



A Study of the Relationship Between Teachers' Motivation and Teachers' Commitment at Experimental Middle School Affiliated to Yunnan Normal University

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Abstract

In this study, the prime target is to identify the relationship two variables of relationship which is teachers' motivation and teachers' commitment in the Experimental Middle School Affiliated to Yunnan Normal University. 114 full-time teachers participated in the study. They have all been certified in Experimental Middle School Affiliated to Yunnan Normal University in the 2021 academic. The average and standard deviation were used to analyze teachers' consciousness of teachers' motivation. It was found that teachers' perception of teachers' motivation was high (3.70) and another variable of teachers' commitment also got a high score(3.71); To study the correlation between the two variables, The study used the Pearson Product Moment Correlation Coefficient method and data $r = .642$, SIG. (two tailed) was. 002. The results show that teachers in target schools hold a relatively positive attitude towards teachers' motivation. Pearson correlation test's results shows that there is a prominent correlation between the teachers' motivation and teachers' commitment in Experimental Middle School Attached to Yunnan Normal University.

Keywords: Teacher, Teachers' Motivation, Teachers' Commitment.

JEL Classification Code: E44, F31, F37, G15 [Please provide 3-5 JEL codes for indexing purpose]

1. Introduction

Nwakasi and Cummins (2019) find that No matter what kind of enterprise, school or organization, employees always hope to be encouraged by leaders, whether economic or non-economic, so that their commitment to work will increase. The success of a school depends largely on the professionalism and commitment of teachers. Active and responsible teachers are more effective in participating in school activities, so they perform better in their work, because they are keen to use their own efforts to achieve organizational goals. (Khan, 2019). According to the Annual Report on China's Education (2018), the turnover rate of teachers is constantly increasing, especially in underdeveloped areas. This situation will be more obvious. Kamaylar (2016) There is no doubt that the commitment of teachers determines the strategic development plan of a school, and the motivation of work is one of the most important structures in psychology. This structure exists in all work environments, such as education. In this case, a concept - teacher motivation - is the decisive factor for school success (Viseu et al., 2016). Therefore, for Chinese

teachers, it is very important for schools to introduce appropriate teacher motivation mechanisms, which can help stabilize the schoolteacher team and improve teaching quality.

Every teacher has different needs for teacher motivation in different career periods. Recently, the Experimental Middle School Affiliated to Yunnan Normal University has also implemented the idea of establishing a motivation mechanism. However, because China has recently implemented the teacher award system and the limited benefits of compulsory education, there is no research on the relationship between the motivation system and the commitment of teachers in schools. These problems will affect the quality of education and teachers' organizational commitment (Li, 2020). Therefore, it is necessary and urgent to carry out research in this field in China's underdeveloped areas, especially in Yunnan Province with underdeveloped education. An effective teacher-teacher motivation mechanism can help schools increase teacher commitment, help stabilize teacher teams in underdeveloped areas, reduce the loss of educational talents, and increase teachers' motivation and improve



teaching quality Madjid and Bahiroh (2020). Just as most young teacher pays less attention to financial motivations than non-financial motivations, they pay more attention to their career growth and good vocational training to help them find the appropriate career goals and sense of belonging to the organization to increase the teacher commitment of young teachers. Therefore, according to this research, it provides some efficient references for schools in poor areas of Yunnan Province to establish teacher motivation mechanisms.

2. Research Questions

1. How is the motivation level of Experimental Middle School Affiliated to Yunnan Normal University to teachers?
2. How is the commitment level of Experimental Middle School Affiliated to Yunnan Normal University to teachers?
3. What is the relationship between teachers' motivation and teachers' commitment at Experimental Middle School Affiliated to Yunnan Normal University?

3. Research Objectives

There were three objectives in this research:

1. To identify the teachers' motivation level at Experimental Middle School Affiliated to Yunnan Normal University.
2. To identify the teachers' commitment level at Experimental Middle School Affiliated to Yunnan Normal University.
3. To determine the relationship between teachers' motivation and teachers' commitment at Experimental Middle School Affiliated to Yunnan Normal University.

4. Literature Review

Becker (1960) generally describes organizational commitment as a tendency to participate in "consistent activity route", because when the activity stops, the accumulation of "marginal notes" will be lost. Generally speaking, "unilateral bet" refers to anything of value (time, energy, money) invested by individuals. In other words, organizational commitment will no longer be strong, accompanied by the disappearance of these interests. Based on this theory, Meyer and Allen (1997) proposed that three main elements constitute organizational commitment. These three different elements include:

Affective Commitment - Organizations make use of these factors to build positive relationships between employees and organizations by identifying employees with organizational culture, goals and values.

