ABSTRACT

FACTORS AFFECTING THE JOB PERFORMANCE OF CHURCH
OFFICERS IN THE BOROUGH OF BROOKLYN IN THE
NORTHEASTERN CONFERENCE OF
SEVENTH-DAY ADVENTISTS
IN NEW YORK

by

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Main adviser: Karla Saraí Basurto Gutiérrez

ABSTRACT OF GRADUATE STUDENT RESEARCH

Dissertation

Montemorelos University

School of Business and Legal Sciences

Title: FACTORS AFFECTING THE JOB PERFORMANCE OF CHURCH OFFICERS IN THE BOROUGH OF BROOKLYN IN THE NORTHEASTERN CONFERENCE OF SEVENTH-DAY ADVENTISTS IN NEW YORK

Name of researcher: Mark H. Brathwaite

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Date completed: March 2020

Problem

The empirical model in which organizational commitment, recognition, motivation, and training are predictors of job performance, as perceived by Church Officers of the Northeastern Conference of Seventh-day Adventists in the Borough of Brooklyn, New York, USA.

Method.

The research was empirical quantitative, descriptive, exploratory, explanatory and transversal. The study population was made up of 424 church officers of the Borough of Brooklyn, in the -Northeastern Conference of Seventh-day Adventists in York, USA. An instrument was administered and 163 church officers from the population were

described. The substantive statistical process was based on regression analysis, performed in SPSS 23.0.

The constructs for the five instruments used were done through factorial analysis techniques (with explained variance levels of over 65.0%, which are acceptable) and the reliability, measured with the Cronbach alpha coefficient for each instrument, was acceptable (with the lowest explained variance levels of (.880). For the analysis of this hypothesis, the statistical technique of multiple linear regression was used.

Results

The model was validated with the sample of church officers of the Brooklyn Borough in the Northeastern Conference of Seventh-day Adventists. Organizational commitment, recognition, motivation, and training are good predictors of job performance, according to the perception of the church officers of the Brooklyn Borough in the Northeastern Conference of Seventh-day Adventists. When evaluating the influence of independent constructs through the standardized beta coefficients, it was found that the best predictor is training, followed by Organizational commitment, then motivation.

Conclusion

It is recommended to the administration of the Northeastern Conference of Seventh-day Adventists and the Senior Pastors of the churches in the Northeastern conference to implement training programs at the local level, district level and regional level for all church officers at all levels of the local church with the aim to train and empowering its Church officers to function at their best on a professional level so that God will be glorified. Additionally, the focus should be placed on organizational commitment, motivation, and recognition of church officers since these variables directly impact the

job performance of church officers. These constructs are all good predictors of church officers' job performance.

Montemorelos University

Faculty of Business and Legal Sciences

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A dissertation
presented in partial fulfillment
of the requirements for the degree
Doctorate in Business Administration
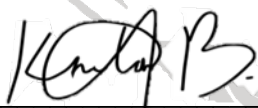
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FACTORS AFFECTING THE JOB PERFORMANCE OF CHURCH OFFICERS IN THE BOROUGH OF BROOKLYN IN THE NORTHEASTERN CONFERENCE OF SEVENTH-DAY ADVENTISTS IN NEW YORK

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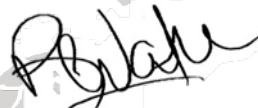Doctorado en Administración
de Negocios

por

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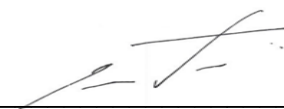
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20 de abril de 2020

Fecha de aprobación

DEDICATION

This dissertation is lovingly dedicated to my beloved wife, M. Cecelia Brathwaite. whose untiring support, encouragement and prayers have inspired me to give my best to this project which has become a labor of love and joy. I also dedicate this dissertation to my late father, Clifford Henderson Brathwaite, my mother Lydia Yvonne Brathwaite, sisters Judy, Angela and Samantha, my brothers Clifford and Joel as well to a vast host of other relatives and friends who I hope will one day will follow this path to academic excellence.

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ACKNOWLEDGEMENT

The quotation, "No man is an island, no man stands alone..." written by John Donne, in "Devotions Upon Emergent Occasions**,"** encapsulates my sentiments as I look back on my academic journey to attaining my PhD.

The great philosopher, Plato, once said, "The beginning is the most important part of the work." I am glad I started this project, and as I see the end, I must thank my Heavenly Father, without Whose vision, desire and guidance I would have never had this dream from my formative years. I thank Him for His wisdom, understanding, and endurance; I thank my God for my professors, my colleagues and others who shared this journey with me. God's strength empowered me to continue when I was tired, His vision inspired me to keep focused on the goal at the end of this path of learning, and His wisdom helped me to grasp the concepts and reproduce the information as necessary.

Thanks to my gifted scholars, professors for their untiring efforts in imparting knowledge, giving guidance and encouraging me as they helped me navigate the path to a successful completion of this program. I will be eternally grateful to doctor Karla Sarai Basurto Gutierrez, my Research Supervisor, for her untiring guidance, encouragement, patience, wisdom, empathy, and availability, as she guided me through the maze of the writing of this project. Thanks to her husband, doctor Anthony Mc Callugh for his invaluable assistance and overall contribution to my success. I owe a depth of gratitude to all my instructors: Dr Omar Arodi Flores Laguna; doctor Pedro Gonzales

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—Benjamin Franklin

CHAPTER I

PROBLEM DIMENSION

Introduction

The following sections provide a brief compilation of definitions of the variables of this research: (a) organizational commitment, (b) recognition, (c) motivation, (d) training, and (e) job performance.

Organizational Commitment

Various writers, contingent on their qualifications, have detailed and measured organizational commitment differently. Gulluce, Kaygin, Kafadar, and Atay (2016) revealed that organizational commitment was firstly deliberated by Whyte in 1956, and it has been enhanced by many other scholars.

Step by step instructions to upgrade a representative's responsibility and occupation execution is an imperative issue for human asset administration. Commitment has been operationally characterized according to Ke, Qiu, and Jiang (2015), as a multidimensional in nature, including a worker's devotion to the organization, enthusiasm to apply exertion for the organization, level of objective and esteem congruency with the organization, and desire to maintain membership. While according to Gulluce et al., (2016), have defined commitment as the quality of a person's ties with the association or social activities coming about because of the dedication of people.

On the other hand, Azeem (2010) indicated that organizational commitment can be defined as a worker's level of identification and participation in the organization.

According to Rong and Cao (2015), organizational commitment is defined as an emotive connection, which contained workers' reliance on the organization and obligation to the organization.

Affum-Osei, Acquaah, and Acheampong (2015) defined organizational commitment as a psychological connection between the worker and his or her organization that makes it less possible that the worker will voluntarily leave the organization.

Parasiz, Gündoğan, Ermiş, and Şahin (2017) said that organizational commitment is defined as an individual's belief of the aims and values of an organization, willingness to make an endeavor for reaching the purposes of the organization and desire for staying as a member of the organization.

Recognition

Danish and Usman (2010) indicated that recognition tells of how the work of a worker is evaluated and how much the gratitude he is shown in return from the organization.

Astani, Ready, and Tessema (2013) defined recognition as the acknowledgement, gratitude, or endorsement of the positive endeavors or behaviors of an individual or team.

Abdullah and Wan (2013) defines appreciation as the recognition or approval given for something. While Akafo and Boateng (2015), indicated that recognition represents an incentive experienced largely at the representational level, but may also take on emotive, practical or economic value.

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Motivation

Motivation is acknowledged as a factor that applies vigorous energy to our undertakings and exertion. According to Ahmed, Rasheed, and Jehanzeb (2012), motivation is a growth of assorted practices that affect and guide our deportment to achieve certain specific goals.

Afful-Broni (2012) postulated that motivation is the development that accounts for a person's intensity, direction and diligent effort toward achieving an objective.

Shahzadi, Javed, Pirzada, Nasreen, and Khanam (2014) defines motivation as an influence that empowers a person to act in the direction of a specific objective.

According to Madukoma, Akpa, and Okafor (2014), motivation is the advancement that begins with psychological insufficiency or necessity that stimulates a behavior or a determination that is aimed at a respectable incentive.

Ferreira, Reis Neto, Vasconcelos, and Souki (2016) said that motivation refers to the innermost factors of the individual that direct the conduct to the accomplishment of specific goals and do not depend on abilities or peripheral demands.

Kuranchie-Mensah and Amponsah-Tawiah (2016) defined motivation as stimulating people to work; autonomously or in groups in such a way as to yield best conclusions. It additionally states that motivation is a universal term applied to the entire class of initiatives, desires, needs, wishes, and related forces.

Mayo, Torres, and Nieto (2018) stipulated that motivation is the compulsions that give passion, direction, and effort to someone to realize a goal.

Training

When it comes to training, according to Dabale, Jagero, and Nyauchi (2014), training is significant in meeting an organization's goals at any level of its structure. Thus, according to Elnaga and Imran (2014), training speaks to a deliberate interposition aimed at improving the elements of individual job performance.

Madukoma, Akpa, and Okafor (2014) indicated that training is an educational activity which is focused towards the procurement of specific knowledge and skills for the purpose of a profession or task. According to Rani and Garg (2014), training is methodical expansion of the information, skills and attitudes necessary for an individual to perform satisfactorily a given task or job. In addition, defined the same authors training as the organized methods by which persons gain information and escalate skills for a definite intent.

Job Performance

According to Mawoli and Babandako (2011), job performance is not a single integrated construct but a multidimensional construct comprising of more than one kind of behavior. Madukoma, Akpa, and Okafor (2014), indicated that job performance is referred to as the work undertakings carried out by the worker towards the realization of organizational objectives.

Onanda (2015) infers that Coulter defines worker performance or job performance as the complete or total output of a worker's undertakings and activities in an organization. Said, Zaidee, Zahari, Ali, and Salleh (2015) defined job performance as the performance executed in line with the set intentions of the organization. Amoako-Asiedu and Obuobisa-Darko (2017) defines job performance as observable

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things people do that are significant for the goals of the organization.

Definition of Terms

Although most of the above variables have previously been defined during the process of describing them, this section gives a brief definition of key terms that are used in this study.

Organization: is a community body, such as an institution that has a collective mission in addition is connected to an external environment.

Organizational commitment: is defined as a worker's level of identification and involvement in the organization.

Recognition: is defined as the acknowledgement, appreciation, or approval of the positive behaviors of an individual or team.

Motivation: is defined as the process of enhancing the morale of an individual to inspire him or her to willingly give his or her best in accomplishing assigned responsibilities.

Self-efficacy: A belief in one's capability to successfully perform an assignment.

Training: is defined as the systematic development of the knowledge, skills and attitudes required by an individual to perform adequately a given assignment or job.

Job performance: is defined as the work-related activities expected of a worker and how well those activities were executed.

*Church officer***:** is defined as a church member who is elected to serve as an officer in a specific area of work in the local Seventh-day Adventist church.

Borough: is defined as a semi-autonomous government unit within the city.

Relationship Between Variables

This section describes the relationships between the variables. These relations are as follows: (a) organizational commitment and job performance, (b) recognition and job performance, (c) motivation and job performance, (d) training, and job performance.

Organizational Commitment and Job Performance

Khan, Ziauddin, Jam, and Ramay (2010) in their study explored the influence of Organizational Commitment on a worker's job performance from a sample of 153 public and private and public sector workers of oil and gas sector in Pakistan. The results exposed a positive connection between organizational commitment and worker's job performance.

According to a study done by Fu and Deshpande (2014), organizational commitment has a substantial direct influence on job performance. Nazir and Islam (2017) in their study Enhancing organizational commitment and a worker's performance through worker's engagement: An empirical check, showed that the results revealed an affirmative influence of perceived organizational backing on a worker's performance and affective guarantee. Moreover, these associations have also been found to be facilitated by a worker's engagement.

Hafiz (2017) scrutinizing the relation of the dimensions of organizational commitment found that emotional, normative, and persistent commitment are positively related with a worker's performance distinctly and jointly. Naghneh, et al. (2017) in their study with nurses found a positive relationship between organizational commitment and compassionate behavior.

Recognition and Job Performance

Shonubi, Abdullah, Hashim, and Ab Hamid (2016) realized that organizations could improve and motivate the use of successful recognition in the feedback progression of the performance management system. The findings expounded that recognition programs may also inspire the organization to look at a more organized procedure to recognition, that would permit the powerful culture it endeavors to claim.

Alam, Saeed, Sahabuddin, and Akter (2013) showed that investigation has verified that workers who get recognition tend to have greater self-esteem, more self-assurance, more inclination to take on new challenges and more enthusiasm to be innovative.

Atambo, Kabare, Munene, and Nyamwamu (2012) in their study examined the connection between workers' recognition (independent variable) and performance (dependent variable) between forty medical services staff drawn from three configurations at the public wing of Kenyatta National Hospital, Kenya. The study adopted a cross-section survey to acquire data from a target populace of four hundred officers. Data were gathered using a survey questionnaire and statistically examined using the Statistical Package for Social Sciences using descriptive statistics to give a response to the research question. Among the significant discoveries, it was shown that identifying the worker's accomplishments, through the provision of vocation development opportunities gave way to improved performance both at the individual and organizational levels.

Kim and Um (2016) explored the effect of recognition for backing a cause on the social networking site Facebook, controlled cause participation and self-efficacy as

moderators with intention to bestow and volunteer. Results showed that social appreciation, high participation, and high self-efficacy caused in more positive behavioral responses. In addition, social acknowledgment served as a greater persuader to contributor and volunteer for individuals with low cause participation than it did for those with high involvement. Results additionally suggested that the affirmative consequence of social recognition was amplified for persons with high self-efficacy equated with those with low self-efficacy.

Tessema, Ready, and Embaye (2013) scrutinized the consequence of workers' cognition, pay, and assistance on job satisfaction. In this cross-sectional study, survey replies from university students in the U.S. (n = 457), Malaysia (n = 347) and Vietnam (n = 391) were evaluated. Worker's recognition, salary, and benefits were found to have a substantial bearing on job satisfaction, irrespective of home country salary level (high, middle or low income) and culture (collectivist or individualist). However, the result of benefits on job approval was considerably more significant for U.S. respondents than for respondents living in Malaysia and Vietnam. The writers agreed that both financial and nonfinancial recompenses have a role in influencing job satisfaction, which eventually affects worker's performance.

<div align="center">Motivation and Job Performance</div>

Bhatti (2014) indicated that motivation plays a substantial role in refining organizational performance as well as for the achievement of organizational goals and objectives. Numerous studies show a positive relationship between performance and motivation.

Said, Zaidee, Zahari, Ali, and Salleh (2015) indicated that the study shows that worker motivation has an uninterrupted effect on gainfulness and progress. A highly motivated worker tries his or her best to carry out each aspect of his or her obligations and responsibilities. Improved job performances of the worker will increase the worth to the organization itself and to the worker's efficiency.

Iqbal, Ahmad, Haider, Batool, and Ul-ain (2013) explored the impact of performance evaluation on worker's performance and analyses that motivation affects the connection of performance assessment and worker's performance. Two hypotheses are evaluated by using sampling procedures; we designated 150 workers as sampled by using simple unsystematic sampling among the banks of Dera Ghazi Khan. Primary data were collected using a typical questionnaire. Results offered there are positive relationships between performance appraisal and worker's performance. Motivation as a moderator positively affected the relationship between performance assessment and worker's performance.

Zameer, Ali, and Amir (2014) explored the influence of motivation on worker's performance of the beverage industry in Pakistan. The data for the contemporary study has been collected from five major cities of Pakistan using a controlled questionnaire. Results from the present study explore that motivation plays a vital role in the performance of workers in the beverage industry of Pakistan.

Muogbo (2013) investigated the Impact of worker motivation on organizational performance of selected manufacturing firms in Anambra State. 103 respondents were chosen from 17 manufacturing organizations across the three senatorial districts of Anambra State. The population of the study was 120 workers of selected manufacturing

businesses in Anambra State. The study used descriptive statistics (frequencies, mean, and percentages) to respond to three research questions given for the study. The Spearman Rank Correlation Coefficient was used to examine the three hypotheses that steered the study. The result gained from the study showed that there was a connection between worker motivation and organizational performance. The study reveals that extrinsic motivation provided to workers in an organization has a significant effect on the workers' performance

Training, and Job Performance

According to Aragón, Jiménez, and Valle (2014), the study of the relationship between training and the organization's performance has engaged a respectable amount of research through the last decades. In general, literature considers that training improves organizational performance by fashioning a workforce with wide-ranging knowledge and skills.

Iqbal, Ijaz, Latif, and Mushtaq (2015) sated that organizations need to be aware of the significance of keeping their human resources up to date. New product data, SOPs to perform new duties, information about their neighboring development and most significantly to keep them thriving with the progressing technologies; training can be important. That is why training has a positive influence on worker's performance as he/she will be self-assured and completely aware about his or her tasks proportional to the worker who is not being trained for significant roles, he will be operating according to his own understanding and he will unquestionably create complications for the bank.

The outcomes of their study offer a pioneering attempt at examining an apparent yet neglected link: there is a positive connection between training and workers' performance.

Tahir, Yousafzai, Jan, and Hashim (2014) tried to find the influence of training and advancement on workers' performance and productivity. There were two variable Training and Development (Independent) and Workers' performance and productivity (Dependent). Eight United Banks Limited were chosen for the study. Eighty questionnaires were dispersed for the gathering of data. Descriptive statistic tools SPSS were used on the questionnaire to comprehend the dependability and consistency. The goal was to observe whether Training and Development has an influence on Workers' Performance and Productivity. Data were evaluated and discussed. The result presented that there was noteworthy relationship between the variables.

Madukoma, et al. (2014) examined the consequence of training and motivation on job performance of library workers of the University of Lagos, Lagos State, Nigeria. The outcome of the study showed that training encourages library personnel at the University of Lagos to do their jobs. In turn, this augments their performance on the job.

Asfaw, Argaw, and Bayissa (2015) revealed that the focus of their study was to decide the influence of training and expansion on the workers' performance and efficiency at District Five Administration Office, Addis Ababa, Ethiopia. Training and development had correlated and claimed a statistically substantial relationship with a worker's performance and efficiency.

Problem Statement

According to Reinklou and Rosén (2013), Non-profit organizations are different from For-profit organizations in several ways. One important area is that their operation is mainly built up by volunteers giving their time and contributing to the operations within the organization. Such is the case with the Seventh-day Adventist Church's weekly operation of a large workforce of volunteer workers in the form of church officers.

Through this operating machinery, various problems are experienced. There is a problem of the fluctuating performance of these local church officers who are elected to serve in the various offices in the local congregation of the Seventh-day Adventist Church for the one or two year period allotted by the governing body of the church and stated in the current Seventh-day Adventists Church Manual.

Munisamy (2013) has shown that the success of an organization always depends on the participation and job performance of their workers. Vision and goals of the organization, workers' positive characteristics and feelings towards the work they perform lead to the fulfillment of work well done. They are the ones who are responsible for achieving the vision and goals of the organization. A worker's positive characteristics and feelings towards the work they perform leads to good job performance.

It is common for many elected officers to begin the service period with much passion toward their goals, and the goals of the local church congregation, however, as it nears the period for the election of officers to serve in the new one or two year period their local body operates by, there is frequently observed a lessening of zeal or motivation and thus the pace of their performance is drastically reduced or halted alto-

gether and the service quality is severely affected. This is in keeping with the observation made by Osabiya (2015), that an organization's success is dependent upon members being motivated to use their full talents and abilities and directed to perform well in the right areas.

Some persons who are willing to serve are elected to office but are not trained or even informed of basic requirements by their predecessor. As a result, according to Osborn (2018), weakened performance becomes one of the most obvious negative outcomes of neglecting to train a worker. As a result, workers who have not been trained will run into serious problems with producing high-quality work in an efficient way. If on the other hand, the local church administration provides training, then the willing worker now has some empowerment to function in the assigned office.

Others are excited to be asked to serve but lack the motivation to move from excitement to production. They faithfully promise to work, are given the tools but never try, no matter how much they are encouraged, trained and given suggestions.

Some officers who are willing to serve, have the vision for their area of responsibility but are easily discouraged when they do not get the support from the general church membership or leadership. As a result of this lack of support some resign the offices while others just let go of their responsibilities.

According to Sanyal and Hisam (2018) teamwork has the ability to enable the members of the team to have a higher level of emotional security, self-confidence and the expertise to strategize and decide with others constructively.

However, there are church officers who are not team players, they have their own agenda. They may agree with their committees but go off on their own, doing things

as they see appropriate. People soon lose the desire to work with them as a team and the vision for that department suffers. Thus, according to Sanyal and Hisam (2018), the absence of teamwork's concepts and strategies can lead to occupational failure, disappointment, low morale and poor productivity which threatens the entity of the organization.

Problem

This study takes the research supporting concepts from the for-profit sector and applies them to the non-profit sector. It expands the scope of previous research by looking at perceptions of organizational commitment, recognition, motivation and training. Therefore, the primary question surfacing for this research is: Can the following variables, organizational commitment, recognition, motivation and training be predictors of job performance of Seventh-day Adventists church officers in the Borough of Brooklyn in New York? The local churches and its church officers formed the contextual basis surrounding the question.

In Figure 1 the theoretical model which aims to identify relationships between the independent variables to the dependent variable is presented

Hypothesis

H_1 The following variables, Organizational commitment, Recognition, Motivation and Training are predictors of job performance of church officers in the Borough of Brooklyn in New York.
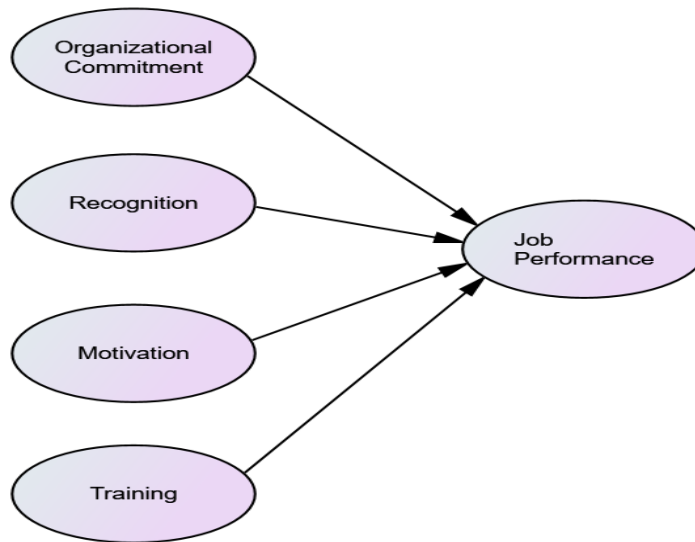
Figure 1. Theoretical Model.

