization.[33]. Being variable satisfaction and commitment generates an influence on performance, and this influence is more significant. Therefore, it is necessary to have personnel for whom the organization addresses their real needs, looks after their interests, and generates actions of identification and involvement with the activities and the purpose of fostering a sense of belonging and commitment. [50].

The variable of job satisfaction primarily focuses on fulfilling the needs of employees to prevent resignations. This includes considering incentives, recognition, and interpersonal relationships between peers and superiors, which can significantly impact commitment and job performance.[7]. On the other hand, Rojas [40] considers that if staff do not have the minimum basic conditions to conduct their work, this has an impact on the predisposition and attitude to conduct their work.

Another important finding by Eliyana and Ma'arif [30] is that salary and promotions must be considered in satisfaction. Always considering the extrinsic and intrinsic factors that can be generated in the development of teaching performance. By Park [45] considers that a good relationship between the collaborator and his superior can cause a strong cohesion of commitment. In the organizational commitment variable, the main dimensions in a business context are affective, permanent, and normative commitment. Additionally, having low commitment can lead to serious problems, such as conflict or staff turnover [8].

6. Conclusion

It is extremely important to analyze job satisfaction within institutions as a determining factor in the functioning of the organization because it transmits coherence and cohesion through the good practices that implement them to achieve the objectives, added to the commitment that must exist among all the actors involved in the universities, always maintaining the identity constant through its mission, where it transmits the values and the sense of belonging to each of its collaborators and how this can affect performance to achieve the expected results.

For future studies, it is recommended to collect primary information using validated instruments that can confirm the results obtained in previous research.

Competing Interests:
The authors have declared that no competing interest exists.

Transparency:

The authors confirm that the manuscript is an honest, accurate, and transparent account of the study; that no vital features of the study have been omitted; and that any discrepancies from the study as planned have been explained. This study followed all ethical practices during writing.

Authors' Contributions:

There is just one author, Luis Tarmeño Bernuy. I oversee analyzing, structured, and write all the research work.

Data Availability:

The authors confirm that the data supporting the findings from this study are available on request.

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