Continuance Commitment - The organization increases employees' commitment by making them feel that leaving the organization will make them lose their economic interests or social ties.

Normative Commitment - Create an organization through training and identification of employees; Employees have a sense of belonging and responsibility to the organization.

Herzberg (1959) was curious to know the employees' opinion by asking these questions: What do people want from their jobs? Do they just want a higher salary? or do they want security, good relationships with co-workers, opportunities for growth and advancement or something else altogether? To understand employee attitudes and motivation, Herzberg set out to determine the effect of attitude on motivation by interviewing people to describe situations where they felt really good, and really bad about their work. Herzberg's research results show that the factors leading to job satisfaction are different from those leading to job dissatisfaction. Therefore, Herzberg developed motivational health theory to explain these results. Herzberg (1959) identified motivators as factors that motivate employees to work. They are called:

Intrinsic Motivators- These incentives lead to job satisfaction; They come from employees' needs for employees' future career growth. Motivation factors include achievement, recognition, work itself, responsibility, and progress.

Extrinsic Motivators- Which were identified as factors that prevented job dissatisfaction. Hygiene factors include Supervision, Working condition, Interpersonal relationship.

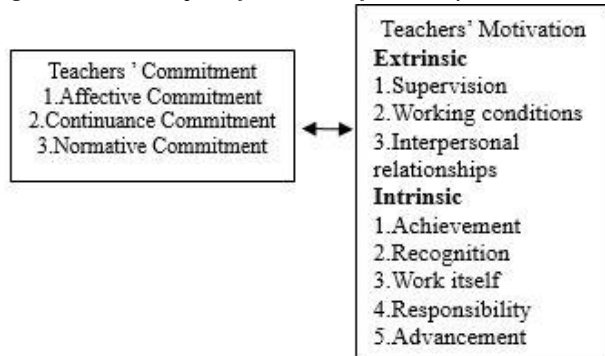
5. Conceptual Framework

The purpose of this research is to investigate the relationship between teachers' cognition of teachers' motivation and teachers' commitment in Experimental Middle School Affiliated to Yunnan Normal University.

Figure 1 shows the conceptual framework of this study. The study has two main variables, teachers' motivation, and teachers' commitment. The teachers' commitment factors on the left are based on the Meyer and Allen (1997) developed the three-component organization commitment. The teachers' motivation factors on the right

are based on the Herzberg (1959) identified motivators as factors that motivate employees to work which included 2 key components.

Figure 1. The conceptual framework of this study.



6.Research Method

This study was designed as a quantitative and relational research. Researchers used questionnaires to collect data and studied the cognition of target groups by descriptive and correlation analysis to analyze the data of this study. The research tool is a questionnaire survey, which consists of three parts.

Part 1: It is mainly the demographic data of the questionnaire. The questionnaire investigated the demographic data such as teachers' position, gender, age, and academic status, as well as your time engaged in teaching services?

Part 2: Teacher Motivation, there were totally 45 questions under 8 evaluation factors. Question 6 to 11 were used to measure factor (1) Supervision which focuses on the school administrations' competence to manage and transform the school mission to the teachers, which influenced teachers to work efficiently. Question 12 to 19 were used to measure factor (2) Working conditions which investigate working conditions with teachers' motivation in aspects of teachers. Question 20 to 26 were used to measure factor (3) Interpersonal relationships which focus on the relationship of teachers among their colleagues and supervisors. Question 27 to 30 were used to measure factor (4) Achievement. Question 31 to 34 were used to measure factor (5) Recognition to evaluate, interpret, and consider the level of teachers' motivation in recognition during their work experience in Experimental Middle School Attached to Yunnan Normal University in Yunnan, China. Question 35 to 39 were used to measure factor (6) Work itself. Question 40 to 44 were used to measure factor (7)

Responsibility. Question 45 to 50 were used to measure factor (8) Advancement.

Part 3: About Organizational Commitment. A total of 20 questions about teachers' organizational commitment were designed to investigate teachers' organizational commitment from three aspects.

7.Findings

The first research objective was to identify the teachers' consciousness of teachers' motivation in Experimental Middle School Affiliated to Yunnan Normal University.