Research Objectives

This section presents the statement of the actions to be carried out with the model proposed in this study.

1, To address a gap in knowledge regarding the relationship between church officers and job performance by identifying and explaining the factors that affect job performance among church officers in the Seventh-day Adventist Church in the Borough of Brooklyn.

2. To build an instrument to measure each of the variables under study: organizational commitment, recognition, motivation, training and job performance.

3. To know the impact of organizational commitment, recognition, motivation, training on the performance of church officers.

4. To tabulate the results in a meaningful method that can help to benefit the church.

Justification

The purpose of this study is to determine the relationship between the factors, organizational commitment, recognition, motivation, and training on job performance among church officers in the Borough of Brooklyn in New York in the Northeastern Conference of Seventh-day Adventists. Gans-Morse, et al. (2018) indicated workers are the spinal cord and the frontier of the organization. This denotes that, these workers are the intermediaries who help the organization to comply with the needs of a targeted population while meeting its' objectives and goals as an organization. Thus, church officers may be considered the field marshals through whom the objectives and goals of the organization, in this case, the church, are accomplished.

Scholars have examined the effect of these constructs on Job performance in other sectors; however, few studies have been done to examine the effect in a nonprofit religious organization. Massoudi and Hamdi (2017) indicated that for every organization, the most essential component is the performance of a worker since the success or failure of an organization is dependent on the performance of the worker. Thus, the findings of the study may provide insight into a church officers' level of job performance in the Northeastern Conference. The research may be used to provide information for clergy, local church administrators, church boards who recruit, engage, train, encourage and work to sustain church officers in the local congregation. This additional information will allow this sector of church members to be involved in the round table discussion of church workers.

Limitations

The study has the following limitations:

1. This study will be limited to fifteen churches in the Borough of Brooklyn New York in the Northeastern Conference of Seventh-day Adventist.

2. The results will be limited to the willingness of the officers to give thorough answers on the questionnaire.

3. The questionnaire will be completed anonymously and will thus be restricted to be analyzed on a general and not individual bases.

4. The application of the instrument required the help of others.

5. For various reasons, 100% of the questionnaires may not be returned.

6. The application of the instrument will depend on the authorization of the Pastor.

7. There might be limitations of availability of literature on church officers job performance.

Delimitations

Here are some delimitations that are considered relevant to the preparation of this research:

1. The instruments will be answered by Seventh-day Adventist members who are elected to serve as officers by the local church in the Northeastern Conference.

2. The instruments may not be answered proportionally by all the different Church officers in the Borough of New York of the Northeastern Conference.

3. The instruments may not be answered honestly by some church officers of the Borough of New York of the Northeastern Conference.

Assumptions

Below are some of the assumptions considered in the preparation of this research by the researcher:

1. It is assumed the participants are the elected officers of the church.

2. The participants are truthful about the answers given in the study.

3. The theoretical basis of relations between constructs are based on authors who know the subject material.

4. The participants will be anonymous and will adhere to the instructions outlined in the document to be completed.

5. Confidentiality will be preserved, and the participants may withdraw from the study at any time and with no consequence to fear.

Philosophical Background

The Christian's outlook on life is cushioned on the infallible word of God, The Bible. It is the underpinning of their daily operations - how they handle every situation. It determines their beliefs about reality and their outlook on life. Its standards and principles evaluate everyday situations.

A church officer is a member of the laity who assists the minister in the running and upkeep of the church. Church officers willingly volunteer their time to fulfill the mission of the church and the command of Jesus to preach the gospel to all the world. The concept and activity of volunteering occurring throughout the pages of the Bible from Genesis to Revelation.

Volunteering is part of the DNA of mankind. They are made in the image of their Creator, God. If they are willing to recognize God as the ultimate volunteer, since He

gave His only begotten Son to die for us, then they are prepared to understand what volunteering all is about. From a biblical perspective, volunteering is simply helping others without being paid and that is what church officers do. It may come in the form of Noah and his family building an ark to save the world; Nehemiah and his friends rebuilding a wall to restore a city, or the saving of a kidnapped nephew, in the case of Abram and Lot.

Most Church officers work primarily because they want to please God, they love their fellowmen, they want to contribute to the improvement of the life of others here and prepare them for life eternally with Jesus. It is the Apostle Paul who told us in Acts 20:35 "In all things I have shown you that by working hard in this way we must help the weak and remember the words of the Lord Jesus, how he himself said, 'It is more blessed to give than to receive".

The scope of the work of officers of the church is vast. This directive comes from Jesus Himself when he commanded His disciples (helpers) in Mark 16:15 "Go ye into all the world and preach the gospel to every creature."

Church officers give freely of their time, talent and other resources. Even though they do not require monetary remuneration it is still necessary that their contributions are not taken lightly or ignored. This is very important because most of the work done in churches and other non-profit organizations is done by helpers; without them, these organizations would fail miserably.

One currency that is sure to reap rich dividends with church officers is Recognition. Recognition is the acknowledgement of an individuals' or team's performance, endeavors and accomplishments that support the organization's goals and values.

People need recognition; need to be appreciated. However, one method of recognition may not fit everybody therefore much consideration needs to go into what would be appreciated by the person/persons being recognized. From my experience, people who are happy in their assigned work are usually the ones whose managers and companies identify and give incentives for high-quality service. Similarly, officers who give most are the ones who are acknowledged for their contributions to the organization with which they are affiliated. The old adage is true, "Contented cows give more milk." Positive reinforcement breeds loyalty: people is made that way. Psychologists tell us that people need a certain amount of reward and recognition from others in order to be mentally and emotionally healthy.

The Bible too has a lot to say about rewards and recognition and it shows that helpers also have expectations, as is the natural human thing to do. Depending on the recognition given, it enhances loyalty Matthew 19:27-29 and Luke 10:1-2.

The Apostle Peter reminds us that "Each one should use whatever gift he has received to serve others, faithfully administering God's grace in its various forms." 1 Peter 4:10.

Isaiah in his writings reveals that it must

Feed the hungry and help those in trouble. Then your light will shine out from the darkness, and the darkness around you will be as bright as noon. Isaiah 58:10

The Apostle Paul in his writings to the Colossians encourages them and the rest of people with these words whatever you do, work at it with all your heart, as working for the Lord, not for men, since you know that you will receive an inheritance from the Lord as a reward. It is the Lord Christ you are serving.

Whelchel (2011) said as Christians in the marketplace, they actually have an advantage over the non-believing co-workers, because they work for a higher level of management. This is wonderful; not only in this life but in the life to come, since God has an appreciation and incentive program superior to every employer's best package. If people execute their daily duties to Him as best abilities allow, they will be acknowledged, and rewarded by God. However, as His children, it is in the place of the leadership of the church to follow their Master's lead and affirm those who do their best for Him this side of heaven.

Thus, there are reasons why recognition of church officers is imperative. Recognition lets officers know that they are valued, and their contribution is appreciated; it gives them a sense of ownership, a feeling that they belong to the organization and the program; their confidence is improved; it helps to build a supportive atmosphere; it increases enthusiasm and it improves volunteer retention.

Without doubt, there are positive outcomes when people are duly recognized for their work and negative outcomes when they are not recognized for their work; this is especially so when dealing with those elected to serve as officers in the church. Recognition is what they receive in lieu of a salary. Psychologists tell us that all of us need a certain amount of reward and recognition from others in order to be mentally and emotionally healthy.

Members who work as officers in God's church gain satisfaction when they see how their efforts grow and strengthen the church or better the situation for those less fortunate, and how their work is appreciated by those they help.

The driving force to give more is fueled from inside by what they observe as the outcome of their selflessness, it is therefore a two way street; a symbiotic relationship. It is feasible to conclude that church officers will stay motivated if they are given regular feedback, positive reinforcement, and recognition for the work they are putting in.

Sometimes it is easier to recruit officers than to retain them. For an officer to be an asset to any church there has to be Commitment – an uncommitted church officer is undependable and a liability to any church, therefore, commitment is the key to the church officer's success as a leader in the church/organization and the body realizing its mission.

White (1925) said:

Listlessness and inefficiency are not piety. When we realize that we are working for God, we shall have a higher sense than we have ever had before of the sacredness of spiritual service. This realization will put life and vigilance and persevering energy into the discharge of every duty. (p. 150)

In Organizational Commitment, many times, people are drawn to volunteer when they have some common ground with the church/organization and feel a sense of commitment to help it meet its goals.

In 1Samuel 17, David offered to fight Goliath on behalf of his people and more importantly, to stand up for his God who was being ridiculed by the enemy. Isaiah undertook to be a messenger for God Isaiah 6:8

Then I heard the voice of the Lord, saying, "Whom shall I send, and who will go for Us?" Then I said, "Here am I. Send me!" In the Holman Christian Standard Bible, the verse 1Chronicles 29:5 ends with a question: "Now who will volunteer to consecrate himself to the Lord today?.

Those who will be sent and be involved in the work of functioning in the church must do all they can to be effective if their activities as officers will have a positive

impact on their duties in their respective offices. For church officers to be truly efficient they must be trained, or everyone will be off on their own agenda, doing things the way they think they ought to be done; this is not the way any church/organization wants it done. I believe that when we do like Jesus did, when we empower, equip and train the workers, it is the best way to guarantee success.

There are many gifted people but there must be an identification of gifts, and training. It is very important to train church officers so they can gain maximum impact in the church. When they are trained, some gain valuable experience in the field towards their chosen discipline or career choice. White (1909) says: "Every worker should be understandingly efficient. Then in a high, broad sense he can present the truth as it is in Jesus" (p. 70). Training church officers provide an able core of workers that will fundamentally decrease the organization's overhead operating cost; it will diminish the cost of its staff, thus leading to a more insignificant operating budget than if only professionals were used in each venture.

God is a God of order and He requires His church to be of the same standard. White (1909) mention that:

> There should be a well-organized plan for the employment of workers to go into all our churches, large and small, to instruct the members how to labor for the up building of the church, and also for unbelievers. It is training, education, that is needed. Those who labor in visiting the churches should give the brethren and sisters instruction in practical methods of doing missionary work. (p. 117)

Most people feel an urgency to assist friends, family members, coworkers, and/or strangers in need or in crisis. However, no matter how inspired a person is, that person must be trained to function at their most excellent ability in the context of where they are expected to make their contribution. There has to be harmony in the anxiety

to work for the Lord. God takes His work and workers seriously and they have been given guidelines as to what this entails.

Luke 12:12 says: "For the Holy Ghost shall teach you in the same hour what ye ought to say." We are also told in 1 Corinthians 2:10. "For to us God revealed them through the Spirit; for the Spirit searches all things, even the depths of God" the training will not be complete if it is only from human sources because the work is not of human origin. They cannot do the work of God effectively without instructions from God. Nehemiah 9:20 reminds us: "You gave Your good Spirit to instruct them…"

To have the confidence and wisdom needed to approach, speak to and meet the needs of those in need –spiritually or physically - divine guidance is needed.

"Which things we also speak, not in words taught by human wisdom, but in those taught by the Spirit, combining spiritual thoughts with spiritual words." 1 Corinthians 2:13. "For to one is given the word of wisdom through the Spirit, and to another the word of knowledge according to the same Spirit; ..." 1 Corinthians 12:8.

Church officers must be trained appropriately to accomplish what God requires of them. Isaiah 11:12 "The Spirit of the Lord will rest on Him, The Spirit of wisdom and understanding, The Spirit of counsel and strength, The Spirit of knowledge and the fear of the Lord." The Holy Spirit will consequently become the church officer's individual Guide and Teacher in this assignment of reaching and helping others. Our local training is by no means complete or exhaustive, therefore it will be the job of the Holy Spirit to communicate and transmit this completing knowledge directly to the church officers as they seek after it.

Leadership exists in all group settings irrespective of the size of the group. Paul acknowledged this powerful influence in 1 Corinthians 11:1 "And you should imitate me, just as I imitate Christ." People follow their leaders!

Leaders are worthy of emulation, especially Christian leaders. Nobody should follow another blindly, and the apostle Paul qualifies that tendency when He said, "follow me AS I follow Christ." It is a grave responsibility to lead but it is an honorable privilege.

There must be present a particular relationship between the leader and the group members which is demonstrated by interpersonal and social interaction.

As children of The Highest God, it is a responsibility to pointing others to Jesus. In Philippians 3:17 Paul says: "Brethren, be followers together of me, and mark them who so walk, since you have us for an example."

One of the most important responsibilities of Ministers is to train and endow others for ministries suitable to their spiritual gifts. Over time, church officers have become a church necessity; a familiar feature of humans on a local, national, and global scale; an inbred desire to help each other. Why they should volunteer to serve in this capacity? Many people donate their time for varying reasons whether it's in an Evangelistic program, fundraising for disaster relief or collecting, preparing, and serving food for a soup kitchen.

When someone agrees to give their time to a cause or service, it can be very rewarding for various reasons, and in many ways. The person may have been recruited for the task or they may have found it themselves. Serving God through serving in His church affects everyone differently but it is typically positive.

Study Organization

This study has been divided into the following, in five chapters as follows: Chapter I includes a history of the problem, relationship between variables, investigations, problem statement, definition of terms, research hypotheses, supplementary questions, research objectives, justification, limitations, delimitations, assumptions and philosophical background.

Chapter II presents a comprehensive review of the literature concerning organizational commitment, recognition, motivation, training and job performance.

Chapter III describes the methodology, the type of research, population and study sample, the measurement instrument, validity, reliability, operationalization of variables, the null hypothesis, and the operationalization of the null hypotheses, research questions, data collection and data analysis.

Chapter IV shows the results, the description of the population and sample, the behavior of the variables, validation of instruments, hypothesis testing, analysis of the confirmatory model, analysis of alternative model, as well as additional analysis and qualitative results.

Finally, Chapter V presents the summary of the study, discussion of results, drawing conclusions, implications and recommendations.

CHAPTER II

LITERATURE REVIEW

Introduction

According to Asfaw (2016), fundamental principles, theories, past research works, suggestions of different scholars, are of vital importance in any study. Even though finding research materials relating to this study were a challenge to discover, in the context of church officers. Therefore, in this section pertinent literature related to the subject are highlighted.

In this second chapter of this paper a few items will be considered such as the importance of the different variables, the study of their dimensions and the different relation and correlations that might exist among them.

This section discusses organizational commitment construct, introducing the concept, importance and dimensions.

Organizational Commitment

Concept

Zincirkiran, Emhan, and Yasar (2015) indicated that in order to survive and achieve `goals organizations require commitment. An evaluation of the literature on organizational commitment indicates that organizational commitment according to Iqbal, Muhammad, and Rab (2015), is part and parcel of the field of organizational behavior. It is recognized by numerous researchers that it is not a recent concept and has

over a period of time attracted the attention of copious scholars. According to Azeem (2010) this concept is a work job-related attitude that has garnered considerable attention from researchers around the world and at the same time has produced varying definitions and measurements as a construct.

Based on the definitions assigned to organizational commitment definitions by Bakhshi, Sharma and Kumar (2011), it is viewed as the willingness of a worker to demonstrate high levels of endeavor and a robust aspiration to remain with the organization. The term commitment is defined by Ajibade and Ayinla (2014), as a psychological strength of an individual's attachment to an organization. On the other hand, Iffat (2015), indicated that organizational commitment has been defined as a psychological link between the worker and his or her organization that makes it less likely that the worker will voluntarily leave the organization. Commitment relates to a worker's attachment, identification, and involvement with the organization. According to Manetje and Martins (2009), Commitment also describes the level of workers' acceptance of the organization's goals and the willingness they must work towards these goals.

Although organizational commitment is perceived as a single construct, Fard, Seyedyousefi, and Tohidi (2016), indicated that organizational commitment is a kind of attitude which shows the amount of workforce interest, attachment, and loyalty to the organization and their tendency for staying in the organization. The origin of this attitude can be because of a person's tendency, obligation or need, and to them, it has three aspects: Emotional Commitment which demonstrates the person's attachment, dependency and identity attachment with the organization's values and goals. Second, Normative Commitment which demonstrates the responsibility and moral obligation for

staying in the organization. And third, Continued Commitment which demonstrates the person's recognition and comprehension from the organization leaving costs necessity to stay in the organization.

Keskes (2014) postulated that the three-component model, developed by Meyer and Allen has been subjected to the greatest empirical scrutiny and has arguably received the greatest support.

Importance

The importance of organizational commitment according to Shahid and Azhar (2013), is that committed workers can frequently make things work even without very good systems and are crucial for advanced productivity in the organizations. In addition, Keskes (2014), stated its importance is revealed in its connection in the study of organizational behavior. This is partly due to the large number of works that have found relationships between organizational commitment and attitudes and behaviors in the workplace. Rakhshanimehr and Jenaabadi (2015) indicated that this construct of human resources can cause a competitive advantage for organizations.

Dimensions

Organizational Loyalty

According to Pee and Lee (2015) the foremost source of a worker's loyalty to an organization comes from their emotional attachment to the organization. Numerous studies show that organizations with a strong emotional attachment from workers have much lower turnover rates and absenteeism rates, and the workers have a stronger

motivation to work. There are three key principles to heighten workers' emotional at-tachment to the organization, these principles are to allow all workers to have a sense of mission; secondly, to give all workers who stay with the organization a sense of security; and thirdly, to allow all workers to have a sense of fairness.

Iqbal, et al. (2015) stated that a worker's loyalty can be defined as a worker being committed to the success of the organization and believing that working for that organization is their best option.

Organizational Support

According to Blackmore and Kuntz (2011), organizational support is an expres-sion of a worker's belief that the organization values their contribution and provides for their welfare. Ziaaddini and Farasat (2013) and Odle-Dusseau, Britt, and Greene-Shortridge (2012) poised that perceived organizational support is the perception and belief of a worker that his or her interest and person or set of individuals, an ideal, a responsibility, or a cause. It communicates in both thought and action and endeavors to identify the interests of the dedicated individuals with those of the object. Butts, Cas-per, and Yang (2013) mention that from a global perspective, it was found that organi-zational support is a significant influencer of organizational commitment. Hu, Fang, and Liang (2014) indicated that it was observed that organizational support positively and significantly influences a worker's commitment to an organization, and it was also found that the way a worker perceives the support provided by an organization influences his or her commitment towards that organization.

Empowerment

Meyerson and Dewettinck (2012) the concept of empowerment can be traced to the United States of America. The first formal study of empowerment dates to Mary Parker Follett's management ideas. She distinguished between "power-with" and "power-over" and suggested the process of integration to increase power-with while decreasing power-over. The human relations movement had a great impact on a worker's empowerment. The Hawthorne studies concluded that the workers were more responsive to social situations than to organizational controls. Karim and Rehman (2012), empowerment is mostly understood by sharing knowledge, improving intellectual capability, and autonomy during decision making.

Elnaga and Imran (2014) indicated that the definitions of empowerment itself vary widely across scholars. Meyerson and Dewettinck (2012) has indicated that empowerment has been defined in numerous ways, but most authors agree that the core element of empowerment involves giving a worker discretion (or latitude) over certain task related activities. Hunjra, Haq, Akbar, and Yousaf (2011) indicated that a worker's empowerment is essential for productivity, and the growth of any organization. Meyerson and Dewettinck (2012) stated, it is regarded as the increasing of workers' involvement in decision making, and removing boundaries between administrators and their assistants to increase performance.

Baird and Wang (2010) empowerment has widely been recognized as an essential contributor to organizational success with many authors observing a direct relationship between the level of worker empowerment and a worker's performance,

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worker's job satisfaction, and worker's commitment. Empowering workers enables organizations to be more flexible and responsive and can lead to improvements in both individual and organizational performance.

According to Aranki, Suifan, and Sweis (2019) many studies have examined the relationship between workers' empowerment and organizational commitment. Hanaysha (2016) indicated that there is a positive relationship between workers' empowerment and organizational commitment, and this is demonstrated by the fact that an environment that encourages empowerment in the workplace will have a positive impact on organizational commitment. Gholami, Asli, Nazari-Shirkouhi, and Noruzy (2013) have found that empowerment has a positive relationship with organizational commitment.

Recognition

Concept

Danish and Usman (2010) postulated recognition is a process of giving a worker a certain status within an organization. This is a very crucial factor in a worker's motivation. Recognition describes how the work of a worker is evaluated and how much the appreciation he or she receives in return from the organization. Petrescu and Simmons (2008) indicated that recognition refers to the general acknowledgment or confirmation of a given occurrence or performance. Harrison and Humphrey (2010) suggested that recognition is the appropriate, informal or formal admission of a person's or team's performance, work or business outcome that endorses the organization's goals and values, and which has clearly been beyond normal expectations.

Importance

Tessema, et al. (2013) indicated that recognition is an imperative tool for administrators and human resources professionals in endorsing a worker's motivation and organizational success.

The importance of recognition is revealed in the benefits produced in acknowledging the value of an individual and their work. According to Lieske (2019), the following indicate why it's crucial to an organization to show recognition.

1. Recognition produces happiness: When a worker gets recognized for working hard, that appreciation helps him or her be happier with his or her work. This in turn, reveals contented workers who are more productive, and this benefits the organization over all; this creates a continuous cycle of hard work, recognition, and satisfaction. It is a symbiotic relationship between the organization and the worker.

2. Recognition leads to less turnover: When an organization recognize workers for their hard work, they are willing to remain in the organization. When workers remain at their workstation longer, there is a decrease in the organization avoids unnecessary turnover.

3. Recognition increases trust: A worker's recognition helps the organization's workers feel more worthwhile and human about their role. This sense of worth changes their perception from being an expense to a valued asset, and that in turn increases their trust in your organization. When workers trust that their organization cares, they are more committed to their task and the goals of their organization.

4. Recognition increases engagement: When a worker does not feel appreciated, it is difficult to overcome. When one is willing to create an effective recognition

platform to reward workers for their hard work and dedication one will notice an increase in engagement and morale.

5. Recognition gives purpose: It is acknowledged that nobody desires to spend much time simply working. A sense of purpose should be given by recognizing the contributions of a worker. When there is transparency concerning an organization's goals and how their individual efforts have helped achieve those goals, workers are better able to understand the big picture and feel important, knowing their contributions matter.

According to Shonubi, Abdullah, Hashim, and Ab Hamid (2016) the importance of recognition is exposed when, recognition demonstrates confidence in workforces, and confident workers are more productive.

Leadership

Rukmani, Ramesh, and Jayakrishnan (2010) reveals that Leadership is about influencing individuals to do things correctly. To achieve this action people, need to have confidence in the one who leads as they follow his lead. And if one wants them to trust him as the leader and do activities for the leader and the organization, people need to be motivated. Theories imply that leaders and followers raise one another to higher levels of integrity and motivation. Motivation is purely and simply a leadership behavior. It stems from desiring to accomplish what is correct for individuals as well as for the organization. Leadership and motivation are active practices in management.

Armstrong and Taylor (2014) says that Organizations largely function by means of administrators and directors who exercise leadership in order to get their groups into action and ensure that they achieve the results expected of them as a team. Garg, van

Niekerk and Campbell (2011) indicated that the concept of leadership is complex and a review of literature highlights the large body of research that exists on leadership as well as a multitude of definitions Givens (2008), considered leadership as that kind of direction, which a person can give to a group of people under him in such a way that these will influence the behavior of another individual, or group. Koech and Namusonge (2012) posited leadership to be a reciprocal process of social influence, in which leaders and subordinates influence each other in order to achieve organizational goals.

Belonio (2012) has explained leadership as the use of a technique or strategy for the reason of development and growth which by leading to offer inspiring motives to stimulate and heighten the capability of workers for development and expansion within the organization.

Shafie, Baghersalimi, and Barghi (2013) posited leadership as a pattern of managerial behavior designed to integrate personal or organizational interest and effect, in pursuit of some objectives.

According to Igbaekemen (2014), leadership is the art of influencing people so that they will strive willingly towards the achievement of goals. Iqbal, Anwar and Haider (2015) said that leadership is increasingly understood to involve persuasion and explanation as well as the ability to identify, affirm, and renew the values of the group the leader represents.

Maiwada, Rahman, Abdurrahaman, Mamat, and Ann-Walker (2016) mention that leadership is the lifeblood of any organization, and its importance cannot be underestimated. Many authors have studied this phenomenon, but there is no conscious

definition of what leadership is, no dominant paradigm for studying it, and little agreement regarding the best strategies for developing and exercising it.

Asrar-ul-Haq and Kuchinke (2016) shared that, leadership is influencing people in getting things done and motivating them to achieve the targeted and most desired outcomes. Leadership effectiveness decides the failure or success of an organization. Different organizations have different leadership styles and they may vary according to different organizational settings and cultures.

Andersen (2016) asserted that leaders are the ones who stimulate, motivate, and recognize their workers in order to get work done and achieve the desired results. Leaders adopt various leadership styles in order to motivate and stimulate workers.

Girma (2016) research results have revealed various types or styles of leadership implemented in different organizations, cultures and working frames. Some leaders have incorporated leadership styles depending on the situation or their feelings at a given moment, while others adhere to the same style regardless of the situation they have to confront.

Shurbagi and Zahari (2013) indicated that every leader is characterized by their own style, which is influenced by organizational culture and is likely to produce a management style that prevails and represents a standard of conduct for leaders. Odumeru and Ogbonna (2013) indicated that leadership is one of the major subjects researched in Management.

Akparep, Jengre, and Mogre (2019) revealed that leadership is one of the major driving forces for improving an organization's performance. It is assumed that the kind

of leadership style engaged in an organization has an impact on its overall performance.

Work Recognition

According to Bakar, Mahmood, and Lucky (2015), recognition is the demonstration of appreciation for a level of performance, an achievement or a contribution to an objective. Mikander (2010) revealed that workers need recognition. People like to share their successes with others, and have it recognized and recognized. Harrison and Smith (2004) indicated that appreciation is a fundamental human need. Workers react to appreciation conveyed through recognition of their great work because it reinforces that their work is valued by others. When workers and their work are valued, their satisfaction and productivity rise, and they are motivated to maintain or improve their good work. Acclaim and acknowledgment are necessary to an exceptional workplace, People want to be respected and appreciated by others for their involvement. Every Person feels the desire to be acknowledged as a person or member of a group and to feel a sense of accomplishment for work well performed or even fora valiant effort. Everyone wants a 'pat on the back' to make them feel good.

Motivation

Concept

The concept of motivation cannot be ignored, regardless of the business within which an organization operates. In the light of the church being a nonprofit faith-based organization and having direct contact with people, the presence or absence of church

workers' motivation can have an immediate telling effect on the officers and their performance of their responsibilities. Osabiya (2015) indicted that organizational success is dependent upon participants staying motivated to use their full talents and abilities directed to perform well in the right areas.

Based on Dartey-Baah, and Amoako (2011), there are many motivation theories that affect the way organizations manage the worker to achieve a motivated workforce. This theory clarifies why people perform as they do. The factors and strategies of recommendation can get the best out of workers in terms of their commitment to work. The intricacy of the problem is the factor in motivating workers to operate more efficiently, and that is not always an easy undertaking,

According to Ayam, Kusi-Appiah, Nyamekye Tiwaa, Kyei-Addae, and Amoah (2012), there is no universal theory that can explain the factors influencing motives that control human beings' behavior at any particular point in time. In general, different motives operate at different times among different people and influence their behaviors. The process of motivation studies the motives of individuals which cause a different type of behavior. For these researchers, motivational theories can be classified under three broad categories according to the research done by Stoner and Freedman in the late eighties. These are content theories, process theories, and reinforcement theories. Each of these perspectives has shed light on how motivation influences work performance.

Jehanzeb, Rasheed, and Rasheed (2012) indicated that motivation stems from the Latin word movere, meaning to move or to carry. Motivation is the force that constantly induces to move and perform things. Afzal, Ali, Aslam Khan, and Hamid (2010)

motivation is a state of mind that stimulates activities and human body actions. Khan and Iqbal (2013) indicated that motivation refers to a force that originates in individuals to take actions to accomplish personal and organizational goals.

According to Omollo and Oloko (2015), motivation is crucial for a profitable organization to sustain the continuity of the work in a compelling manner and assist the organization's survival. Motivation is finding a need inside the workers and help to achieve it in a smooth process. Motivating the staff leads to broaden their skill to meet the organizational demands. While indicated that motivation plays a very important role to run an organization up to the optimum level. Bissa (2017) impact of employee training, employee empowerment and employee motivation on organizational development for sustained productivity: A survey of cement industries in Rajasthan. Motivated people do their job very sincerely so that the productivity of an organization can be maintained or enhance. In the absence of motivation problems like absenteeism, lack of interest doing work, avoidance of organization goals generally happens.

Gerhart and Fang (2015) indicated that individual motivation is a complex and well-studied field that has extensive roots in a diverse assortment of academic disciplines including psychology, sociology, education, political science, and economics.

<div align="center">Importance</div>

Rajhans (2012) postulated that motivation becomes important in an organization because motivation may encourage workers to achieve the organization's goal. Furthermore, motivation in the form of encouragement involves factors like generating, directing, and keeping performance towards the attainment of goals. If workers feel that

management communicates in an efficient manner, it motivates them to perform better and develop team spirit is very important for the smooth functioning of the organization.

Ganta (2014) indicated that motivation is highly important for every organization due to the benefits that it is able to bring to the organization and worker. Such benefits include human capital management, meet personal goals and help workers stay motivated, greater worker satisfaction, raising worker's efficiency, A higher chance of meeting the organization's goals, and better team harmony, workforce stability.

Dimensions

Intrinsic Motivation

Guay, Chanal, Ratelle, Marsh, Larose, and Boivin (2010) indicated that the notion of intrinsic motivation is closely related to intrinsic value. Intrinsic motivation refers to motivation that is animated by personal enjoyment, interest, or pleasure and is usually contrasted with extrinsic motivation, which is manipulated by reinforcement contingencies.

According to Ganta (2014), there are several structures, prototypes, and hypotheses that concentrate on a worker's motivation. While these frameworks are each based on good research and have some degree of universal applicability, none are the absolute doctrine on motivation. In fact, few motivation concepts are universal. One idea that is recognized by all structures is that focus motivation consists of extrinsic and intrinsic motivational factors.

Choong, Lau, and Wong (2011) revealed that Intrinsic motivation as positively valued experiences that an individual worker gets directly from their work tasks. Burton (2012) noted that Intrinsic motivation is engaged in for details that are internal, to one's

self. It is for self-gratification and not for the fear of repercussions. The incentive is within the deed itself and does not need peripheral factors to navigate behavior.

Extrinsic Motivation

Armstrong and Taylor (2014) indicated, extrinsic motivation occurs when things are done to or for people in order to motivate them. These comprise of rewards such as incentives, commendation or promotion; and reprimands such as corrective action or critique. Extrinsic motivators can have an instant and potent impact, but it will not necessarily endure for long.

Organizational Communication

According to Femi (2014), revealed that for organization and human as a social being, communication has a vital importance, whether pros or cons are an inseparable piece of life and also it has an important role on all activities aimed at gaining organizational objectives.

Vogelsmeier (2008) mention that the central features with life in any organization is communication and is considered a critical factor to create and sustain improvements. Rajhans (2012) indicated that organizational Communication, in today's organizations has not only become far more complex and varied but has become an important factor for overall organizational functioning and success. The way the organization communicates with its workers is reflected in the morale, motivation, and performance of the workers.

Organizational Effectiveness of Communication

Femi (2014) noted that effective communication is needed for management to develop and sustain a competitive advantage for organizational performance and improvement Ogunola and Akporaro (2015), indicated that although scholars recognize the importance of good communication in organizations, in practice the efficiency, or rather inefficiency, of communication systems and structures is often overlooked.

Training

Concept

According to kiweewa and Asiimwe (2014), the concept of training has earned more prominence in human resources due to its positive correlation with job performance. Armstrong and Taylor (2014) indicated, training is the use of systematic and planned instruction activities to promote learning. While to Truitt (2011) training is associated with the skills that a worker should gain to help him or her by working with others in an attempt to achieve organizational goals and objectives. Khanfar (2011) has noted that scholars are split on the definition of training but they have agreed on it as a concept that is a continuous organized administrative process that has purposes. Laing (2009) defines training as an indicator to enhance superior skills, knowledge, capabilities and outlook of the workers that results in effective performance of the workers.

Saleem, Shahid, and Naseem (2011) suggest that training is major activity of Human Resources Development for the development of workers. In this competitive environment, training is the crucial stratagem to achieve the objective of the organization. Training benefits workers' performance and organizational effectiveness. An at-

tractive worker's performance is highly demanding in this competitive world for achieving the organizational performance. Davoudi and Allahyari (2013) stated training is the acquisition of skills and knowledge as a consequence of teaching work related competencies. Training has specific aims such as improving a workers' capability and performance.

Thus, according to Naqvi, and Khan (2013) training is the most important art of human resource management function on the effective use of human resources. In recent times, everyone admits the value of training as a major influence on success of the organization. Thus when Organizations have much better skilled and creative workers, they can easily avoid wasteful investment to improve efficiency and performance of the organization. Fabiene and Kachchhap (2016) concluded that training is one of the anthropological resources practices that helps improve workers' involvement and organizational performance. Herrera and Nieto (2016) said that training is the process of teaching new workers the skills they need to fulfill their work.

Importance

Vasudevan and Chawan (2014) suggested that training is considered an important element in the organization, as it heavily influences people to learn how to be more effective at work by modifying knowledge, skills or attitudes through the learning experience to achieve a successful performance. Likewise, training is a long term allegiance to all workers since they have to learn new skills and knowledge which becomes a turning point for their success in the workplace, additionally, the conduct alterations will ensue after the training process since they must come with a unique style of managing issues.

According to Mozael (2015), the chief goal of training is to enhance and improve skills, attitudes, and knowledge in order to gain higher performance and productivity. Mohammed, Rashid, and Tahir (2014) noted that training is important and an imperative tool for the organization to revamp the performance of all the personnel for organizational growth and success. It is beneficial to both the organization and workers of an organization. A worker will become more efficient and productive if he is trained well.

Herrera and Nieto (2016) showed that the importance of training is revealed in the following seven outcomes: (a) training is important in the development of the worker, (b) the moral of the worker is increased, (c) absenteeism is reduced, (d) complaints and grievances are reduced (e) there the optimum utilization of resources (f) there is an increase in productivity, and (g) there is efficiency of the workers.

Organizational Training Benefits

According to Elnaga and Imran (2014) training not simply develops a worker's capabilities but the ability to hone thinking and creativity in order to make the best choice at the right time and in new productive ways. Sherwani and Mohammed (2015) indicated that training will equip the workers with the necessary tools to acquire sophisticated abilities for performing capable assistances such as the workers' struggle to raise better characters with better benefits.

Sherwani and Mohammed (2015) shared that, training will equip the workers with the necessary tools to acquire sophisticated abilities for performing capable assistances such as the workers struggle to raise better characters with better benefits.

Onyango and Wanyoike (2014) said that the advantages of training can be summarized as follows: It enhances the morale of workers; it helps a worker to get job

reassurance and job enjoyment. The more satisfied the worker is and the better is his self-confidence, the more a worker will contribute to the organizational success and the lesser are going to be the worker's truancy and turnover.

Relevance of Training

Parvin and Kabir (2011) posited that training provides opportunities for workers to grow and enhances their knowledge and skills for effective development. Trained workers are more motivated with their assignment as compared to untrained workers (Abdullah, & Djebavni, 2011). For Elnaga and Imran (2013) posited that training is a necessity in the workplace. Without it, workers do not have a firm grasp of their responsibilities or duties. Training concerning workers refers to programs that provide personnel with information, new skills, or professional development opportunities.

According to Halawi and Haydar (2018), through proper training, the organization creates and improves the nature of the extant workers. The training will influence the conduct of workers and their working abilities resulting in improved performance and further productive changes that serve to build the performance of the worker. Training additionally has a noteworthy part of the worker's performance by instilling in them the important skills required to perform different tasks in the organization.

Training and Development

Aguinis and Kraiger (2009) indicated that as organizations strive to compete in the global economy, differentiation based on the skills, knowledge, and motivation of their workforce takes on increasing importance. Training is characterized as the orga-

nized method of modifying individuals' expertise, talents, and attitudes in order to enhance the individual, group, and organizational efficiency. Development is systematic efforts affecting individuals' knowledge or skills for purposes of personal growth or future careers and/or roles.

According to AL-Damoe, Yazam, and Ahmed K (2012) training and development deal with the skills and competencies of the workers acquired through a series of training and development programs. They enhance an organization's competitiveness and performance. In essence, training and development yield tangible outcomes such as enhanced productivity, the superior quality of products and services, and resource maximization or optimization.

Rodriguez and Walters (2017) said that the needs of a worker's training and development may occur at any level of the organization.

According to Elnaga and Imran (2014), effective training and development courses aimed at improving the workers' performance can be implemented. Training refers to bridging the gap between the current performance and the standard desired performance. Training could be given through different methods such as coaching and mentoring, peer cooperation and participation by the subordinates. This teamwork enables workers to actively participate in the task and produce better performance, hence improving organizational performance.

Ongori and Nzonzo (2011) training and development of workers are critical in organizations in this era of competition since organizations need to survive, grow and develop. Consequentially, training and development have become an issue of strategic importance.

According to Tahir, et al. (2014), training and development basically deal with the acquisition of understanding, know-how, techniques, and practices. Moreover, training and development are one of the essentials of human resource management as it can improve performance at individual, academic and organizational levels.

Elnaga and Imran (2014) states that effective training and development courses are aimed at improving the workers' performance. Training refers to bridging the chasm between the current performance and the standard desired performance. Training could be given through different methods such as coaching and mentoring, peer cooperation and participation by the subordinates. This teamwork enables workers to actively participate in the task and produce better performance, hence improving organizational performance

Noe, Clarke, and Klein (2014) stated the role of training and development has also expanded to where today it is viewed as not only a way to enhance individual capabilities but additionally as a valuable device for improving team efficiency and for organizations to obtain a competitive advantage

Based on Elnaga and Imran (2014), effective training and development courses are aimed at improving the workers' performance. Training refers to spanning the gap between the existing performance and the average anticipated performance. Training could be given through different methods such as coaching and mentoring, peer cooperation and participation by the subordinates. This teamwork empowers workers to actively contribute to the task and create superior performance, consequently enhancing organizational performance.

Mozael (2015) says training and development have become one of the necessary functions in most organizations because they lead to high performance in the same field and are an important part of the human resource department, it has a significant effect on the success of an organization through improving worker performance.

Bell, Tannenbaum, Ford, Noe, and Kraiger (2017) indicated over the past century, training and development in organizations has undergone a remarkable transformation. As the nature of work has changed, training objectives have broadened beyond improving efficiency on simple manual tasks to providing workers with the skills needed to perform complex and dynamic jobs.

Job Performance

Concept

According to Wu, et al. (2011) a worker's job performance has always been a major challenge in organizational management and adopting effective ways to motivate workers to achieve and deliver higher job performance as well as increase organizational competitiveness is the main objective of every corporate organization.

Mguqulwa (2008) revealed that job performance refers to the amount of effort, initiative, and maintenance of standards and commitment displayed by workers while performing the job tasks. Khan, Rehman, and Dost (2012) indicated that performance is defined as the attained outcome of actions with the skills of workers who perform in some situations.

Negin, Rozea, Cloyd, and Martiniuk (2013) indicated that job performance of a worker has been defined as work performance in terms of quantity and quality expected

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from each worker. Massoudi (2016) the meaning of performance of a worker is the same as job performance. For Folorunso, Adewale, and Abodunde (2014) job performance is a kind of outcome after a job is finished. It represents the levels of achievement of each job and the fulfillment of organizational regulations, expectations, or requirements for an official role.

Importance

Noordzij (2017) shares that If job performance does not add value, to your organization or organizational team then your organization has no justification to be in existence. Secondly, every worker makes an individual contribution to the performance of the organizational team and therefore as a result to the entire organization. It is recognized that If the performance of an organizational team or individual worker falls behind for too long, as a rule this will eventually lead to reorganization or redundancy. Particularly in an environment in which competition is fiercer than ever, the importance of continuously performing is increasing more than before.

Bin Shmailan (2016) indicated that job performance is important since it provides organizations and workers with information on the benefits of having a high worker's engagement and how engaged workers contribute to the overall success of the organization. Nini (2019) shares that the concept of job performance sometimes also referred to as work performance is an important building block in administration, since one of the main objectives of a skilled worker whether he is the leader or a worker is to give a high work performance in the work environment and to support fellow colleagues and team-mates to do the same.

According to Sineriz (2019), the importance of Job performance is difficult to overstate since great workers improve their organization. The unstated role of workers in an organization is that they represent their organization and product. Regardless of their specific work title, each interaction workers have with current or potential patrons reflects on the organization. Engaged, competent workers will offer the organization's patrons a good experience that reflects well on the organization's brand name. Great workers lead to repeat patrons, and that is what every organization needs.

Dimensions

Feedback

According to Interaction Associates (2014), feedback means the distribution of information with coworkers about the influence their conduct is having on the team's outcomes, processes, or relationships. It can be shared ascending or descending the reporting ladder, as well as horizontally, to peers. Ogunola and Akporaro (2015) indicated that for any communication to take place in the organization, it would take a process. The process is that the senders encode the messages and transmit them via one or more communication channels to the receiver who then decode them. The practice continues as the initial receiver sends responses to the original sender.

Work Attitude

Almeida, Faísca, and Jesus (2012) affirm that

t's difficult to imagine an organization who wants to be highly competitive and with quality requirements who doesn't seek for management policies and practices who assure an adequate work design and foster their members satisfaction and implication to generate favorable organizational and individual outputs. However, the actual knowledge about these management practices and

its influence on behaviors isn't enough to allow many organizations to efficiently develop their activity with success. (p. 71).

Kappagoda, Othman, and Alwis (2014) revealed that work attitudes have been defined as an individual's general attitude towards his or her job and the organization.

Teamwork

According to Jones and Rudd (2008), leaders cannot solve problems alone. In today's complicated world, challenges call for the shared capability of numerous resources and assistants. For these purposes, great emphasis is placed on fostering teamwork and resilient leadership. Due to the multifaceted challenges generated by globalization and technological innovations, it is essential for organizations to solve problems effectively and make the most of accessible resources. Aguinis and Kraiger (2009) indicated that there is documented evidence that training activities have a positive impact on the performance of individuals and teams. Training endeavors can also be beneficial concerning other consequences at both the individual and group level such as, attitudes, inspiration, and empowerment.

Armstrong and Taylor (2014) stated that Organizations comprise of groupings or teams of individuals working simultaneously. They may be set up officially as part of the arrangement or they may be unofficial gatherings. A group can be a stable or a short-term feature in an organization. Collaborations take place inside and between groups, and the degree to which these procedures are formalized differs according to the organizational framework. According to Icha and Agwu (2015) teamwork enables workers to corporate, augment their aptitudes, provide the response and shrink individual conflicts.

Manzoor, Pervez, Adeyemi, and Malik (2011) asserted that teamwork is an imperative component for the efficient operation of an organization. Most of the organizational endeavors become complicated because of developments in technology, therefore collaboration is a major emphasis of many organizations.

While Ooko (2013), indicated teamwork is one of the key topics in organizational behavior that received significant attention from several scholars and business practitioners. A common definition of teamwork includes a group of people working together toward achieving the desired goal.