Table 1 shows the Means and Standard Deviations of the level of teachers' perceptions towards Extrinsic Factors about Teachers' Motivation in Experimental Middle School Affiliated to Yunnan Normal University (n=114), the question items "I believe my salary is fair." had a very high level, which was (4.13), and the item "I believe safe working at my workplace." Had the moderate level, which the score was (3.43). The total level for the level of teachers' perceptions towards Extrinsic Factors about Teachers' Motivation in the school was high (3.71).

Table 1

Means and Standard Deviations of the Level of Teachers' Motivation Relate to Extrinsic Factors

Items	Mean	S.D.	Interpretation
The competence of my supervisor in making decisions.	3.71	0.79	High
The way my boss handles his people.	3.62	0.86	High
The way organization policies are put into practice.	3.83	0.91	High
The attitude of the administration is very accommodative in my company.	3.71	0.87	High
I am proud to work for this company because its policy is favorable for workers.	3.69	0.88	High
I completely understand the mission of my company.	3.71	0.91	High
The physical environment where I work.	3.65	0.77	High
I believe safe working at my workplace.	3.43	0.86	Moderate
I believe my job is secure.	3.69	0.92	High
My workplace is located in an area where I feel comfortable.	3.58	0.83	High



Items	Mean	S.D.	Interpretation
I feel satisfied because of the comfort I am provided at work.	4.02	0.87	High
I am proud to work for my company because of the pleasant working conditions.	3.58	0.91	High
I am encouraged to work harder because of my salary.	3.73	0.81	High
I believe my salary is fair.	4.13	0.85	High
It is easy to get along with my colleagues.	3.95	0.82	High
My colleagues are helpful and friendly.	3.63	0.83	High
Colleagues are important to me.	3.79	0.83	High
I feel my performance has improved because of the support from my supervisor.	3.72	0.85	High
I feel satisfied at work because of my relationship with my supervisor.	3.56	0.80	High
My supervisors are strong and trustworthy leaders.	3.59	0.88	High
The way my co-workers get along with each other.	3.68	0.74	High
Total	3.71	0.61	High

Table 2

Table 2 shows the Means and Standard Deviations of the level of teachers' perceptions towards Intrinsic Factors about Teachers' Motivation in Experimental Middle School Affiliated to Yunnan Normal University (n=114), the question items "I am able to do things that I don't go against my conscience." had a very high level, which the score was (4.51), and the item "The praise I get for doing a good job." And the item "There are chances to advance on this job." had the moderate level, which the score was (3.44) and (3.36). The total level for the level of teachers' perceptions towards Extrinsic Factors about Teachers' Motivation in the school was high (3.69).

Means and Standard Deviations of the Level of Teachers' Motivation Relate to Intrinsic Factors

Items	Mean	S.D.	Interpretation
I am proud to work in this company because it recognizes my achievements.	3.54	0.84	High
I feel satisfied with my job because it gives me feeling of accomplishment.	3.61	0.84	High

Items	Mean	S.D.	Interpretation
I feel I have contributed towards my company in a positive manner.	3.63	0.85	High
The feeling of the accomplishment that I get from the job.	3.61	0.85	High
I feel appreciated when I achieve or complete a task.	3.63	0.88	High
My manager always thanks me for a job well done.	3.54	0.88	High
I receive adequate recognition for doing my job well.	3.46	0.87	Moderate
The praise I get for doing a good job.	3.44	0.85	Moderate
My work is thrilling, and I have a lot of variety in tasks that I do.	3.59	0.83	High
I empowered enough to do my job.	3.56	0.82	High
My job is challenging and exciting.	3.64	0.85	High
I have the chance to tell my colleagues what to do.	3.61	0.85	High
I am able to do things that I don't go against my conscience.	4.51	0.79	Very High
I have freedom to use my own judgement.	4.21	0.79	High
I have a chance to do different thing from time to time.	4.14	0.73	High
I have a chance to work alone on the job.	3.95	0.84	High
I have a chance to try my own methods of doing the job.	3.56	0.82	High
I have a chance to do something that makes use of my ability.	3.76	0.73	High
I will choose career advancement rather than monetary incentives.	3.55	0.80	High
My job allows me to learn new skills for career advancement.	3.72	0.84	High
There are chances to advance on this job.	3.36	0.94	Moderate
I am proud to work in my company because I feel I have grown as a person.	3.54	0.81	High
My job allows me to grow and develop as a person.	3.74	0.91	High
My job allows me to improve my experience, skills, and performance.	3.68	0.81	High



Items	Mean	S.D.	Interpretation
Total	3.69	0.64	High

Table 3 shows the conclusion of the Means and Standard Deviations of the level of teachers' motivation in Experimental Middle School Affiliated to Yunnan Normal University. In summary, the overall average level of teachers' motivation is 3.51-4.50, with a high level, with a score of 3.70. The internal factor scores of teachers' motivation is the lowest, ranging from 3.51 to 4.50, with a higher level, with a score of 3.69. The external factor scores of teachers' motivation is the highest, ranging from 3.51 to 4.50, with a high level, with a score of 3.71.