Furthermore, Agarwal, and Adjirackor (2016) suggested that teamwork is the means of working collaboratively with a group of individuals as a means of achieving a goal. The external sensitivities of teamwork are the ethical, fiscal, social and technological considerations that affect teamwork while the internal factors of teamwork embody leadership style, multiplicity (culture, talent, and personalities) communication, cohesiveness, etc. which affects teamwork.

Based on findings of Sanyal and Hisam (2018), a team can be depicted as a consortium of persons who work jointly to accomplish similar principles and goals to provide excellent quality of services. Teamwork could enable the members of the group to have a higher concentration of emotive security, self-confidence and the capability to plan and decide with others constructively Similarly, it aids in creating a wholesome work environment with feasible agendas, innovative activities, affirmative strategies, and values. The following elements are quite important regarding the competence and efficiency of teamwork: (a) trust among all team members, (b) well-preparation to engage in various debates around ideas, (c) learning to commit to decisions and plans of

action, (d) effective leadership and structure of teams with well-defined roles and responsibilities of team members, (e) proper performance evaluation of team members and rewards and recognition for outstanding work, and (f) focusing on achieving collective results.

Work Environment

Nakpodia (2011) indicated, a good working environment exists when all the essential needs and facilities that could help workers do their works are provided. Such facilities and needs include decent furniture, air-conditioned offices, teaching facilities and materials, pleasant communications and a network of information technology, a good working atmosphere, and an exposed organizational climate. From a broader perspective, the work environment can be described as the location where workers perform their tasks.

According to Khuong and Tien (2013), a workplace environment describes the surrounding conditions for the worker in performing their duties. The work environment can be composed of physical conditions and it can also be related to factors such as work processes or procedures.

Based on the findings of Jain (2014), the productivity of a worker is determined by an inordinate level, on the environment in which they work. Work environment requires all the facets which act in response to the body and mind of a worker. Under organizational psychology, the physical, mental and social environment where workers are working together and their work to be analyzed for better effectiveness and increase productivity. The major purpose is to generate an environment that ensures the ultimate ease of effort and eliminates all the causes of frustration, anxiety, and worry. If the

environment is hospitable, fatigue, boredom, and tediousness are decreased, and work performance can be boosted.

Hanaysha (2016) suggested that most of the issues in a worker's productivity come from the work environment and not from the productivity of their workers' skill acquisition as perceived by many organizations. Thus, according to Taiwo (2010), the work environment is one of the main factors that could affect workers' performance. The conditions of the work environment where workers do their work determine the way in which such organizations prosper.

Relation Between Variables

Organizational Commitment and Job Performance

Earlier studies support the relationship between organizational commitment and job performance. For example, the research of Khan, et al. (2010), investigated the impact of Organizational Commitment on worker job performance from a sample of 153 public and private and public sector workers of the oil and gas sector in Pakistan. The results revealed a positive relationship between organizational commitment and workers' job performance. In the comparative analysis of three dimensions of organizational commitment, normative commitment has a positive and significant impact on workers' job performance.

Negin, et al. (2013) in their study investigated the relationship between organizational commitment and workers' job performance in Meli Bank in Kurdistan Iran. The results revealed a positive relationship between organizational commitment and workers' job performance. In the comparative analysis of three dimensions of organizational

commitment, normative commitment has a positive and significant correlation with workers' job performance.

Qaisar and Khawaja (2012) revealed the influence of organizational commitment (continual, normative and affective) on a worker's performance in the context of Pakistani police. Statistical results showed that organizational commitment (continual, normative and affective) independently and jointly predict the worker's performance.

Folorunso, et al. (2014) examined the impact of organizational commitment dimensions on workers' performance among academic staff of Oyo State-owned tertiary institutions. The results revealed that organizational commitment dimensions jointly and independently influence workers' performance among academic staff of Oyo State-owned tertiary institutions.

A study conducted by Chughtai and Zafar (2006), among university teachers of Pakistan, concluded that organizational commitment dimensions; affective, normative and continual have a positive and significant relationship with workers' performance. Khan, et al. (2010) also conducted research on workers working in the oil and gas sector of Pakistan and found positive and significant relationships (r = .218, p < .001) between organizational commitment dimensions and performance.

Hafiz (2017) investigated the relation of dimensions of organizational commitment and worker's performance in the banking sector of Lahore. About 213 questionnaires were collected from workers of private and public banks located in Lahore. Regression analysis was used to know the results and it is found that affective, normative, and continual commitment are positively related to workers' performance separately and jointly.

Recognition and Job Performance

Ndungu (2017) performed a study to determine the effects of reward and recognition on a worker's job performance at Kenyatta University Moreover, the relationship between other factors affecting performance (working environment and leadership styles) and performance was also explored with the help of responses collected from workers working in Kenyatta University's main campus, Nairobi. A descriptive research layout was employed in the investigation of the consequences of incentives and recognition on Kenyatta University's workforce performance. In total, 332 functional replies were collected which were evaluated through SPSS 20.0. Typical procedures were utilized to process and exemplify findings. Inferential figures (person correlation analysis) and various regressions were then utilized. The findings showed a considerably positive association between reward and recognition, and a worker's performance.

Bradler, Dur, Neckermann, and Non (2013) reported the results from a controlled field experiment designed to investigate the causal effect of public recognition on worker performance We hired more than 300 workers to work on a three-hour data-entry task. In a random sample of workgroups, workers unexpectedly received recognition after two hours of work. They found that recognition increases subsequent performance substantially, and particularly so when recognition is exclusively provided to the best performers. Remarkably, workers who did not receive recognition are mainly responsible for this improvement in performance.

Motivation and Job Performance

Muogbo (2013) investigated the influence of Extrinsic and Intrinsic motivation on

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workers' performance of selected manufacturing firms in Anambra State. 63 respondents selected from 21 manufacturing firms across the three senatorial zones of Anambra State were sampled (3 from each firm). The populations of the study were 100 workers of selected manufacturing firms in Anambra State. The study discloses extrinsic motivation provided to workers in an organization has a considerable impact on the workers' performance.

Mohd Said, Ahmad Zaidee, Mohd Zahari, Ali, and Salleh (2016) reported on measuring the effect of worker's motivation towards job performance among non-academic staff in Universiti Teknologi MARA Terengganu (UiTM). A total of 169 respondents were selected from the non-academic staff of departments in UiTM. The three predictors: personal needs, personal preferences, and work environment were observed to possess moderate to a strong connection with the dependent variables specifically job performance. The analysis indicates that individual needs, personal preferences, and work environment are optimistically and significantly connected to job performance.

Training and Job Performance

Asim (2013) said that worker's performance is directly based on the function of the training, with motivation and worker performance. Training helps to create good result in performance if training is good performance is also good. Due to training skills and development is properly perform. Kennedy (2009) found that the frequency of training received has an impact on job performance. After analyzing data from workers of the Judicial Service of Ghana, the study indicated that many workers associated frequent in-service training with improved job performance. Similarly, Singh & Mohanty

(2012), found a significant relationship between frequent on-the-job training and workers' performance. The study stated that frequently training workers resulted in workers making fewer mistakes, getting more work done in each period and administrators spending less time on supervision of workers.

According to Dabale, et al. (2014), in their study to determine the relationship between training and workers' performance in Mutare City Council, Zimbabwe, the correlational research design was used in the study, with an attempt to describe and measure the degree of association between performance and training. A total of one hundred and thirty -two (132) respondents (91 males and 41 females) were selected from the workers (population), purposive sampling technique and structured questionnaire were used in data collection. Data were analyzed utilizing quantitative techniques, involving inferential statistics. It was established that there was a strong positive relationship between training and performance of workers.

Algharibeh, Almsafir, and Alias (2014) investigated if there is a significant relationship between training and worker's performance in the management of public universities in Jordan? Three independent variables are incorporated: job training, quality training, and training strategy. The data was collected from 63 workers and manager at public universities in Jordan and the questionnaire consisted of three sections. This study employed a quantitative approach and it used the software package for statistical analysis SPSS (Statistical Package for Social Sciences) for testing the hypotheses, the finding revealed that the relationship between job training, quality training, and training strategy, and worker's performance is positive and significant. Quality training was found to be the highest contributor to worker's performance.

Athar and Shah (2015) sought in their research to determine factors that impact training in banks of Karachi and how they affect worker performance. reported on how training needs establish, how effective the training methods of banks and their influence of worker performance. Literature review revealed that training is one of the key elements that help workers to gain knowledge and confer motivation and satisfaction. Training enhance skills and abilities of workers. Through training a worker learns teamwork and integrity. The research conclusively finds that training affects the performance of workers in banks of Karachi. The findings of research have shown that the factors of training have positive impact on workers' job performance of banks of Karachi.

Aarabi, Subramaniam, and Akeel (2013) shares that the main aim of this study is to examine the relationship between motivational factors namely payment, job security, promotion, freedom, friendly environment, training and job performance of workers in Malaysian service organizations. Multiple regression analysis was used to analyze the data. The motivation factors of payment, job security, promotion, freedom, friendly environment and training were found to contribute a total of 42.5% of job performance. Two motivation factors that are training and promotion were found to be significant predictors of job performance contributing 40.4% of job performance. The best predictor of job performance was found to be training, which contributes to 37.4% of job performance

CHAPTER III

METHODOLOGY

Introduction

This study seeks to explore the relationship of causality between the variables of organizational commitment, recognition, motivation and training on church officers' job performance in the Brooklyn Borough of New York in the Northeastern Conference of Seventh-day Adventists (Northeastern Conference) located in Queens, New York, USA.

This chapter focuses on and outlines the description of the methodology used during the investigation of the research. It also addresses the design of the study which includes the following: (a) the type of research, (b) the study population, (c) the sample, (d) the measuring instrument, (e) the null hypothesis, (f) the data collection, and (g) the data analysis.

Type of Investigation

The research is a quantitative investigation, because according to Hernández Sampieri, Fernández Collado, and Baptista Lucio (2014), a research has a quantitative approach if data collection is used to test a hypothesis while considering numerical measurements and statistical analysis to establish patterns of behavior and test the theory. This method of investigating a phenomenon involves the collection and analysis of quantitative data. This refers to any data that is in numerical form. Quantitative research is, therefore,

an empirical investigation of observable phenomena using statistical, mathematical and computational techniques.

The research is also explanatory since it is an attempt to identify the causal relationships between variables, both directly and indirectly, by providing explanation for the interrelationships between the different variables Hernández Sampieri, et al. (2014). It is an effort to connect ideas, to understand the cause and effect, in order to determine what variables, explain the level of job performance of church officers in the Brooklyn Borough of New York in the Northeastern Conference. This information has, therefore, increased the author's understanding of what propels the job performance of church officers in the Brooklyn Borough of the Northeastern Conference.

The investigation is transversal or cross-sectional in nature Hernández Sampieri, et al. (2014), because data were collected in a single moment in time. This observational study analyzes data from a representative subset of church officers in the Brooklyn Borough in the Northeastern Conference at a specific point in time. The instruments were administered in a single moment between the months of September and October of 2019.

The main objective of this research was the description of a phenomenon. The research is therefore descriptive Malhotra (2004), because descriptive research is the type of conclusive research whose main objective is to describe generally the characteristics or functions of the problem in question. The research seeks to find differences between the groups of variables for gender, marital status, age, and the years of service as a church officer in the Northeastern Conference.

Finally, the investigation is field research since the statistics were collected from

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the church officers of Northeastern Conference who worship in churches located in the Borough of Brooklyn in New York.

Population

The population or universe is a set of all the cases that agree with certain specifications (Hernández Sampieri, et al., 2014). The population that was used in this research consisted of 460 church officers of the Brooklyn Borough who are part of the Northeastern Conference of Seventh-day Adventists.

Sample

According to Hernández Sampieri, et al. (2014), the sample is a representative subset of the population. Two non-probabilistic ways of selecting the sample was employed, namely purposive sampling and convenience sampling. Non-probability sampling represents a group of sampling techniques that helps a researcher select units from a population that is of interest to the researcher in the study. Purposive sampling employs the technique of using the judgment of the researcher in selecting the units of the population that is being studied. Convenience sampling is used when the units that are selected and included in the sample are available and are the easiest to access. Direct sampling is the term used when a sample is taken from the actual population. The type of sampling conducted in this investigation is non-probabilistic, direct, purposive and convenience. This means that the church officers in the Borough of Brooklyn of the Northeastern Conference were intentionally selected. The sample was 163 church officers, representing 35.43% of the total population.

Measuring Instruments

This section presents the different variables used in the study, the development of the instrument, the content validity, the construct validity and the reliability of the instruments.

Variables

A variable is any factor that can fluctuate and whose variation can be measured or observed Hernández Sampieri, et al. (2014). The variables used in this research are as follows: (a) Independent (organizational commitment, recognition, motivation, and training), and (b) control or dependent variable (job performance).

Instrument Development

A measuring instrument, according to Hernández Sampieri, et al. (2014) is any resource that the researcher uses to approach the phenomena and extract information. Testing the theories of this research require measuring these constructs accurately, correctly and in a scientific manner before the strength of this relationship can be tested. Measurement is the careful, deliberate observations of the real world by selecting data that corresponds to the indicators and the variable or concepts used.

Below is a description of the process used in the conceptualization and operation-alization for creating and selecting the measures for the instruments used in this study.

1. A conceptual definition of the variables (a) organizational commitment, (b) recognition, (c) motivation, (d) training, and (e) job performance were made.

2. The variables (a) organizational commitment, (b) recognition, (c) motivation, and (d) training and job performance were placed into dimensions.

3. Once the instruments were created, the help of writing experts was requested

for their feedback.

4. Four doctor in Philosophy Professors and one doctor in Ministry and one doctor in Philosophy candidate from the countries, United States and Mexico were provided with an evaluation tool. This tool listed the name of each variable along with the indicators for the variable. Each indicator or item had a five-point Likert scale to assess relevance and clarity. The writing experts were actively engaged in and assisted in validating the content of each statement for relevance and clarity.

5. After the checks for relevance and clarity were completed, the resulting instruments used in this study were derived and consisted of seven sections: (a) general instructions and demographic data, (b) variable organizational commitment with 29 statements, (c) variable recognition with 17 statements, (d) variable motivation with 25 statements and (e) training with 27 statements and job performance with 39 statements.

6. Once the instruments were approved by the advisor, permission for distribution of the instruments was requested and obtained from the Senior Pastor of each local congregation connected with the study. The instruments were then given to the church officers via the individual assigned to oversee the distribution and collection of the document in the Brooklyn Borough in New York and the data were collected. The instrument used in the study is shown in Appendix A.

Instrument Validity

This section discusses the content validity and the construct validity of the variables used in the research.

Content Validity

According to Brown, et al. (1996), content validity is used to determine the extent to which the items in an instrument are a representative sample of the content of the objectives or specifications the test was originally designed to measure. In determining the content validity, the validation process of the content of the instruments was as follows:

1. Several interviews, phone calls, and emails were exchanged with my advisors to get their opinion on the measurement of the variables, and to make judgments about the degree to which the test items matched the test objectives and specifications.

2. A review of the literature in different academic databases such as Google Scholar, Ebsco, Research Gate, ProQuest and Scientific Research was used on the variables (a) organizational commitment, (b) recognition, (c) motivation, (d) training, and (e) job performance was done.

3. In agreement with the advisor, the items that would be used in the instrument were selected. These were selected by taking into account the list of dimensions, sub-dimensions and the criteria of the instrument to be proposed.

4. Consultations and reviews of the research were carried out with the advisors.

5. Clarity and relevance were evaluated with the help of six experts in the subject area.

Construct Validity

The factorial analysis procedure was used to evaluate the validity of the constructs of (a) organizational commitment, (b) recognition, (c) motivation, (d) training, and (e) job performance. The results of the validation of each variable are presented in

Appendix B. Next, the statistical tests of the factor analysis for the constructs are presented.

Organizational Commitment

The instrument of organization commitment was made up of three dimensions: (a) organizational loyalty (OL 1 to OL 11), (b) organizational support (OS 12 to OS 19) and (c) empowerment (E 20 to E 29).

The factorial analysis procedure was used to evaluate the validity of the organizational commitment construct (see Appendix B). In the analysis of the correlation matrix, it was found that the 29 statements have a positive correlation coefficient greater than .3. Regarding the sample adequacy measure KMO, a value very close to the unit (KMO = .846) was found. This is indicative of enough correlation between the items of the construct. For the Bartlett sphericity test, the results (X^2 = 1676.808, df = 300, p = .000) are significant.

When analyzing the anti-image covariance matrix, it was verified that the values of the main diagonal are significantly greater than zero (all greater than .6). This means that there is good correlation between the items of the construct and therefore factor analysis can be applied to the data.

For the extraction statistics by main components, it was found that the communality values (Com_{min} = .430; Com_{max} = .791), the 25 items left are superior to the extraction criteria (Com =.300). This means that there is enough communality between the items of the construct. In relation to the total variance explained, a confirmatory analysis was carried out with five factors explaining 57.00% of the total variance; this value is greater than 50%. The five factors explained 57% of the construct.

For the rotated factorial solution, the Varimax method was used. Table 1 presents information comparing the relative saturations of each indicator for the five factors of organizational commitment.

The first factor constituted nine indicators and was assigned the name "Organizational Support." The indicators were the following: I am happy to return my tithe. (OC_OS16)," "I am happy to return my tithe (OC_OS15)," "I am willing to put in a great deal of effort beyond what is normally expected in order to help my church be successful in its mission (OC_OS13)," "I am willing to show by word and action my devotion to the church (OC_OA7)," "For me, this is the best possible of all churches to be involved in (OC_OA8)," "I am happy to tell others that I am a member of this church (OC_OA1)," "I really care about the destiny of this church (OC_OA4)," "I feel that being involved in the church is one of the best decisions I have made in life (OC_OS19)," "I feel competent when I am given the tools to work (OC_E25)."

The second factor constituted four indicators and was assigned the name "Organizational Allegiance." The indicators were the following: "I show my loyalty to my church when I wear a Department's special attire for special programs (OC_OA6)," "I show support for my church by supporting its' social events (OC_OS18)," "My fellow officers compliment, each other about our accomplishments (OC_E24)," "The church really inspires the very best in me in the way of job performance (OC_E20)."

The third factor constituted three indicators and was assigned the name "Organizational Empowerment." The indicators were the following: "My self-confidence is high when I am given the opportunity to be in charge (OC_E28)," "I feel empowered when I am allowed to delegate responsibilities to others (OC_E27)," "I feel empowered.

Table 1

Rotated Component Matrix for Organizational Commitment

Items	Component				
	1	2	3	4	5
I am happy to return my tithe. (OC_OS16)	.809				
I am happy to return my tithe (OC_OS15)	.801				
I am willing to put in a great deal of effort beyond what is normally expected in order to help my church be successful in its mission (OC_OS13)	.668				
I am willing to show by word and action my devotion to the church (OC_OA7)	.643				
For me, this is the best possible of all churches to be involved in (OC_OA8)	.631			.382	
I am happy to tell others that I am a member of this church (OC_OA1)	.609			.400	
I really care about the destiny of this church (OC_OA4)	.591				
I feel that being involved in the church is one of the best decisions I have made in life (OC_OS19)	.538				
I feel competent when I am given the tools to work (OC_E25)	.431				.420
I show my loyalty to my church when I wear a Department's special attire for special programs (OC_OA6)		.667			
I show support for my church by supporting its' social events (OC_OS18)		.646			.319
My fellow officers' compliment, each other about our accomplishments (OC_E24)		.593			
The church really inspires the very best in me in the way of job performance (OC_E20)		.556		.432	
I would accept almost any type of assignment in order to keep being involved in the development of this church (OC_OA2	.421	.543			
I feel that my values and the Church's values are very similar (OC_OA3)	.345	.401			
My self-confidence is high when I am given the opportunity to be in charge (OC_E28)			.878		
I feel empowered when I am allowed to delegate responsibilities to others. (OC_E27)			.826		
I feel empowered when I am allowed to use my initiative concerning my assignment (OC_E29)			.706		
I am given the freedom to be creative in using the training received (OC_E21)		.392		.687	
To me, not supporting the church would be a sign of disloyalty (OC_OA5)	.307			.650	
I speak highly of my church to my friends as a great church to be involved in (OC_OS12)	.335			.643	
I have opportunities to be innovative and work on my initiative (OC_E26)		.479		.541	
I feel good about my work when I am complemented (OC_E23)			.347		.617
The rate at which church officers learn new job tasks can be attributed to their levels of motivation (OC_E22)				.305	.576
I feel being recognized increases loyalty towards the church (OC_OA10)			.370		.554

when I am allowed to use my initiative concerning my assignment (OC_E29)," "High

when I am given the opportunity to be in charge (OC_E28)," "I feel empowered when

I am allowed to delegate responsibilities to others (OC_E27)," "I feel empowered when

I am allowed to use my initiative concerning my assignment (OC_E29)."

The fourth factor constituted four indicators and was assigned the name "Work Creativity." The indicators were the following: "I am given the freedom to be creative in using the training received (OC_E21)," "To me, not supporting the church would be a sign of disloyalty (OC_OA5)," "I speak highly of my church to my friends as a great church to be involved in (OC_OS12)," "I have opportunities to be innovative and work on my initiative (OC_E26)."

The fifth factor constituted four indicators and was assigned the name "Self-Efficacy". The indicators were the following: "I feel good about my work when I am complemented (OC_E23)," "The rate at which church officers learn new job tasks can be attributed to their levels of motivation (OC_E22)," "I feel being recognized increases loyalty towards the church (OC_OA10)."

Recognition

The instrument of recognition was made up of two dimensions: (a) leadership (L1 to L 9) and (b) work recognition (10 to 16).

The factorial analysis procedure was used to evaluate the validity of the recognition construct (see Appendix B). In the analysis of the correlation matrix, it was found that the nine statements have a positive correlation coefficient greater than .3. Regarding the sample adequacy measure KMO, a value very close to the unit (KMO = .902) was found. This is indicative of enough correlation between the items of the construct. For the Bartlett sphericity test, the results (X^2 = 1086.693, df = 78, p = .000) are significant.

When analyzing the anti-image covariance matrix, it was verified that the values of the main diagonal are significantly greater than zero (all greater than .6). This means

that there is good correlation between the items of the construct and therefore factor analysis can be applied to the data.

For the extraction statistics by main components, it was found that the communality values (Com_{min} = .490; Com_{max} = .735), the 12 items left are superior to the extraction criteria (Com =.300). This means that there is enough communality between the items of the construct. In relation to the total variance explained, a confirmatory analysis was carried out with two factors explaining 61.37% of the total variance; this value is greater than 50%. The two factors explained 61% of the construct.

For the rotated factorial solution, the Varimax method was used. Table 2 presents information comparing the relative saturations of each indicator for the two factors of Recognition. The first factor constituted nine indicators and was assigned the name "leadership."

The indicators were the following: "Church Leadership acknowledges church officers' efforts (R_L8)," "The Church membership shows appreciation to church officers (R_L7)," "The Church Board acknowledges church officers' efforts (R_L9)," "The Church recognizes that officers have a positive attitude towards their responsibilities (R_L5)," "The Church values the work of its officers (R_L1)," "Departmental committee leaders acknowledge church officers' efforts (R_WR11)," "Officers are recognized for good work performance (R_L4)," "The performance recognition and incentives are meaningful (R_WR13)," "Church officers are rewarded for the quality of their efforts (R_L6)."

The second factor constituted three indicators and was assigned the name "Work Recognition." The indicators were the following: "Performance recognition

and incentives are clearly linked to Mission and goals (R_WR12)," "The Church gives recognition based on performance (R_L2)," "The performance recognition and incentives are meaningful (R_WR13)."

Motivation

The instrument of motivation was made up of four dimensions: (a) Intrinsic Motivation (M_I M1 to M_I M 6), (b) Extrinsic Motivation (M_EM 7 to M_EM12), (c) Organizational Communication (M_OC 13) to (M_OC 20) and Organizational Effectiveness of Communication (M_OEC_21) to (M_OEC25).

The factorial analysis procedure was used to evaluate the validity of the motivation construct (see Appendix B). In the analysis of the correlation matrix, it was found that the 25 statements have a positive correlation coefficient greater than .3. Regarding the sample adequacy measure KMO, a value very close to the unit (KMO = .871) was found. This is indicative of enough correlation between the items of the construct. For the Bartlett sphericity test, the results (X^2 = 1823.571, *df* = 210, *p* = .000) are significant.

When analyzing the anti-image covariance matrix, it was verified that the values of the main diagonal are significantly greater than zero (all greater than .6). This means that there is good correlation between the items of the construct and therefore factor analysis can be applied to the data.

For the extraction statistics by main components, it was found that the communality values (Com_{min} = .338; Com_{max} = .800), the 21 items are superior to the extraction criteria (Com =.300). This means that there is enough communality between the items of the construct. In relation to the total variance explained, a confirmatory analysis was carried out with four factors explaining 61.44% of the total variance; this value is greater

than 50%. The four factors explained 61% of the construct.

For the rotated factorial solution, the Varimax method was used. Table 3 presents information comparing the relative saturations of each indicator for the four factors of motivation.

Table 2

Rotated Component Matrix for Recognition

Items	Component	
	1	2
Church Leadership acknowledges church officers' efforts (R_L8)	**.851**	
The Church membership shows appreciation to church officers (R_L7)	**.832**	
The Church Board acknowledges church officers' efforts (R_L9)	**.778**	
The Church recognizes that officers have a positive attitude towards their responsibilities (R_L5)	**.745**	.337
The Church values the work of its officers (R_L1)	**.727**	
Departmental committee leaders acknowledge church officers' efforts (R_WR11)	**.702**	
Officers are recognized for good work performance (R_L4)	**.646**	.550
The Church has a recognition service for officers (R_L3)	**.635**	.495
Church officers are rewarded for the quality of their efforts (R_L6)	**.600**	.493
Performance recognition and incentives are clearly linked to Mission and goals (R_WR12)		**.700**
The Church gives recognition based on performance (R_L2)		**.692**
The performance recognition and incentives are meaningful (R_WR13)		**.685**

The first factor constituted nine indicators and was assigned the name "Organizational Effectiveness of Communication." The indicators were the following: "Most of the information I receive is detailed and accurate (M_OEC 21)", "Most of the information passed down from top-leadership is detailed and accurate (M_OEC 25)", "Most of the information I receive from my director is detailed and accurate (M_OEC 22)", "Communication from other departments is typically detailed and accurate (M_OEC 24)", "Most of the information I receive from other church officers is detailed and accurate (M_OEC 23)", "I feel comfortable sharing ideas directly with members of top-leadership (M_OC

16)", "In my church, the lines of communication are "open" all the way to the Pastor (M_OC 19)", "I feel comfortable sharing ideas with my Departmental leader (M_OC18)", "This church frequently holds committee meetings to pass along information" (M_OC 20).

The second factor constituted four indicators and was assigned the name "Organizational Commitment." The indicators were the following: "Most of the information I receive each week comes from my leader (M_OC 13)", "Most of the information I receive each week comes from my fellow church officers (M_OC 15)", "In the church, my ideas are frequently passed on to top-leadership (M_OC 14)" and "Most of the Church communication I receive comes in the form of "directives" from leadership (M_OC 17)".

The third factor constituted four indicators and was assigned the name "Intrinsic Motivation". The indicators were the following: "I like to look back at a day's assignments with a sense of accomplishment (M_IM 3)", "I feel a sense of personal fulfilment when I do my assignment well (M_IM 2)", "I think of ways of doing my assignments effectively (M_IM 4)" and "I am motivated, when my Departmental leaders lead by example (M_EM 9)".

The fourth factor constituted four indicators and was assigned the name "Extrinsic Motivation". The indicators were the following: "The mission or purpose of the church makes me feel my assignment is important (M_IM 1), "There is sufficient variety at church to maintain my interest (M_EM 7)", "I have materials and equipment I need to do my best (M_EM 11)" and "I have the opportunity to do what I do best every day (M_EM 10)".

Table 3

Rotated Component Matrix for Motivation

Items	Component			
	1	2	3	4
Most of the information I receive is detailed and accurate (M_OEC21).	**.816**			
Most of the information passed down from top leadership is detailed and accurate (M_OEC25).	**.797**			
Most of the information I receive from my director is detailed and accurate (M_OEC22).	**.782**			
Communication from other departments is typically detailed and accurate (M_OEC24).	**.772**	.357		
Most of the information I receive from other church officers is detailed and accurate (M_OEC23).	**.760**	.349		
I feel comfortable sharing ideas directly with members of top leadership (M_OC16).	**.674**			
In my church, the lines of communication are "open" all the way to the Pastor (M_OC19).	**.654**			
I feel comfortable sharing ideas with my Departmental leader (M_OC18).	**.634**			
This church frequently holds committee meetings to pass along information (M_OC20).	**.632**			
Most of the information I receive each week comes from my leader (M_OC13).		**.799**		
Most of the information I receive each week comes from my fellow church officers (M_OC15).		**.797**		
In the church, my ideas are frequently passed on to top-leadership (M_OC14).		**.659**		
Most of the Church communication I receive comes in the form of "directives" from leadership (M_OC17).		**.515**		
I like to look back at a day's assignments with a sense of accomplishment (M_IM3).			**.797**	
I feel a sense of personal fulfilment when I do my assignment well (M_IM2).			**.793**	
I think of ways of doing my assignments effectively (M_IM4).			**.784**	
I am motivated, when my Departmental leaders lead by example (M_EM9).			**.562**	
The mission or purpose of the church makes me feel my assignment is important (M_IM1).			.474	**.638**
There is sufficient variety at church to maintain my interest (M_EM7).	.466			**.608**
I have materials and equipment I need to do my best (M_EM11).		.509		**.558**
I have the opportunity to do what I do best every day (M_EM10).		.469		**.518**

Training

The instrument of training was made up of three dimensions: (a) Organizational Training Benefits (T_OTB 1 to T_OTB 13), (b) Relevance of Training (T_ROT 14 to T_ROT 19), and (c) Training and Development (T_TB 20 to T_TB 27).

The factorial analysis procedure was used to evaluate the validity of training construct (see Appendix B). In the analysis of the correlation matrix, it was found that the seven statements have a positive correlation coefficient greater than .3. Regarding the

sample adequacy measure KMO, a value very close to the unit (KMO = .895) was found. This is indicative of enough correlation between the items of the construct. For the Bartlett sphericity test, the results (X^2 = 3323.780, df = 351, p = .000) are significant.

When analyzing the anti-image covariance matrix, it was verified that the values of the main diagonal are significantly greater than zero (all greater than .6). This means that there is good correlation between the items of the construct and therefore factor analysis can be applied to the data.

For the extraction statistics by main components, it was found that the communality values (Com_{min} = .464; Com_{max} = .829), the 27 items are superior to the extraction criteria (Com =.300). This means that there is enough communality between the items of the construct. In relation to the total variance explained, a confirmatory analysis was carried out with five factors explaining 69.28% of the total variance; this value is greater than 50%. The five factors explained 69% of the construct.

For the rotated factorial solution, the Varimax method was used. Table 4 presents information comparing the relative saturations of each indicator for the five factors of training.

The first factor constituted ten indicators and was assigned the name "Organizational Training Benefits." The indicators were the following: "Training sharpens officers' thinking ability and creativity and helps them make better decisions over time, it makes them more productive (OTB7)," "Training enables church officers to deal with church members and visitors in an effective manner and respond to their complaints in a timely manner. (T_OTB8)," "Training keeps pace with Church organizational changes (T_OTB9)," "Training maintains knowledge and skills (T_OTB12)", "Training

Table 4

Rotated Component Matrix for Training

Items	Component				
	1	2	3	4	5
Training sharpens officers' thinking ability and creativity and helps them make better decisions over time, it makes them more productive (T_OTB7)	**.868**				
Training enables church officers to deal with church members and visitors in an effective manner and respond to their complaints in a timely manner (T_OTB8)	**.846**				
Training keeps pace with Church organizational changes. (T_OTB9)	**.753**				
Training maintains knowledge and skills (T_OTB12)	**.691**			.319	
Training helps to reduce weakness, and strengthens, and develops new skills (T_OTB13)	**.683**		.346		
Training keeps up to date with all the latest technology developments. (T_OTB10)	**.615**				.312
Training helps improve church officers' skills (T_OTB11)	**.585**		.371	.443	
Training enhances the quality of services being performed by church officers. (T_RT18)	**.575**			.564	
The training officers receive is relevant to their assignment (T_RT14)	**.487**			.332	.328
Working in the Church will be a benefit to me (T_OTB4)	**.469**	.443			
The Church offers the training needed to help carry out my assignment (T_OTB2)		**.884**			
The Church provides the opportunity to improve my skills (T_OTB1)		**.862**			
There are a lot of opportunities to learn new things and skills in the church (T_OTB3)		**.837**			
The Church supports efforts by officers to obtain training on new skills. (T_OTB5)		**.755**			
The Church invests in officers through training and development (T_OTB6)		**.725**			
Training and Development stabilize the Church (T_TD26)			**.840**		
Training and Development reduce the stress level of church officers (T_TD24)			**.828**		
Training and Development help nominating committees in selecting officers for church positions (T_TD27)			**.820**		
Training and Development improve leadership and managerial skills (T_TD25)			**.764**	.382	
Training and Development minimize the faults in operations (TTD23)			**.593**	.405	
Training and Development increase the skills of church officers (T_TD21)			.356	**.800**	
Training and development enhance the efficiency and effectiveness of the work being performed by church officers (T_TD22)			.350	**.777**	
Training and Development are based on genuine needs (T_TD20)				**.610**	
Officers are able to recognize the importance of training to their assignment (T_RT19)	.310			**.610**	
I have received good training to do my assignment (T_RT15)					**.660**
Officers are allowed to take initiative to assess their skills and seek appropriate training (T_RT16)		.415			**.539**
The on-the- job training officers receive has prepared them for their assignment T_RT17		.377		.376	**.520**

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helps to reduce weakness, and strengthens, and develops new skills (T_OTB13)",
"Training keeps up to date with all the latest technology developments (T_OTB10),"
"Training helps improve church officers' skills (T_OTB11)," "Training enhances the
quality of services being performed by church officers (T_RT18)," "The training officers
receive is relevant to their assignment (T_RT14)," "Working in the Church will be a
benefit to me (T_OTB4)".

The second factor constituted five indicators and was assigned the name
"Relevance of Training". The indicators were the following: The Church offers the
training needed to help carry out my assignment (T_OTB2), "The Church provides
the opportunity to improve my skills (T_OTB1)," "There are a lot of opportunities to
learn new things and skills in the church (T_OTB3)," "The Church supports efforts
by officers to obtain training on new skills (T_OTB5)," "The Church invests in offic-
ers through training and development (T_OTB6)".

The third factor constituted five indicators and was assigned the name "Train-
ing and Development." The indicators were the following: "Training and Develop-
ment stabilize the Church (T_TD26)", "Training and Development reduce the stress
level of church officers (T_TD24)," "Training and Development help nominating
committees in selecting officers for church positions (T_TD27)," "Training and De-
velopment improve leadership and managerial skills (T_TD25)" and "Training and
Development minimize the faults in operations (TTD23)".

The fourth factor constituted four indicators and was assigned the name "Skill
Development". The indicators were the following: "Training and Development in-
crease the skills of church officers (T_TD21)", "Training and development enhance

the efficiency and effectiveness of the work being performed by church officers (T_TD22)," "Training and Development are based on genuine needs (T_TD20)," "Officers are able to recognize the importance of training to their assignment (T_RT19)."The fifth factor constituted four indicators and was assigned the name "Training Opportunities".

The indicators were the following: "I have received good training to do my assignment (T_RT15)," "Officers are allowed to take initiative to assess their skills and seek appropriate training (T_RT16)," "The on-the- job training officers receive has prepared them for their assignment (T_RT17)".

Job Performance

The instrument of job performance was made up of four dimensions: (a) feed-back, (JP _FB 1) to (JP_ FB 7), (b) work attitude (JP_WA 8) to (JP_WA14), (3) team work (JP_TW 15 to 31), (4) work environment (JP_WE 32) to (JP_WE 39)".

The factorial analysis procedure was used to evaluate the validity of the job performance construct (see Appendix B). In the analysis of the correlation matrix, it was found that the seven statements have a positive correlation coefficient greater than .3. Regarding the sample adequacy measure KMO, a value very close to the unit (KMO = .912) was found. This is indicative of enough correlation between the items of the construct. For the Bartlett sphericity test, the results (X^2 = 3580.712, *df* = 528, *p* = .000) are significant.

When analyzing the anti-image covariance matrix, it was verified that the values of the main diagonal are significantly greater than zero (all greater than .6). This means

that there is good correlation between the items of the construct and therefore factor analysis can be applied to the data.

For the extraction statistics by main components, it was found that the communality values (Com_{min} = .416; Com_{max} = .775), the 33 items are superior to the extraction criteria (Com =.300). This means that there is enough communality between the items of the construct. In relation to the total variance explained, a confirmatory analysis was carried out with six factors explaining 65.03% of the total variance; this value is greater than 50%. The six factors explained 65% of the construct.

For the rotated factorial solution, the Varimax method was used. Table 5 presents information comparing the relative saturations of each indicator for the six factors of job performance.

The first factor constituted ten indicators and was assigned the name "Teamwork". The indicators were the following: "I Include appropriate people in the decision-making (JP_TW28)," "I am open to others' ideas and input (JP_TW2)," "I communicate effectively with others on a team (JP_TW29)," "I understand the interrelationship between my work assignment and the work assignment of others (JP_TW26)", "I am able to balance the needs of a team with individual responsibilities (JP_TW31)," "I understand the importance to value and respect my fellow officers (JP_WE38)", "My actions or decisions are directed toward the success of the team (JP_TW30)", "I gain personal growth by learning various skills in my church work (JP_WE32)", "I Work well with others and I am respectful of other officers (JP_TW22)," "My church work produces positive changes to me (JP_WE36)".

Table 5

Rotated Component Matrix for Job Performance

Items	Component					
	1	2	3	4	5	6
I Include appropriate people in the decision- making process (JP_TW28)	.750					
I am open to others' ideas and input.(JP_TW2)	.721				.343	
I communicate effectively with others on a team (JP_TW29)	.706	.332				
I understand the interrelationship between my work assignment and the work assignment of others (JP_TW26)	.692	.357				
I am able to balance the needs of a team with individual responsibilities (JP_TW31)	.671			.300		
I understand the importance to value and respect my fellow officers (JP_WE38)	.665					
My actions or decisions are directed toward the success of the team (JP_TW30)	.595	.331		.348		
I gain personal growth by learning various skills in my church work (JP_WE32)	.593					
I Work well with others and I am respectful of other officers (JP_TW22)	.563	.497				
My church work produces positive changes to me.(JP_WE36)	.522		.339			.344
I communicate clearly and concisely. (JP_TW25)	.463	.658				
I demonstrate good listening skills and comprehension JPWA11		.638		.326	.307	
I maintain appropriate professionalism in personal appearance P_WA10		.623				
I maintain good working relationships with my fellow church officers (JP_TW24)	.505	.615				
I have confidence and show good judgment in decision making. (JP_WA12)		.609			.315	.320
I am willing to help my fellow officers when they are overburdened or facing a challenge at church (JP_TW23)	.535	.598				
I demonstrate a positive attitude towards church assignments (JP_WA13)		.573			.436	
The church management team appreciates my suggestions and leadership (JP_WE33)			.840			
Church leaders encourage me to do well in my work (J P_WE34)			.823			
The church has a positive image towards my friends and family (JP_WE35)			.673			
I am able to solve problems immediately to satisfy my Leaders (JP_WE37)			.551		.360	.319
I am happy with my church work (JP_WE39)	.369	.360	.498			
I value constructive criticism and feedback (JP_FB1)				.777		
I am open to others' ideas and input (JP_FB2)		.304		.699		
I never blame others for my mistakes concerning my assignment (JP_WA17)				.550		
I always fight fair when I am in disagreement with my fellow officers. (JP_WA16)				.465		
I consider the policies of the church when making decisions (JP_WA20)	.319				.744	
I execute my church work according to a plan. (JP_WA19)		.340		.337	.519	
I am thoughtful about whom I talk to, particularly when it comes to discussing problems associated with my church assignments (JP_WA14)				.345	.518	
I possess a positive work attitude. (JP_WA18)	.386	.361		.334	.483	
I am punctual and put in a required amount of time to get the assignment completed (P_WA9)						.701
I know what my strong and weak areas are in my performance (JP_WA8)						.673
I am happy when a performance review is conducted (JP_FB7)						.666

The second factor constituted seven indicators and was assigned the name "Professionalism." The indicators were the following: "I communicate clearly and concisely (JP_TW25)", "I demonstrate good listening skills and comprehension (JPWA1)", "I maintain appropriate professionalism in personal appearance (P_WA10)", "I maintain good working relationships with my fellow church officers (JP_TW24)", "I have confidence and show good judgment in decision making.(JP_WA12)", "I am willing to help my fellow officers when they are overburdened or facing a challenge at church (JP_TW23)", "I demonstrate a positive attitude towards church assignments (JP_WA13)".

The third factor constituted five indicators and was assigned the name "Work Environment." The indicators were the following: "The church management team appreciates my suggestions and leadership (JP_WE33)", "Church leaders encourage me to do well in my work (J P_WE34)", "The church has a positive image towards my friends and family (JP_WE35)", "I am able to solve problems immediately to satisfy my Leaders (JP_WE37)", and "I am happy with my church work (JP_WE39)".

"The fourth factor constituted four indicators and was assigned the name "Feedback" The indicators were the following: "I value constructive criticism and feedback (JP_FB1)," "I am open to others' ideas and input (JP_FB2)" "I never blame others for my mistakes concerning my assignment (JP_WA17)", and "I always fight fair when I am in disagreement with my fellow officers (JP_WA16)".

The fifth factor constituted four indicators and was assigned the name "Work Attitude." The indicators were the following: "I consider the policies of the church

when making decisions (JP_WA20)," "I execute my church work according to a plan. (JP_WA19)," "I am thoughtful about whom I talk to, particularly when it comes to discussing problems associated with my church assignments (JP_WA14)", and "I possess a positive work attitude (JP_WA18)".

The six factors constituted four indicators and was assigned the name "Training Assessment". The indicators were the following: "I am punctual and put in a required amount of time to get the assignment completed (P_WA9)", "I know what my strong and weak areas are in my performance (JP_WA8)", "I am happy when a performance review is conducted (JP_FB7)".

Reliability of the Instruments

The instruments were subjected to reliability analysis to determine their internal consistency by obtaining the Cronbach alpha coefficient for each scale. The Cronbach alpha coefficients obtained for the variables are the following: (a) organizational commitment .880, (b) recognition, .906, (c) motivation, .908, (d) training, .913 and (d) job performance, .953. All Cronbach's alpha values were considered as corresponding to very acceptable reliability measures for each of the variables (see Appendix C).

Operationalization of the Variables

Table 6 shows, as an example, the operationalization of organizational commitment variable, in which its conceptual definitions are included as instrumental and operational, in the first column the name of the variable can be seen, in the second column, the conceptual definition appears, in the third one, the instrumental definition that specifies how the variable will be observed, and in the last column each variable is codified. The full operationalization is found in Appendix D.

Table 6

Operationalization of the Variable Organizational Commitment

Variables	Conceptual definition	Instrumental definition	Operational definition
Organizacio-nal Commit-ment	a worker's level of identi-fication and involvement in the organi-zation.	The degree to which the level of identification and involve-ment in the organization affect job performance of church of-ficers in the Borough of Brook-lyn in New York, was deter-mined by means of the follow-ing 29 items, under the scale: 1= Strongly disagree 2= Disagree 3= Neither agree or disagree 4= Agree 5= Strongly agree	To measure the level of identification and in-volvement, data were obtained from church officers of the Borough of Brooklyn New York through the measure of 29 items. The variable was considere as metric. To make the approach of the conclusions of this study, the following equivalence was de-termined for the scale used: 1 = Strongly disagree 2 = Disagree 3 = Neither agree or disagree 4 = Agree 5 = Strongly agree.