Table 3

Means and Standard Deviations of the Level of Teachers' Motivation

Teachers' Motivation	Mean	S.D.	Interpretation
Extrinsic Factors about Teachers' Motivation	3.71	0.61	High
Intrinsic Factors about Teachers' Motivation	3.69	0.64	High
Total	3.70	0.58	High

The second research objective of this study was to identify the teachers' consciousness of teachers' commitment in Experimental Middle School Affiliated to Yunnan Normal University.

Table 4 summarizes the mean and standard deviation of teachers' consciousness of teachers' organizational commitment in Experimental Middle School Affiliated to Yunnan Normal University. To sum up, the overall average level of organizational commitment is between 3.51-4.50, with a high level and a score of 3.71. The score of continuous commitment is the lowest, between 2.51-3.50, at the medium level, with a score of 3.41. The score of emotional commitment is the highest, between 3.51-4.50, at the medium level, with a score of 3.9

Table 4

Means and Standard Deviations of the Level of Teachers' Organization Commitment

Organization Commitment	Mean	S.D.	Interpretation
Affective Commitment	3.90	0.8	High
Continuance Commitment	3.41	0.92	Moderate
Normative Commitment	3.81	0.84	High
Total	3.71	0.62	High

The third research objective the research study was to identify the relationship between teachers' consciousness of teachers' motivation and teachers' commitment in Experimental Middle School Affiliated to Yunnan Normal University.

Table 5 shows the analysis of the relationship between teachers' cognition of teachers' motivation and teachers' commitment. The results show that $r = .642$, SIG. (2) is 0.002, less than 0.05. In other words, at the level of 0.05 (even 0.01), there is a strong positive correlation between teachers' motivation and teachers' commitment. Perceived by schoolteachers. In conclusion, the hypothesis of this study is accepted. In other words, there is a significant correlation between teachers' perception of teachers' motivation and teachers' commitment in Experimental Middle School Affiliated to Yunnan Normal University.

Table 5

Pearson Product Moment Correlation Result between Teachers' Motivation and Teachers' Commitment

Correlation Test	Teachers' Motivation	conclusion
Teachers' Organization Commitment Pearson Correlation Sig. (2 tailed)	.642** .002	There is a significant relationship

** Correlation is significant at the 0.01 level (2- tailed).

8. Discussion

On the basis of the analysis results, teachers' perception of teachers' motivation is high (3.70), and teachers' organizational commitment is also high (3.71). The results show that there is a significant and positive



correlation between teachers' cognition of teachers' motivation and teachers' commitment in Experimental Middle School Affiliated to Yunnan Normal University. At the same time, through interviews, all teachers felt the changes in the motivation mechanism of schoolteachers: indicating teachers' concern for the incentive mechanism of schoolteachers.

On the basis of the analysis results, teachers regarded the highest attitude towards school's teacher motivation mechanism in the selected school. The level of teachers' commitment determines whether an educational institution can succeed, and the main factor affecting teachers' commitment is the level of teachers' motivation. Teachers, as knowledge workers, should be regarded as the main assets of the school. Teacher incentive is the key to the success or failure of the school. Saraswathi (2011) defines motivation as the willingness to make high-level efforts to achieve organizational goals, which is conditional on the ability to meet some individual needs. Motivation is the power to make people act in their own way. These views could be further proved from the strength of human motivation. Motivation is personal needs, material desires, work motivation or temporary impulse.

The Extrinsic Factors about Teachers' Motivation and Intrinsic Factors about Teachers' Motivation in this study both had a high level. It shows that today's teacher motivation mechanism is a three-dimensional concept, which has the direct motivation brought by financial reward. Saraswathi (2011) believes that there are new types of workers in the 21st century, namely knowledge workers, such as teachers, doctors and so on. To improve the motivation of knowledge workers, it is necessary to require knowledge workers to have everyone's responsibility, self-management and autonomy, which is also consistent with the research results. Such like the items "I am able to do things that I don't go against my conscience." "I have freedom to use my own judgement." and "I have a chance to do different thing from time to time. Both of them had a high score in the Intrinsic Factors about Teachers' Motivation. Madjid and Bahiroh (2020) confirm that motivation has a positive and significant impact on teacher performance, implying that to increase the teacher performance, teachers' motivation, both internal and external, should be noted.