Null Hypothesis

Hernández Sampieri, et al. (2014) mentioned that null hypotheses are proposi-tions about the relationship between variables, which serve to deny what the research hypothesis affirms. In this investigation, the following hypotheses were formulated: con-firmatory, alternate and complementary.

Main Null Hypothesis

Ho. The empirical model, in which organizational commitment, recognition, moti-vation and training are not predictors of the job performance of the church officers of the Northeastern Conference of Seventh-day Adventists in the Borough of Brooklyn in New York.

Operationalization of Null Hypotheses

Table 7 shows the operationalization of one of the null hypotheses of this inves-tigation are presented.

Table 7

Operationalization of Hypotheses

Hypothesis	Variables	Level of Measurement	Statistical Test
H$_0$ Organizational commitment, Recognition, Motivation and Training are not predictors of job performance of church officers in the Borough of Brooklyn in New York.	Independents A. Organizational commitment. B. Recognition. C. Motivation. D. Training Dependents D. Job performance.	Metrics Metrics Metrics Metrics Metrics	For the analysis of this hypothesis, the statistical technique of multiple linear regression was used by the method of successive steps. The rejection criterion of the null hypothesis was for values of significance *p* ≤ .05.

Data Collection

1. Oral communication was used to inform the resident Pastor of the church of the intent of the researcher to conduct a survey. This oral communication was to request permission for the researcher to apply the instrument to the church officers.

2. The instrument was then distributed to the Pastors or the designee for the project.

3. The survey was applied in physical form during the time best suited for them by the Pastor or designee. A token of appreciation was given to each respondent on the completion and return of the survey

Data Analysis

The database was formed in the SPSS for Windows in version 23, in order to perform the analysis of the variables in that program. Subsequently, the scores for each of the variables were obtained, following the process indicated in the operationalization of the variables. After having completed the database, descriptive statistics (measures

of central tendency, variability, normality and detection of atypical and absent data) were used to clean the database and obtain demographic information, as well as to evaluate the behavior of the main variables.

CHAPTER IV

ANALYSIS OF THE RESULTS

Introduction

The focus of this research is to study the church officers in the Brooklyn Borough of New York in the Northeastern Conference of Seventh-day Adventists and was specifically designed to explore the causal relationship between the latent variables organizational commitment, recognition, motivation, training and Job performance in accordance to the theoretical model identified in chapter one The framework for this section will adhere to the following pattern: (a) population and sample, (b) demographic description of the subjects, (c) arithmetic means of the constructs, (d) null hypotheses and (e) summary of the chapter.

Population and Sample

The research targeted the current church officers in the Borough of Brooklyn, New York in the Northeastern Conference of Seventh-day Adventists. A survey was prepared and distributed among 15 churches in the Borough of Brooklyn in the Northeastern Conference. The field work was conducted during the months of September through November of 2019, and responses from 163 church officers were received. After the cleaning process of the database, 154 samples remained.

Analysis of the Response Data

A statistical analysis was completed to determine how the church officers who submitted questionnaires respond to the items under investigation. Descriptive statistics, correlation and multiple classification methods were employed to analyze the data. SPPS 23 was used to produce the statistical results. The results are discussed to highlight key findings and conclusions.

Demographic Description

The first section of the questionnaire includes four (4) items asking for respondent demographic data. This section helps to understand the Organization's local church officers.

In the following section the results of gender category of respondents, the marital Status, the age, and the years of service in the organization are presented (statistical tables are shown in Appendix E).

Gender

In Table 8 Gender of the participants, it is observed that the gender distribution of respondents is based on gender. The appropriation of the sample comprised of 39.7% ($n = 52$) male and 60.3% ($n = 79$) female. The audit suggests that female church officers to some degree outnumbered the male church officers among the respondents.

Marital Status

In Table 9 Marital Status of the participants, it is observed that the distribution of church officers based on their marital status. Single comprised 25.2% ($n = 41$) of the respondents, married, comprised 59.2% ($n = 97$), divorced comprised 11% (n = 18) of

the respondents, and widowed comprised 4.3% (n = 7) of the respondents surveyed. It seemed that more of the respondents were married.

Age

In Table 10. Age of the participants, it is observed that, the distribution of the church officers by age. It is observed that ages (15- 25) comprised 6.1% (n = 10) of the respondents, ages (26- 35), comprised 8% (n =13), of the respondents ages, (36-45) comprised 12.9% (n = 21) of the respondents, ages (46-55), comprised 20.9% (n = 34), of the respondents, ages (56- 65) comprised 31.9% (n = 52) of the respondents, ages (66 and over) comprised 20.2 % (= 33), of the respondents surveyed. It seemed that more of the respondents were between ages (56-65).

Table 8

Gender of the Participants

Gender	n	%
Male	59	36.2
Female	104	63.8
Total	163	100.0

Table 9

Marital Status of the Participants

Marital Status	n	%
Single	41	25.2
Married	97	59.5
Divorced	18	11.0
Widowed	7	4.3
Total	163	100.0

Number of Years of Service

In Table 11 number of years of service, it is observed the distribution of church officers based on the number of years of service. The distribution of the church officers by years of service. It is observed that years of service for (1- 5) comprised 14.7% (*n* = 24), years of service for (6 -10), comprised 10.4% (*n* =17), years of service for (11-15) comprised 11.7% (*n* = 19), years of service for (16-20) comprised 11.7% (*n* = 19), years of service for (21-25) comprised 13.5% (*n* = 22), years of service for 25 and over, comprised 38% (*n* = 62). It can be noted that of the respondents surveyed. It seemed that the respondents having 25 plus years are 62 respondents.

Table 10

Age of the Participants

Age	n	%
15-25	10	6.1
26-35	13	8.0
36-45	21	12.9
46-55	34	20.9
56-65	52	31.9
66+	33	20.2
Total	163	100.0

Arithmetic Means

Organizational Commitment

Table 12 shows the arithmetic mean for the Organizational commitment variable. Observation suggests that the items with the lowest arithmetic means are: "My self-confidence is high when I am given the opportunity to be in charge with (3.15)", "I feel being recognized increases loyalty towards the church with (3.19)", "I feel empowered when I

am allowed to delegate responsibilities to others with (3.31)", "I show my loyalty to my church when I wear a Department's special attire for special programs with (3.64)", "My fellow officers' compliment, each other about our accomplishments with (3.64)","I feel good about my work when I am complemented with (3.72)", "I feel empowered when I am allowed to use my initiative concerning my assignment with (3.89)", "The church really inspires the very best in me in the way of job performance and (3.93)" and "I have opportunities to be innovative and work on my initiative (3.93)".

Table 11

Years of Service

Years of service	n	%
1-5	24	14.7
6-10	17	10.4
11-15	19	11.7
16-20	19	11.7
21-25	22	13.5
25+	62	38.0
Total	163	100.0

The items with the highest means are: "I am happy to tell others that I am a member of this church with (4.74)", "I really care about the destiny of this church with "(4.73)", "I am happy to return my tithe with (4.73)", "I am happy to return my offering with "(4.73)," "I feel that being involved in the church is one of the best decisions I have made in life with (4.60)" and "I feel that being involved in the church is one of the best decisions I have made in life with (4.53)".

Table 12

Arithmetic Mean and Standard Deviation for Organizational Commitment

Items	M	SD
OC_OA1 I am happy to tell others that I am a member of this church	4.74	.516
OC_OA2 I would accept almost any type of assignment in order to keep being involved in the development of this church	4.01	1.018
OC_OA3 I feel that my values and the Church's values are very similar	4.29	.829
OC_OA4 I really care about the destiny of this church	4.73	.609
OC_OA5 To me, not supporting the church would be a sign of disloyalty	4.26	.999
OC_OA6 I show my loyalty to my church when I wear a Department's special attire for special programs	3.64	1.289
OC_OA7 I am willing to show by word and action my devotion to the church	4.50	.670
OC_OA8 For me, this is the best possible of all churches to be involved in	4.19	.972
OC_OA10 I feel being recognized increases loyalty towards the church	3.19	1.327
OC_OS12 I speak highly of my church to my friends as a great church to be involved in	4.20	1.017
OC_OS13 I am willing to put in a great deal of effort beyond what is normally expected in order to help my church be successful in its mission	4.53	.660
OC_OS15 I am happy to return my tithe	4.73	.510
OC_OS16 I am happy to return my offering	4.73	.520
OC_OS18 I show support for my church by supporting its' social events	4.10	.848
OC_OS19 I feel that being involved in the church is one of the best decisions I have made in life	4.60	.682
OC_E20 The church really inspires the very best in me in the way of job performance	3.93	1.007
OC_E21 I am given the freedom to be creative in using the training received	4.00	1.012
OC_E22 The rate at which church officers learn new job tasks can be attributed to their levels of motivation	4.10	.914
OC_E23 I feel good about my work when I am complemented	3.72	1.073
OC_E24 My fellow officers' compliment, each other about our accomplishments	3.64	1.065
OC_E25 I feel competent when I am given the tools to work	4.25	.825
OC_E26 I have opportunities to be innovative and work on my initiative	3.93	.991
OC_E27 I feel empowered when I am allowed to delegate responsibilities to others.	3.31	1.173
OC_E28 My self-confidence is high when I am given the opportunity to be in charge	3.15	1.198
OC_E29 I feel empowered when I am allowed to use my initiative concerning my assignment	3.89	.975
OC	4.09	.474

The overall mean for the construct is (4.09), suggesting that church officers generally agree with their level of organizational commitment to the organization.

Recognition

Table 13 shows the arithmetic mean for the Recognition variable. Observation

found that the items with the lowest arithmetic means are: "The Church has a recognition service for officers with (3.10)", "Church officers are rewarded for the quality of their efforts with (3.02)" and "The Church gives recognition based on performance with (3.15)".

The items with the highest means are: "The Church values the work of its officers with (3.93)" "The Church recognizes that officers have a positive attitude towards their responsibilities with (3.64)" and "The performance recognition and incentives are meaningful with (3.61)".

The overall mean for the construct is (3.40), suggesting that church officers are between neutral (neither agree nor disagree) and agreeing with the level of recognition.

Table 13

Arithmetic Mean and Standard Deviation for Recognition

Items	M	SD
R_L1 The Church values the work of its officers	3.93	1.019
R_L2 The Church gives recognition based on performance	3.15	1.134
R_L3 The Church has a recognition service for officers	3.10	1.228
R_L4 Officers are recognized for good work performance	3.32	1.121
R_L5 The Church recognizes that officers have a positive attitude towards their responsibilities	3.64	1.028
R_L6 Church officers are rewarded for the quality of their efforts	3.02	1.130
R_L7 The Church membership shows appreciation to church officers	3.32	1.158
R_L8 Church Leadership acknowledges church officers' efforts	3.51	1.151
R_L9 The Church Board acknowledges church officers' efforts	3.41	1.126
R_WR11 Departmental committee leaders acknowledge church officers' efforts	3.48	1.050
R_WR12 Performance recognition and incentives are clearly linked to Mission and goals	3.34	1.073
R_WR13 The performance recognition and incentives are meaningful	3.61	1.085
RE	3.40	.814

Motivation

Table 14 shows the arithmetic mean for the Motivation variable. Observation found that the items with the lowest arithmetic means are: "In the church, my ideas are frequently passed on to top-leadership with (3.14)", "Most of the information I receive each week comes from my fellow church officers with (3.25)" and "Most of the Church communication I receive comes in the form of "directives" from leadership with (3.34)".

The items with the highest means are: "I think of ways of doing my assignments effectively (4.56)", "I feel a sense of personal fulfilment when I do my assignment well) (4.51)", "I like to look back at a day's assignments with a sense of accomplishment (4.42)" "I am motivated, when my Departmental leaders lead by example (4.37)" and "I feel comfortable sharing ideas with my departmental leader (4.10)".

The overall mean for the construct is (3.76), which suggests that church officers are between neutral (neither agree nor disagree) and agreeing with the level of motivation.

Training

Table 15 shows the arithmetic mean for the Training variable. Observation found that the item with the lowest arithmetic means is: "The Church offers the training needed to help carry out my assignment with (3.49)", "There are a lot of opportunities to learn new things and skills in the church with (3.56)", "The Church provides the opportunity to improve my skills with (3.63)" and "The Church invests in officers through training and development with (3.66)".

Table 14

Arithmetic Mean and Standard Deviation for Motivation

Items	Mean	Std. Deviation
M_IM1 The mission or purpose of the church makes me feel my assignment is important	4.31	.857
M_IM2 I feel a sense of personal fulfilment when I do my assignment well	4.51	.642
M_IM3 I like to look back at a day's assignments with a sense of accomplishment	4.42	.656
M_IM4 I think of ways of doing my assignments effectively	4.56	.567
M_EM7 There is sufficient variety at church to maintain my interest	3.63	1.100
M_EM9 I am motivated, when my Departmental leaders lead by example	4.37	.831
M_EM10 I have the opportunity to do what I do best every day	3.92	.975
M_EM11 I have materials and equipment I need to do my best	3.65	1.040
M_OC13 Most of the information I receive each week comes from my leader	3.05	1.088
M_OC14 In the church, my ideas are frequently passed on to top-leadership	3.14	1.082
M_OC15 Most of the information I receive each week comes from my fellow church officers	3.25	1.139
M_OC16 I feel comfortable sharing ideas directly with members of top leadership	3.86	1.099
M_OC17 Most of the Church communication I receive comes in the form of "directives" from leadership	3.34	1.076
M_OC18 I feel comfortable sharing ideas with my Departmental leader	4.10	.886
M_OC19 In my church, the lines of communication are "open" all the way to the Pastor	3.87	1.130
M_OC20 This church frequently holds committee meetings to pass along information	3.63	1.072
M_OEC21 Most of the information I receive is detailed and accurate	3.47	.932
M_OEC22 Most of the information I receive from my director is detailed and accurate	3.60	.900
M_OEC23 Most of the information I receive from other church officers is detailed and accurate	3.37	.840
M_OEC24 Communication from other departments is typically detailed and accurate	3.39	.870
M_OEC25 Most of the information passed down from top leadership is detailed and accurate	3.55	.917
MO	3.7620	.56479

The highest means are: "Training helps to reduce weakness, and strengthens, and develops new skills with (4.36)", "Training sharpens officers' thinking ability and creativity and helps them make better decisions over time, it makes them more productive with (4.34)", "Training maintains knowledge and skills with (4.34)", "Training and development enhance the efficiency and effectiveness of the work being performed by church officers (4.26)", "Training enables church officers to deal with church members and visitors in an effective manner and respond to their complaints in a timely manner (4.31)" and "Training helps to reduce weakness, and strengthens, and develops new skills with (4.36)"

The overall mean for the construct is (4.01), which suggests that church officers generally agree with the organization's level of training.

Job Performance

Table 16 shows the arithmetic mean for the Job Performance variable. Observation found that the items with the lowest arithmetic means are: "I am able to solve

Table 15

Arithmetic Mean and Standard Deviation for Training

Items	M	SD
T_OTB1 The Church provides the opportunity to improve my skills	3.63	1.083
T_OTB2 The Church offers the training needed to help carry out my assignment	3.49	1.096
T_OTB3 There are a lot of opportunities to learn new things and skills in the church.	3.56	1.089
T_OTB4 Working in the Church will be a benefit to me	4.21	.784
T_OTB5 The Church supports efforts by officers to obtain training on new skills.	3.73	.994
T_OTB6 The Church invests in officers through training and development	3.66	1.061
T_OTB7 Training sharpens officers' thinking ability and creativity and helps them make better decisions over time, it makes them more productive	4.34	.715
T_OTB8 Training enables church officers to deal with church members and visitors in an effective manner and respond to their complaints in a timely manner	4.31	.772
T_OTB9 Training keeps pace with Church organizational changes.	4.02	.909
T_OTB10 Training keeps up to date with all the latest technology developments.	3.95	1.029
T_OTB11 Training helps improve church officers' skills	4.26	.792
T_OTB12 Training maintains knowledge and skills	4.34	.679
T_OTB13 Training helps to reduce weakness, and strengthens, and develops new skills	4.36	.701
T_RT14 The training officers receive is relevant to their assignment	4.02	.816
T_RT15 I have received good training to do my assignment	3.87	2.535
T_RT16 Officers are allowed to take initiative to assess their skills and seek appropriate training	3.74	.920
T_RT17 The on-the- job training officers receive has prepared them for their assignment	3.84	.902
T_RT18 Training enhances the quality of services being performed by church officers.	4.25	.840
T_RT19 Officers are able to recognize the importance of training to their assignment	4.10	.833
T_TD20 Training and Development are based on genuine needs	3.87	.862
T_TD21 Training and Development increase the skills of church officers	4.22	.729
T_TD22 Training and development enhance the efficiency and effectiveness of the work being performed by church officers	4.26	.717
T_TD23 Training and Development minimize the faults in operations	4.01	.889
T_TD24 Training and Development reduce the stress level of church officers	4.03	.842
T_TD25 Training and Development improve leadership and managerial skills	4.25	.679
T_TD26 Training and Development stabilize the Church	4.15	.790
T_TD27 Training and Development help nominating committees in selecting officers for church positions	3.97	.939
TRA	4.0173	.54685

problems immediately to satisfy my Leaders with (3.71)", "The church management team appreciates my suggestions and leadership with (3.77)" "I always fight fair when I am in disagreement with my fellow officers with (3.79)", "Church leaders encourage me to do well in my work with (3.90)", "I am happy when a performance review is conducted with (3.90)" and "The church has a positive image towards my friends and family with 3.91".

The highest means are: "I Work well with others and I am respectful of other officers with (4.45)", "I am open to others' ideas and input with (4.44), "I am willing to help my fellow officers when they are overburdened or facing a challenge at church with (4.43)" and "I understand the importance to value and respect my fellow officers with (4.43)." The overall mean for the construct is (4.21), which suggests that church officers generally agree with the organization's level of job performance.

Multiple Regression Assumptions

The dataset was cleaned to ensure normality by the elimination of nine data points leaving the dataset at 154 data points.

For this research, the first criterion that was analyzed was the linearity through the graphs. The second criterion that was tested was the normality of the errors with the Kolmogorov-Smirnov statistic ($p > .05$), nine atypical data were eliminated. In the third criterion the independence of the errors was proved, using the Durbin-Watson test, whose value is very close to two, this indicates that the errors are not correlated and are independent. Finally, the homoscedasticity was analyzed, and it was proven that the errors have equal variances (see Appendix F).

Null Hypothesis

This section presents the null hypotheses to which the supporting statistical tables are seen in Appendix E.

H_0. Organizational commitment, Recognition, Motivation and Training are not predictors of job performance in the Borough of Brooklyn, New York.

Linear regression was utilized to test this hypothesis whereby job performance was the dependent variable and organizational commitment, recognition, motivation and training the independent variables.

When applying the method of stepwise in the regression analysis, it shows that the best predictor was the independent variable training, because it explained 39.8% of the variance of the dependent variable, job performance (see Model 1, Figure 2, Table 17). Model 1 has an F value equal to 102.225 and p value equal to .000. As it can be observed the p value is less than .05, therefore, there is a positive and significant lineal correlation. Thus, the null hypothesis is rejected.

Additionally, it was observed that the independent variables training and organizational commitment, were good predictors of the job performance dependent variable. The value of R^2 adjusted was equal to .458, which means that these two variables explained 45.8% of variance of the dependent variable, job performance (see Figure 3 Model 2, Table 17). Model 2 has an F value equal to 65.612 and p value equal to .000. As it can be observed the p value is less than .05, therefore, there is a positive and significant lineal correlation. Hence, the null hypothesis is rejected.

Table 16

Arithmetic Mean and Standard Deviation for Job Performance

Items	M	SD
JP_FB1 I value constructive criticism and feedback	4.28	.614
JP_FB2 I am open to others' ideas and input.	4.44	.620
JP_FB7 I am happy when a performance review is conducted	3.90	.900
JP_WA8 I know what my strong and weak areas are in my performance	4.06	.780
JP_WA9 I am punctual and put in a required amount of time to get the assignment completed	4.02	.860
JP_WA10 I maintain appropriate professionalism in personal appearance	4.34	.611
JPWA11 I demonstrate good listening skills and comprehension	4.29	.666
JP_WA12 I have confidence and show good judgment in decision making.	4.27	.721
JP_WA13 I demonstrate a positive attitude towards church assignments	4.28	.714
JP_WA14 14. I am thoughtful about whom I talk to, particularly when it comes to discussing problems associated with my church assignments	4.31	.804
JP_WA16 I always fight fair when I am in disagreement with my fellow officers.	3.79	1.003
JP_WA17 I never blame others for my mistakes concerning my assignment	4.18	.877
JP_WA18 I possess a positive work attitude.	4.33	.684
JP_WA19 I execute my church work according to a plan.	4.25	.746
JP_WA20 I consider the policies of the church when making decisions	4.39	.679
JP_TW22 I Work well with others and I am respectful of other officers	4.45	.649
JP_TW23 I am willing to help my fellow officers when they are overburdened or facing a challenge at church	4.43	.685
JP_TW24 I maintain good working relationships with my fellow church officers	4.39	.632
JP_TW25 I communicate clearly and concisely.	4.33	.710
JP_TW26 I understand the interrelationship between my work assignment and the work assignment of others	4.31	.651
JP_TW27 I am dependable in meeting deadlines that affect others	4.19	.790
JP_TW28 I Include appropriate people in the decision making process	4.26	.725
JP_TW29 I communicate effectively with others on a team	4.33	.737
JP_TW30 My actions or decisions are directed toward the success of the team	4.36	.736
JP_TW31 I am able to balance the needs of a team with individual responsibilities	4.26	.708
JP_WE32 I gain personal growth by learning various skills in my church work	4.28	.758
JP_WE33 The church management team appreciates my suggestions and leadership	3.77	.983
JP_WE34 Church leaders encourage me to do well in my work	3.90	.973
JP_WE35 The church has a positive image towards my friends and family	3.91	.922
JP_WE36 My church work produces positive changes to me.	4.21	.741
JP_WE37 I am able to solve problems immediately to satisfy my Leaders	3.71	.880
JP_WE38 I understand the importance to value and respect my fellow officers	4.43	.648
JP_WE39 I am happy with my church work	4.29	.824
JP	4.21	.483
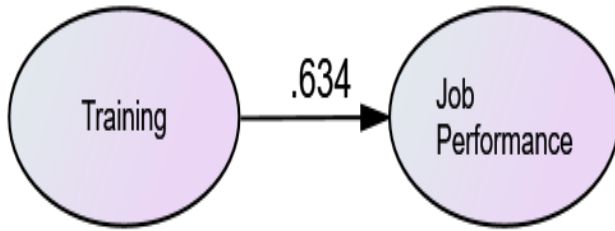
Figure 2. Model 1.
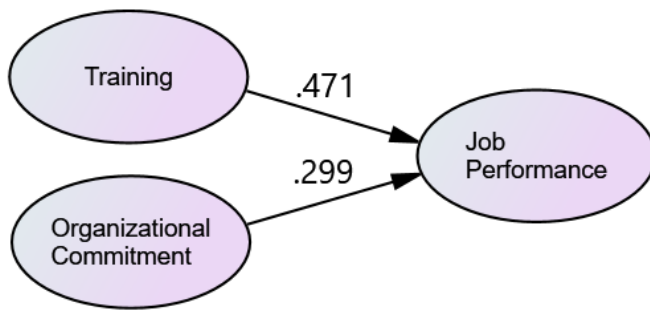
Figure 3. Model 2.