In the teachers' motivation, there is also an element that cannot be ignored, that is, colleague relationship and communication. Madjid and Bahiroh (2020) believes that increasing teacher Work Motivation by means of

interpersonal communication is very effective to be used in increasing teacher work motivation. With interpersonal communication, it will be easier to convey something, whether it is a form of openness, showing empathy, providing support, a positive feeling, and fostering a sense of equality or equality. By using interpersonal communication, it will be easier to accept and of course can foster a sense of kinship, a sense of pleasure between superiors and subordinates, so that the message delivery process can run smoothly, and a backflow will certainly be created. Things like this are certainly very helpful for increasing teacher work motivation and feel it is very helpful in increasing work motivation. This phenomenon is also reflected in the questionnaire, and the scores of relevant questions are at a high level.

Additionally, the teachers' organizational commitment in Experimental Middle School Attached to Yunnan Normal University's score was 3.71 in total which means the level was high. The affective commitment had the highest score (3.90), then normative commitment got the second highest score 3.81, the lowest was continuance commitment (3.41) in the moderate level. Kamaylar (2016) also mentioned that the organizational commitment of the No.2 basic education high school is ranked as follows: the first is affective commitment, the second is normative commitment, and the last is continuous commitment.

In terms of Affective Commitment, the highest score is teachers' "emotional attachment to the school, and the level is high. According to the affective commitment theory (Meyer&Allen, 1997), the data show that employees have emotional dependence, identification and dedication to employees, and their loyalty and hard work to the organization are mainly due to their deep feelings towards the organization, not all of them based on non-financial incentives. However, teachers will be happy to invest the rest of their career in school because school is the lowest. The results show that some teachers have considered leaving school. Research shows that teachers' feelings for schools are not single. On the one hand, they have emotional attachment to organizations. On the other hand, considering leaving school is for some reason. This result may be a warning to school administrators.

Teachers' Normative Commitment score is second higher. Problem item teachers believe that it is wrong to leave the organization with the highest score at the first high level, while problem item teachers find that a person must always be loyal to his / her organization is often the lowest. Data show that teachers want to stay in school and believe



in the value of school. This result reflects the obligation of teachers to stay in the organization and is also a commitment of teachers to stay in schools. This is the social responsibility formed by the long-term impact of society (Meyer&Allen, 1997).

On the basis of the interview, one of the important reasons for teachers to leave school is the change of compensation system. From the data analysis and interviews, teachers mentioned the changes of the reward system in recent years and believed that it was because the needs of some teachers were not fully met. (Meyer&Allen, 1997) concluded that employees' perception of the cost of leaving the organization is a commitment to stay in the organization in order to avoid losing profits earned over the years. The same view of Kamaylar (2016) shows that most teachers do not have much interest in continuing education in schools because of the influence of internal and external factors on their continuing commitment.

According to the 1960 Side Bet Theory, the higher the employee's organizational commitment, the stronger the sense of belonging to the organization. The researchers analyzed the data of this study and found that teachers have a high organizational commitment in the school, which means that teachers have a strong sense of belonging to the school. The researchers found that the results of the data show that teachers' motivation is at a high level and teachers' organizational commitment is also at a high level. According to Pearson product moment correlation coefficient, there is a correlation between teachers' perception of teachers' motivation and organizational commitment.

9. Conclusion

This study investigated all of the full-time jobs teachers in Experimental Middle School Affiliated to Yunnan Normal University by questionnaire, to identify the level of teachers' perception towards teachers' motivation and teachers' commitment. The study found that schoolteachers have a positive view of teachers' motivation mechanism. Teachers in the school have the perception of high levels of both Extrinsic Factors about Teachers' Motivation and Intrinsic Factors about Teachers' Motivation, it could be seen that teachers had relative. The organizational commitment of schoolteachers is at a high level; Among them, teachers' affective commitment is the highest and teachers' continuous commitment score is the lowest among the three commitments, which present as the level of moderate. On account of the result of the data

analysis, there is a strong positive relationship between teachers' perceptions towards teachers' motivation and teachers' commitment in Experimental Middle School Affiliated to Yunnan Normal University.

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