Moreover, it was observed that the independent variables training, organizational commitment and motivation, were good predictors of the job performance dependent variable. The value of R^2 adjusted was equal to .472, which means that these three variables explained 47.2% of variance of the dependent variable, job performance (see Figure 4 Model 3, Table 17).

Model 3 has an F value equal to 46.578 and p value equal to .000. As it can be observed the p value is less than .05, therefore, there is a positive and significant lineal correlation. Hence, the null hypothesis is rejected.

Furthermore, it was observed that the independent variables training, organiza-

tional commitment, motivation and recognition, were a good predictors of the job perfor-mance dependent variable. The value of R^2 adjusted was equal to .49.9, which means that these three variables explained 49.9% of variance of the dependent variable, job perfor-mance (see Figure 5 Model 4, Table 17). Model 4 has an F value equal to 39.073 and p value equal to .000. As it can be observed the p value is less than .05, therefore, there is a positive and significant lineal correlation. Hence, the null hypothesis is rejected.
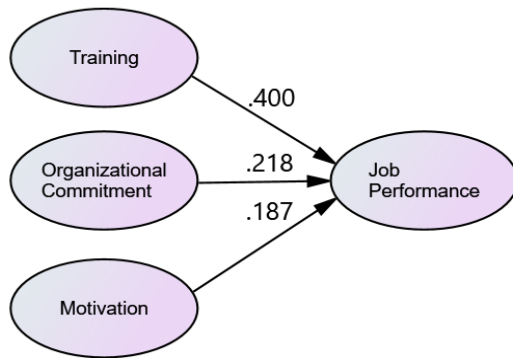
Figure 4. Model 3.
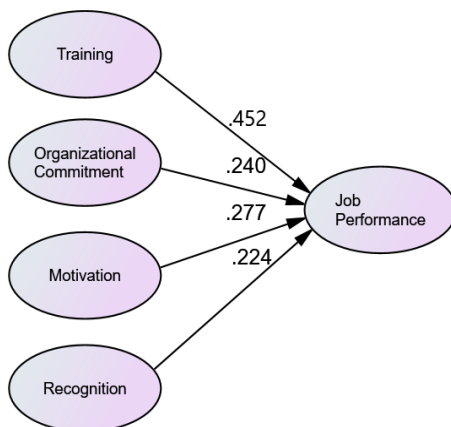
Figure 5. Model 4.

Table 17

Regression Results

Model	R	R Square	Adjusted R Square
1. Training.	.634[a]	.402	.398
2. Training and organizational commitment.	.682[b]	.465	.458
3. Training, organizational commitment and motivation.	.694[c]	.482	.472
4. Training, organizational commitment, motivation and recognition	.716[d]	.512	.499

The values of the non-standardized *Bk* for each model are the following: (a) Model 1, B_0 equal to 2.113, B_1 equal to .517; (b) Model 2, B_0 equal to 1.581, B_1 equal to .384 and B_2 equal to .262; (c) Model 3, B_0 equal to 1.591, B_1 equal to .326, B_2 equal to .191 and B_3 equal to .136, and (d) Model 4, B_0 equal to 1.490, B_1 equal to .368, B_2 equal to .210, B_3 equal to .201 and B_4 equal to -.115.

The collinearity of the variables was also analyzed, and it was observed that the factor of the inflation of the variance (FIV) of training, organizational commitment, motivation and recognition, were less than ten, for which it was concluded that the job performance dependent variable and the aforementioned independent variables do not present collinearity.

Summary of Chapter

The chapter was quite extensive as it presented the results of the investigation. It showed the demographic data and the extent of its behaviour. All the respective tests relevant to the confirmatory model were presented.

CHAPTER V

CONCLUSIONS, DISCUSSIONS AND RECOMMENDATIONS

Introduction

The purpose of this investigation was to explore the causal relationship between the independent variables organizational commitment, Recognition, motivation, and training to job performance as the dependent variable, according to the previously outlined theoretical model. This research was deemed quantitative empirical, explanatory, transversal, descriptive, exploratory and field.

The independent variables were organizational commitment, recognition, motivation and training, while the dependent variable was job performance. The demographic variables were gender, marital status, age and years of service in the organization.

The sample that was used in this research consisted of 163 church officers in the Borough of Brooklyn in New York, in the Northeastern Conference of Seventh-day Adventists in Queens, New York, USA.

Conclusions

This section provides the conclusions documented for this paper.

Linear regression was utilized by the method of stepwise regression. This discovered that the independent variable training was the best predictor: because it explained 39.8% of the variance of the job performance dependent variable. Furthermore,

the organizational commitment independent variable was revealed to be also a good predictor of the job performance variable. Training and organizational commitment together influenced 45.8% of the job performance variable.

Discussions

The findings of this study inferred that variables training, organizational commitment, motivation and recognition, are significant predictors of the job performance dependent variable. When assessing the impact of the independent variables through standardized beta coefficients, it was discovered that the best predictor was Training followed closely by Organizational commitment, motivation and recognition as together these they explained 49.9% of the variance. The results concurred with (Aarabi et al., 2013), in their study to examine the relationship between motivational factors namely payment, job security, promotion, freedom, friendly environment, training and job performance of workers in Malaysian service organizations. Multiple regression analysis was used to analyze the data. The motivation factors of payment, job security, promotion, freedom, friendly environment and training were found to contribute a total of 42.5% of job performance. Two motivation factors that are training and promotion were found to be significant predictors of job performance contributing 40.4% of job performance. The best predictor of job performance was found to be training, which contributes to 37.4% of job performance

Also, Dabale, et al. (2014), in their study to determine the relationship between training and workers' performance in Mutare City Council, Zimbabwe. Correlational research design was used in the study, with an attempt describe and measure the degree of association between performance and training. A total of one hundred and thirty -

two (132) respondents (91 males and 41 females) were selected from the workers (population), purposive sampling technique and structured questionnaire were used in data collection. Data was analyzed using quantitative techniques, including inferential statistics. It was established that there was strong positive relationship between training and performance of workers.

Athar and Shah (2015), sought in their research to determine factors that impact training in banks of Karachi and how they affect worker performance. reported on how training needs establish, how effective the training methods of banks and their influence on a worker's performance. The research conclusively finds that training affects the performance of workers in banks of Karachi. The findings of the research have shown that the factors of training have a positive impact on workers' job performance of banks of Karachi.

Consequently, the null hypothesis, which states that Organizational commitment, Recognition, Motivation and Training are not predictors of job performance in the Borough of Brooklyn, New York, was rejected.

<div align="center">Arithmetic Means</div>

Training

The items with the highest arithmetic means are: "Training helps to reduce weakness, and strengthens, and develops new skills", "Training sharpens officers' thinking ability and creativity and helps them make better decisions over time, it makes them more productive", "Training maintains knowledge and skills", "Training and development enhance the efficiency and effectiveness of the work being performed by church officers", "Training enables church officers to deal with church members and visitors in

an effective manner and respond to their complaints in a timely manner" and "Training helps to reduce weakness, and strengthens, and develops new skills".

Conversely, the items with the lowest arithmetic means were: "The church offers the training needed to help carry out my assignment", "There are a lot of opportunities to learn new things and skills in the church", "The church provides the opportunity to improve my skills" and "The Church invests in officers through training and development".

The overall mean for the construct Training suggests that church officers generally agree and are confident in the way they perform as supported by Truitt (2011), training is associated with the skills that a worker should gain to help him or her by working with others in an attempt to achieve organizational goals and objectives.

Organizational Commitment

The items with highest arithmetic means are: "I am happy to tell others that I am a member of this church", "I really care about the destiny of this church", "I am happy to return my tithe", "I am happy to return my offering", "I feel that being involved in the church is one of the best decisions I have made in life" and "I feel that being involved in the church is one of the best decisions I have made in life".

Conversely, the items with the lowest arithmetic means were: "My self-confidence is high when I am given the opportunity to be in charge", "I feel being recognized increases loyalty towards the church" and "I feel empowered when I am allowed to delegate responsibilities to others".

The overall mean for the construct Organizational commitment suggesting that church officers generally agree with the level of organizational commitment to the

organization as supported by Bakhshi, et al. (2011), as the willingness of a worker to demonstrate high levels of effort and a strong desire to stay with the organization.

Motivation

The items with the highest arithmetic means are: "I think of ways of doing my assignments effectively", "I feel a sense of personal fulfilment when I do my assignment well", "I like to look back at a day's assignments with a sense of accomplishment", "I am motivated, when my Departmental leaders lead by example", "The mission or purpose of the church makes me feel my assignment is important" and "I feel comfortable sharing ideas with my departmental leader".

Conversely, the items with the lowest arithmetic means are: "In the church, my ideas are frequently passed on to top-leadership", "Most of the information I receive each week comes from my fellow church officers" and "Most of the Church communication I receive comes in the form of "directives" from leadership."

The overall mean for the construct suggests that church officers are neutral (neither agree nor disagree) with the level of motivation as supported by Rajhans, (2012), Motivation is important in any organization since it might encourage workers to achieve the organization's goal. Moreover, motivation in the form of encouragement includes things like generating, directing, and keeping behavior towards the achievement of goals. If workers feel that management communicates efficiently, it motivates them to perform better and develop team spirit is very important for the smooth functioning of the organization.

Recognition

The items with highest arithmetic means are: "The Church values the work of its officers", "The Church recognizes that officers have a positive attitude towards their responsibilities" and "The performance recognition and incentives are meaningful".

Conversely, the items with the lowest arithmetic means are: "The Church has a recognition service for officers", "Church officers are rewarded for the quality of their efforts" and "The Church gives recognition based on performance".

The overall mean for the construct recognition suggesting that church officers are neutral (neither agree nor disagree) with the level of recognition as supported by Harrison and Humphrey (2010), indicated that recognition is the timely, informal or formal acknowledgment of a person's or team's behavior, effort or business result that supports the organization's goals and values, and which has been beyond normal expectations.

Job Performance

The items with the highest arithmetic means are: "I Work well with others and I am respectful of other officers", "I am open to others' ideas and input", "I am willing to help my fellow officers when they are overburdened or facing a challenge at church" and "I understand the importance to value and respect my fellow officers¨.

Conversely, the items with the lowest arithmetic means are: "I am able to solve problems immediately to satisfy my Leaders", "The church management team appreciates my suggestions and leadership" and "I always fight fair when I am in disagreement with my fellow officers".

The overall mean for the construct suggests that church officers generally agree with the organization's level of job performance as supported by Noordzij (2017), if job performance does not add value, to your organization or organizational team then your organization has no justification to be in existence. Secondly, every worker makes an individual contribution to the performance of the organizational team and therefore as a result to the entire organization. It is recognized If the performance of an organizational team or individual worker falls behind for too long, as a rule this will eventually lead to reorganization or redundancy.

Recommendations

As a result of this investigation the following recommendations are proposed:

To Senior Pastors and Departmental Directors and Conference Administrators

1. Conference Administrators and Departmental Directors and Senor Pastors need to see to it that money is set aside for training in the overall budget of the conference and local church.

2. Constant training to improve work processes. Provision of opportunities to enhance skill sets whether it be technological or otherwise. Learning to actively listen and decipher verbal and non-verbal cues to effectively assist and or manage any and every situation effectively.

3. Make available training for all the offices of the church as outline in the church manual.

4. Have a recognition program for church officers just as there is one for the Pastor.

5. Create an understanding of the mission and vision of the organization which would encourage church officers to be invested in the church.

6. Create a culture of expressing appreciation for a job well done throughout the ranks of leadership from the Conference to the local church.

7. Effective and consistent communication among team members. Stating expectations, and what is required of an officer to avoid misunderstandings. Explain objectives and ensure that they are understood. Foster a culture of active collaboration between church members and church officers.

8. Use mistakes as learning opportunities to improve the quality of service. Kaizen is a Japanese term which is defined as change for better. It is indicative to any improvement whether it is on a small or large scale, continuous, or a one-time occurrence.

9. Everyone has a voice. Their opinions and suggestions are of importance and relevant to a successful organization.

For Future Research

This section presents recommendations for future studies:

1. The process of this investigation discovered various studies on variables included in this research. However, there was no discovery of a study that includes all the areas of this specific investigation. Therefore, there is a need to do more studies that will incorporate and expand on the combination of variables in this investigation.

2. Researchers can replicate this study in the other Boroughs of New York and other sections of the Conference to identify factors that may be affecting the job

performance of church officers in Northeastern Conference of Seventh-day Advent-

ists.

3. Researchers can also repeat the study in other conferences across the United

States among church officers to find out whether the variables in this study along with

other variables are significant factors affecting job performance.

4. Formulate a new model with additional variables, to determine the dominant

factors that impede job performance among church officers.

APPENDIX A

INSTRUMENTS

Dear Participant,

This doctoral research intends to gather information on how organizational commitment, recognition, motivation and training affect the job performance of Seventh-day Adventist church officers in the Brooklyn Borough, New York.

The data collected will help provide valuable information understanding the effect of the factors organizational commitment, recognition, motivation, and training on job performance.

This information will be used to advance the work of the churches in the Northeastern Conference of Seventh-day Adventists.

You are kindly requested to follow the instructions given in each section and then respond to each statement.

Your opinion is very important and valuable to us, so we really appreciate your participation.

Kindly do not write your name on the document. I assure you that the information collected will be treated with confidentially.

After completing **all the statements**, kindly return the questionnaire to the one assigned to collect it.

At the completion of answering the questionnaire an appreciation gift will be given to you.

Thank you so much for your participation.

Sincerely,

Mark H. Brathwaite

Mark H. Brathwaite

Research Committee

DEMOGRAPHIC DATA

INSTRUCTIONS: Kindly select the appropriate answer by placing an "X" for each category that applies to you.

GENDER	◯ MALE FEMALE ◯
MARITAL STATUS	◯ SINGLE MARRI◯D ◯ DIVORCED WIDO◯ED
AGE	◯ 25 26 - 3◯ - 45 ◯ ◯ 55 56 - 6◯ and Ove◯
YEARS OF SERVICE	◯ years 6 - 10 years ◯ ◯ 15 years 16 – 20 year◯ ◯ 25 years 25 years and ◯er

ORGANIZATIONAL COMMITMENT

Below are a series of statements related to organizational commitment to your church. In each of them, you are asked to select an option by marking it with an X, the level of agreement that you perceive about organizational commitment to your church. Please respond according to the scale indicated below.

To measure the variable the following scale is used				
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1	2	3	4	5

How much do you agree or disagree with the following items?

	1	2	3	4	5
1. I am happy to tell others that I am a member of this church.					
2. I would accept almost any type of assignment in order to keep being involved in the development of this church.					
3. I feel that my values and the Church's values are very similar.					
4. I really care about the destiny of this church.					
5. To me, not supporting the church would be a sign of disloyalty.					
6. I show my loyalty to my church when I wear a Department's special attire for special programs.					
7. I am willing to show by word and action my devotion to the church.					
8. For me, this is the best possible of all churches to be involved in.					
9. I do not feel emotionally attached to my church.					
10. I feel being recognized increases loyalty towards the church.					
11. I do not feel like "part of the family" at my church.					
12. I speak highly of my church to my friends as a great church to be involved in.					
13. I am willing to put in a great deal of effort beyond what is normally expected in order to help my church be successful in its mission.					
14. I feel obligated to serve because my family and friends are serving in the church.					
15. I am happy to return my tithe.					
16. I am happy to return my offering.					
17. Receiving a stipend is an incentive to give more to the church.					
18. I show support for my church by supporting its' social events.					
19. I feel that being involved in the church is one of the best decisions I have made in life.					
20. The church really inspires the very best in me in the way of job performance.					
21. I am given the freedom to be creative in using the training received.					
22. The rate at which church officers learn new job tasks can be attributed to their levels of motivation.					
23. I feel good about my work when I am complemented.					

24. My fellow officers compliment, each other about our accomplishments.					
25. I feel competent when I am given the tools to work.					
26. I have opportunities to be innovative and work on my initiative.					
27. I feel empowered when I am allowed to delegate responsibilities to others.					
28. My self-confidence is high when I am given the opportunity to be in charge.					
29. I feel empowered when I am allowed to use my initiative concerning my assignment.					
RECOGNITION					

Below are a series of statements related to recognition given for the church. In each of them, you are asked to select an option by marking it with an X, the level of agreement that you perceive about organizational commitment to your church. Please respond according to the scale indicated below.

To measure the variable the following scale is used				
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1	2	3	4	5

How much do you agree or disagree with the following items?

	1	2	3	4	5
1. The Church values the work of its officers.					
2. The Church gives recognition based on performance.					
3. The Church has a recognition service for officers					
4. Officers are recognized for good work performance.					
5. The Church recognizes that officers have a positive attitude towards their responsibilities.					
6. Church officers are rewarded for the quality of their efforts.					
7. The Church membership shows appreciation to church officers					
8. Church Leadership acknowledges church officers' efforts.					
9. The Church Board acknowledges church officers' efforts.					
10. I am concerned when my involvement as a church officer goes un-noticed by leadership.					
11. Departmental committee leaders acknowledge church officers' efforts.					
12. Performance recognition and incentives are clearly linked to Mission and goals.					
13. The performance recognition and incentives are meaningful.					
14. Attendance at church affects an officers' performance in carrying out duties.					
15. I am able to keep my work-station neat and tidy.					
16. The time of the day affects my ability to perform at my best.					

Below are a series of statements related to motivation in service to your church. In each of them, you are asked to select an option by marking it with an X, the level of agreement that you perceive about motivation in service to your church. Please respond according to the scale indicated below.

To measure the variable the following scale is used				
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1	2	3	4	5

How much do you agree or disagree with the following items?

	1	2	3	4	5
1. The mission or purpose of the church makes me feel my assignment is important.					
2. I feel a sense of personal fulfilment when I do my assignment well.					
3. I like to look back at a day's assignments with a sense of accomplishment..					
4. I think of ways of doing my assignments effectively.					
5. My opinion of myself goes down when I do the assignment poorly.					
6. The degree of skill variety required to perform my job has an impact on my motivation					
7. There is sufficient variety at church to maintain my interest					
8. I feel de-motivated when I am spoken to harshly.					
9. I am motivated, when my Departmental leaders lead by example.					
10. I have the opportunity to do what I do best every day.					
11. I have materials and equipment I need to do my best.					
12. The level of church officers' motivation at church has a direct impact on productivity level.					
13. Most of the information I receive each week comes from my leader.					
14. In the church, my ideas are frequently passed on to top-leadership.					
15. Most of the information I receive each week comes from my fellow church officers.					
16. I feel comfortable sharing ideas directly with members of top leadership.					
17. Most of the Church communication I receive comes in the form of "directives" from leadership.					
18. I feel comfortable sharing ideas with my Departmental leader.					
19. In my church, the lines of communication are "open" all the way to the Pastor.					

	1	2	3	4	5
20. This church frequently holds committee meetings to pass along information.					
21. Most of the information I receive is detailed and accurate					
22. Most of the information I receive from my director is detailed and accurate.					
23. Most of the information I receive from other church officers is detailed and accurate.					
24. Communication from other departments is typically detailed and accurate.					
25. Most of the information passed down from top-leadership is detailed and accurate.					

TRAINING

Below are a series of statements related to training provided by your church. In each of them, you are asked to select an option by marking it with an X, the level of agreement that you perceive about training provided by the church. Please respond according to the scale indicated below.

To measure the variable the following scale is used				
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1	2	3	4	5

How much do you agree or disagree with the following items?

	1	2	3	4	5
1. The Church provides the opportunity to improve my skills					
2. The Church offers the training needed to help carry out my assignment					
3. There are a lot of opportunities to learn new things and skills in the church.					
4. Working in the Church will be a benefit to me.					
5. The Church supports efforts by officers to obtain training on new skills.					
6. The Church invests in officers through training and development					
7. Training sharpens officers' thinking ability and creativity and helps them make better decisions over time, it makes them more productive.					
8. Training enables church officers to deal with church members and visitors in an effective manner and respond to their complaints in a timely manner.					
9. Training keeps pace with Church organizational changes.					
10. Training keeps up to date with all the latest technology developments.					
11. Training helps improve church officers' skills.					
12. Training maintains knowledge and skills.					

13. Training helps to reduce weakness, and strengthens, and de-velops new skills.					
14. The training officers receive is relevant to their assignment.					
15. I have received good training to do my assignment					
16. Officers are allowed to take initiative to assess their skills and seek appropriate training.					
17. The on-the- job training officers receive has prepared them for their assignment.					
18. Training enhances the quality of services being performed by church officers.					
19. Officers are able to recognize the importance of training to their assignment.					
20. Training and Development are based on genuine needs					
21. Training and Development increase the skills of church offic-ers.					
22. Training and development enhance the efficiency and effec-tiveness of the work being performed by church officers.					
23. raining and Development minimize the faults in operations.					
24. Training and Development reduce the stress level of church officers.					
25. Training and Development improve leadership and manage-rial skills					
26. Training and Development stabilize the Church.					
27. Training and Development help nominating committees in se-lecting officers for church positions.					

JOB PERFORMANCE

Below are a series of statements related to job performance in the church. In each of them, you are asked to select an option by marking it with an X, the level of agree-ment that you perceive about the level of job performance in the church. Please re-spond according to the scale indicated below.

To measure the variable the following scale is used				
Strongly disa-gree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1	2	3	4	5

How much do you agree or disagree with the following items?

	1	2	3	4	5
1. I value constructive criticism and feedback.					
2. I am open to others' ideas and input.					
3. Performance reviews are conducted by the Church.					
4. Performance reviews aid Church performance.					
5. Departmental goals are not clearly defined.					
6. Performance reviews are not conducted.					
7. I am happy when a performance review is conducted.					

8. I know what my strong and weak areas are in my performance.					
9. I am punctual and put in a required amount of time to get the assignment completed.					
10. I maintain appropriate professionalism in personal Appearance.					
11. I demonstrate good listening skills and comprehension					
12. I have confidence and shows good judgment in decision making.					
13. I demonstrate a positive attitude towards church assignments.					
14. I am thoughtful about whom I talk to, particularly when it comes to discussing problems associated with my church assignments.					
15. I work well independently and do not require much supervision.					
16. I always fight fair when I am in disagreement with my fellow officers.					
17. I never blame others for my mistakes concerning my assignment.					
18. I possess a positive work attitude.					
19. execute my church work according to a plan.					
20. I consider the policies of the church when making decisions					
21. My performance is affected by what others are saying about my work.					
22. I Work well with others and I am respectful of other officers.					
23. I am willing to help my fellow officers when they are overburdened or facing a challenge at church.					
24. I maintain good working relationships with my fellow church officers.					
25. I communicate clearly and concisely.					
26. I understand the interrelationship between my work assignment and the work assignment of others.					
27. I am dependable in meeting deadlines that affect others.					
28. I Include appropriate people in the decision making process.					
29. I communicate effectively with others on a team.					
30. My actions or decisions are directed toward the success of the team.					
31. I am able to balance the needs of a team with individual responsibilities.					

32. I gain personal growth by learning various skills in my church work.					
33. The church management team appreciates my suggestions and leadership.					
34. Church leaders encourage me to do well in my work.					
35. The church has a positive image towards my friends and family.					
36. My church work produces positive changes to me.					
37. I am able to solve problems immediately to satisfy my Leaders.					
38. I understand the importance to value and respect my fellow officers.					
39. I am happy with my church work.					

APPENDIX B

FACTORIAL ANALYSIS

Organizational commitment

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.846
Bartlett's Test of Sphericity	Approx. Chi-Square	1676.808
	Df	300
	Sig.	.000

Communalities

	Initial	Extrac- tion
OC_OA1	1.000	.561
OC_OA2	1.000	.519
OC_OA3	1.000	.430
OC_OA4	1.000	.452
OC_OA5	1.000	.553
OC_OA6	1.000	.570
OC_OA7	1.000	.601
OC_OA8	1.000	.583
OC_OA10	1.000	.473
OC_OS12	1.000	.579
OC_OS13	1.000	.550
OC_OS15	1.000	.687
OC_OS16	1.000	.683
OC_OS18	1.000	.573
OC_OS19	1.000	.446
OC_E20	1.000	.585
OC_E21	1.000	.646
OC_E22	1.000	.491
OC_E23	1.000	.559

OC_E24	1.000	.477
OC_E25	1.000	.446
OC_E26	1.000	.619
OC_E27	1.000	.721
OC_E28	1.000	.791
OC_E29	1.000	.654

Extraction Method: Principal
Component Analysis.

Total Variance Explained

Com-ponent	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumula-tive %	Total	% of Variance	Cumula-tive %	Total	% of Variance	Cumula-tive %
1	7.342	29.368	29.368	7.342	29.368	29.368	4.542	18.168	18.168
2	2.892	11.567	40.936	2.892	11.567	40.936	2.710	10.838	29.007
3	1.740	6.961	47.897	1.740	6.961	47.897	2.602	10.407	39.414
4	1.186	4.744	52.641	1.186	4.744	52.641	2.583	10.330	49.745
5	1.090	4.359	57.000	1.090	4.359	57.000	1.814	7.256	57.000
6	.970	3.880	60.880						
7	.949	3.795	64.675						
8	.879	3.518	68.193						
9	.861	3.443	71.636						
10	.779	3.115	74.751						
11	.684	2.737	77.488						
12	.646	2.585	80.073						
13	.616	2.464	82.537						
14	.578	2.312	84.849						
15	.535	2.142	86.991						
16	.483	1.933	88.924						
17	.442	1.768	90.691						
18	.400	1.602	92.293						
19	.396	1.583	93.876						
20	.363	1.453	95.330						
21	.309	1.236	96.566						

22	.279	1.116	97.682
23	.228	.914	98.595
24	.200	.801	99.396
25	.151	.604	100.000

Extraction Method: Principal Component Analysis.
Recognition

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.902
Bartlett's Test of Sphericity	Approx. Chi-Square	1059.206
	Df	66
	Sig.	.000

Communalities

	Initial	Extrac-tion
R_L1	1.000	.546
R_L2	1.000	.538
R_L3	1.000	.648
R_L4	1.000	.720
R_L5	1.000	.669
R_L6	1.000	.603
R_L7	1.000	.694
R_L8	1.000	.735
R_L9	1.000	.665
R_WR11	1.000	.554
R_WR12	1.000	.490
R_WR13	1.000	.505

Extraction Method: Principal Component Analysis.

Total Variance Explained

Com-ponent	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Vari-ance	Cumula-tive %	Total	% of Vari-ance	Cumula-tive %	Total	% of Vari-ance	Cumula-tive %
1	6.094	50.783	50.783	6.094	50.783	50.783	4.874	40.620	40.620
2	1.271	10.596	61.378	1.271	10.596	61.378	2.491	20.758	61.378
3	.882	7.348	68.726						
4	.732	6.101	74.827						
5	.603	5.023	79.850						
6	.513	4.274	84.124						
7	.461	3.838	87.961						
8	.401	3.343	91.304						
9	.343	2.856	94.160						
10	.290	2.418	96.579						
11	.227	1.894	98.473						
12	.183	1.527	100.000						

Extraction Method: Principal Component Analysis.

Work motivation

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.871
Bartlett's Test of Sphericity	Approx. Chi-Square	1823.571
	Df	210
	Sig.	.000

Communalities

	Initial	Extrac-tion
M_IM1	1.000	.660
M_IM2	1.000	.741
M_IM3	1.000	.674

M_IM4	1.000	.624
M_EM7	1.000	.677
M_EM9	1.000	.439
M_EM10	1.000	.517
M_EM11	1.000	.628
M_OC13	1.000	.711
M_OC14	1.000	.532
M_OC15	1.000	.714
M_OC16	1.000	.526
M_OC17	1.000	.338
M_OC18	1.000	.533
M_OC19	1.000	.445
M_OC20	1.000	.470
M_OEC 21	1.000	.800
M_OEC 22	1.000	.687
M_OEC 23	1.000	.702
M_OEC 24	1.000	.736
M_OEC 25	1.000	.750

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	7.783	37.063	37.063	7.783	37.063	37.063	5.330	25.380	25.380
2	2.337	11.130	48.194	2.337	11.130	48.194	3.105	14.785	40.165
3	1.735	8.262	56.456	1.735	8.262	56.456	2.687	12.797	52.962
4	1.048	4.992	61.448	1.048	4.992	61.448	1.782	8.486	61.448
5	.949	4.519	65.967						

6	.924	4.401	70.369
7	.846	4.028	74.397
8	.712	3.392	77.789
9	.648	3.085	80.875
10	.610	2.906	83.781
11	.527	2.509	86.290
12	.425	2.024	88.314
13	.419	1.995	90.308
14	.384	1.830	92.138
15	.363	1.728	93.866
16	.330	1.570	95.436
17	.256	1.219	96.655
18	.211	1.003	97.659
19	.200	.953	98.611
20	.163	.775	99.387
21	.129	.613	100.000

Extraction Method: Principal Component Analysis.

Training

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.895
Bartlett's Test of Sphericity	Approx. Chi-Square	3323.780
	Df	351
	Sig.	.000

Communalities

	Initial	Extrac-tion
T_OTB1	1.000	.757
T_OTB2	1.000	.812
T_OTB3	1.000	.749
T_OTB4	1.000	.538
T_OTB5	1.000	.684
T_OTB6	1.000	.662
T_OTB7	1.000	.797
T_OTB8	1.000	.763

T_OTB9	1.000	.669
T_OTB10	1.000	.615
T_OTB11	1.000	.683
T_OTB12	1.000	.694
T_OTB13	1.000	.696
T_RT14	1.000	.544
T_RT15	1.000	.464
T_RT16	1.000	.589
T_RT17	1.000	.662
T_RT18	1.000	.750
T_RT19	1.000	.657
T_TD20	1.000	.502
T_TD21	1.000	.829
T_TD22	1.000	.831
T_TD23	1.000	.574
T_TD24	1.000	.807
T_TD25	1.000	.804
T_TD26	1.000	.829
T_TD27	1.000	.747

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	10.919	40.442	40.442	10.919	40.442	40.442	5.229	19.368	19.368
2	3.566	13.206	53.648	3.566	13.206	53.648	4.238	15.696	35.064
3	1.934	7.161	60.809	1.934	7.161	60.809	3.985	14.760	49.825
4	1.205	4.464	65.273	1.205	4.464	65.273	3.602	13.341	63.165
5	1.083	4.012	69.285	1.083	4.012	69.285	1.652	6.120	69.285
6	.986	3.653	72.938						
7	.793	2.937	75.876						

8	.776	2.876	78.751
9	.652	2.414	81.165
10	.601	2.226	83.392
11	.526	1.947	85.339
12	.501	1.856	87.195
13	.439	1.625	88.820
14	.386	1.429	90.249
15	.332	1.229	91.478
16	.305	1.129	92.608
17	.279	1.033	93.640
18	.261	.966	94.606
19	.253	.937	95.543
20	.232	.860	96.403
21	.202	.747	97.150
22	.171	.632	97.782
23	.149	.552	98.334
24	.141	.522	98.856
25	.131	.484	99.340
26	.106	.392	99.732
27	.072	.268	100.000

Extraction Method: Principal Component Analysis.

Job performance

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.912
Bartlett's Test of Sphericity	Approx. Chi-Square	3580.712
	Df	528
	Sig.	.000

Communalities

	Initial	Extrac-tion
JP_FB1	1.000	.705
JP_FB2	1.000	.701
JP_FB7	1.000	.555
JP_WA8	1.000	.551
JP_WA9	1.000	.623

JP_WA10	1.000	.620
JPWA11	1.000	.727
JP_WA12	1.000	.738
JP_WA13	1.000	.727
JP_WA14	1.000	.602
JP_WA16	1.000	.416
JP_WA17	1.000	.503
JP_WA18	1.000	.724
JP_WA19	1.000	.588
JP_WA20	1.000	.710
JP_TW22	1.000	.611
JP_TW23	1.000	.691
JP_TW24	1.000	.702
JP_TW25	1.000	.755
JP_TW26	1.000	.712
JP_TW27	1.000	.714
JP_TW28	1.000	.721
JP_TW29	1.000	.748
JP_TW30	1.000	.614
JP_TW31	1.000	.646

JP_WE32	1.000	.516
JP_WE33	1.000	.769
JP_WE34	1.000	.775
JP_WE35	1.000	.604
JP_WE36	1.000	.605
JP_WE37	1.000	.642
JP_WE38	1.000	.621
JP_WE39	1.000	.525

Extraction Method: Principal Component Analysis.

Total Variance Explained

Com-ponent	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Vari-ance	Cumula-tive %	Total	% of Vari-ance	Cumula-tive %	Total	% of Vari-ance	Cumula-tive %
1	14.228	43.116	43.116	14.228	43.116	43.116	6.071	18.395	18.395
2	1.893	5.738	48.854	1.893	5.738	48.854	4.287	12.991	31.386
3	1.718	5.206	54.060	1.718	5.206	54.060	3.211	9.731	41.117
4	1.377	4.174	58.234	1.377	4.174	58.234	3.013	9.130	50.247
5	1.201	3.638	61.872	1.201	3.638	61.872	2.489	7.543	57.791
6	1.044	3.162	65.034	1.044	3.162	65.034	2.390	7.244	65.034
7	.986	2.987	68.021						
8	.893	2.707	70.728						
9	.798	2.418	73.146						
10	.752	2.279	75.425						
11	.705	2.135	77.560						
12	.679	2.057	79.617						

13	.611	1.853	81.470
14	.565	1.712	83.182
15	.540	1.635	84.817
16	.505	1.532	86.349
17	.486	1.473	87.821
18	.424	1.284	89.105
19	.408	1.237	90.342
20	.397	1.202	91.544
21	.337	1.021	92.565
22	.325	.985	93.550
23	.314	.952	94.502
24	.266	.807	95.309
25	.255	.772	96.081
26	.234	.708	96.790
27	.224	.680	97.470
28	.188	.569	98.038
29	.173	.523	98.562
30	.154	.466	99.027
31	.133	.404	99.431
32	.110	.332	99.764
33	.078	.236	100.000

Extraction Method: Principal Component Analysis.

APPENDIX C

RELIABILITY

Reliability Statistics

Cronbach's Alpha	N of Items
.880	25

Reliability Statistics

Cronbach's Alpha	N of Items
.906	12

Reliability Statistics

Cronbach's Alpha	N of Items
.908	21

Reliability Statistics

Cronbach's Alpha	N of Items
.913	27

Reliability Statistics

Cronbach's Alpha	N of Items
.953	33

APPENDIX D

OPERACIONALIZATION OF THE VARIABLES

Operationalization of the Variable Recognition

Variables	Conceptual Definition	Instrumental Definition	Operational definition
Recognition	Acknowledgement, appreciation, or approval of the positive behaviors of an individual or team.	The degree to which the level of Acknowledgement, appreciation, or approval of the positive behaviors of an individual or team, affect job performance of church officers in the Borough of Brooklyn in New York, was determined by means of the following 16 items, under the scale: 1 = Strongly disagree 2 = Disagree 3 = Neither agree or disagree 4 = Agree 5 = Strongly agree 1. The Church values the work of its officers. 2. The Church gives recognition based on performance. 3. The Church has a recognition service for officers 4. Officers are recognized for good work performance. 5. The Church recognizes that officers have a positive attitude towards their responsibilities. 6. Church officers are rewarded for the quality of their efforts. 7. The Church membership shows appreciation to church officers	To measure the level of Acknowledgement, appreciation, or approval of the positive behaviors of an individual or team the data were obtained from church officers of the Borough of Brooklyn New York through the measure of 16 items. The variable was considered as metric. To make the approach of the conclusions of this study, the following equivalence was determined for the scale used: 1 = Strongly disagree 2 = Disagree 3 = Neither agree or disagree 4 = Agree 5 = Strongly agree

		8. Church Leadership acknowledges church officers' efforts.	
		9. The Church Board acknowledges church officers' efforts.	
		10. I am concerned when my involvement as a church officer goes un-noticed by leadership.	
		11. Departmental committee leaders acknowledge church officers' efforts.	
		12. Performance recognition and incentives are clearly linked to Mission and goals.	
		13. The performance recognition and incentives are meaningful.	
		14. Attendance at church affects an officers' performance in carrying out duties.	
		15. I am able to keep my work station neat and tidy.	
		16. The time of the day affects my ability to perform at my best.	

Operationalization of the Variable Organizational Commitment

Variables	Conceptual Definition	Instrumental Definition	Operational definition
Organizacional commitment	a worker's level of identification and involvement in the organization.	The degree to which the level of identification and involvement in the organization affect job performance of church officers in the Borough of Brooklyn in New York, was determined by means of the following 29 items, under the scale: 1 = Strongly disagree	To measure the level of identification and involvement, data were obtained from church officers of the Borough of Brooklyn New York through the measure of 29 items.

2 = Disagree
3 = Neither agree or disagree
4 = Agree
5 = Strongly agree

1. I am happy to tell others that I am a member of this church.
2. I would accept almost any type of assignment in order to keep being involved in the development of this church.
3. I feel that my values and the Church's values are very similar.
4. I really care about the destiny of this church.
5. To me, not supporting the church would be a sign of disloyalty.
6. I show my loyalty to my church when I wear a Department's special attire for special programs.
7. I am willing to show by word and action my devotion to the church.
8. For me, this is the best possible of all churches to be involved in.
9. I do not feel emotionally attached to my church.
10. I feel being recognized increases loyalty towards the church.
11. I do not feel like "part of the family" at my church.
12. I speak highly of my church to my friends as a great church to be involved in.
13. I am willing to put in a great deal of effort beyond what is normally expected

The variable was considered as metric.
To make the approach of the conclusions of this study, the following equivalence was determined for the scale used:

1 = Strongly disagree
2 = Disagree
3 = Neither agree or disagree
4 = Agree
5 = Strongly agree

in order to help my church be successful in its mission.

14. I feel obligated to serve because my family and friends are serving in the church.

15. I am happy to return my tithe.

16. I am happy to return my offering.

17. Receiving a stipend is an incentive to give more to the church.

18. I show support for my church by supporting its' social events.

19. I feel that being involved in the church is one of the best decisions I have made in life.

20. The church really inspires the very best in me in the way of job performance.

21. I am given the freedom to be creative in using the training received.

22. The rate at which church officers learn new job tasks can be attributed to their levels of motivation.

23. I feel good about my work when I am complemented.

24 My fellow officers compliment, each other about our accomplishments.

25. I feel competent when I am given the tools to work.

26. I have opportunities to be innovative and work on my initiative.

| | 27. I feel empowered when I am allowed to delegate responsibilities to others.
28. My self-confidence is high when I am given the opportunity to be in charge.
29. I feel empowered when I am allowed to use my initiative concerning my assignment | |

Operationalization of the Variable Motivation

Variables	Conceptual definition	Instrumental Definition	Operational definition
Motivation	the process of enhancing the morale of an individual to inspire him or her to willingly give his or her best in accomplishing assigned responsibilities.	The degree to which the level of enhancing the morale of an individual to inspire him or her to willingly give his or her best in accomplishing assigned responsibilities, affect job performance of church officers in the Borough of Brooklyn in New York, was determined by means of the following 16 items, under the scale: 1 = Strongly disagree 2 = Disagree 3 = Neither agree or disagree 4 = Agree 5 = Strongly agree 1. The mission or purpose of the church makes me feel my assignment is important. 2. I feel a sense of personal fulfilment when I do	To measure the morale of an individual to inspire him or her to willingly give his or her best in accomplishing assigned responsibilities. The data were obtained from church officers of the Borough of Brooklyn New York through the measure of 25 items. The variable was considered as metric. To make the approach of the conclusions of this study, the following equivalence was determined for the scale used: 1 = Strongly disagree

my assignment well.

3. I like to look back at a day's assignments with a sense of accomplishment.

2 = Disagree
3 = Neither agree or disagree
4 = Agree
5 = Strongly agree

4. I think of ways of doing my assignments effectively.

5. My opinion of myself goes down when I do the assignment poorly.

6. The degree of skill variety required to perform my job has an impact on my motivation

7. There is sufficient variety at church to maintain my interest

8. I feel de-motivated when I am spoken to harshly.

9. I am motivated, when my Departmental leaders lead by example.

10. I have the opportunity to do what I do best every day.

11. I have materials and equipment I need to do my best.

12. The level of church officers' motivation at church has a direct impact on productivity level.

13. Most of the information I receive each week comes from my leader.

14. In the church, my ideas are frequently passed on to top-leadership.

15. Most of the information I receive each week comes from my fellow church officers.

16. I feel comfortable sharing ideas directly with members of top leadership.

17. Most of the Church communication I receive comes in the form of "directives" from leadership.

18. I feel comfortable sharing ideas with my Departmental leader.

19. In my church, the lines of communication are "open" all the way to the Pastor.

20. This church frequently holds committee meetings to pass along information.

21. Most of the information I receive is detailed and accurate

22. Most of the information I receive from my director is detailed and accurate.

23. Most of the information I receive from other church officers is detailed and accurate.

24. Communication from other departments is typically detailed and accurate.

25. Most of the information passed down from top-leadership is detailed and accurate.

Operationalization of the Variable Training

Variables	Conceptual definition	Instrumental Definition	Operational definition
Training	the process of the systematic development of the knowledge, skills and attitudes required by an individual to perform adequately a given assignment or job. .	The degree to which the level of the systematic development of the knowledge, skills and attitudes required by an individual to perform adequately a given assignment or job. affect job performance of church officers in the Borough of Brooklyn in New York, was determined by means of the following 16 items, under the scale: 1 = Strongly disagree 2 = Disagree 3 = Neither agree or disagree 4 = Agree 5 = Strongly agree 1.The Church provides the opportunity to improve my skills 2. The Church offers the training needed to help carry out my assignment 3. There are a lot of opportunities to learn new things and skills in the church. 4. Working in the Church will be a benefit to me. 5. The Church supports efforts by officers to obtain training on new skills.	To measure the morale of the systematic development of the knowledge, skills and attitudes required by an individual to perform adequately a given assignment or job. . The data were obtained from church officers of the Borough of Brooklyn New York through the measure of 27 items. The variable was considered as metric. To make the approach of the conclusions of this study, the following equivalence was determined for the scale used: 1 = Strongly disagree 2 = Disagree 3 = Neither agree or disagree 4 = Agree 5 = Strongly agree

6. The Church invests in officers through training and development

7. Training sharpens officers' thinking ability and creativity and helps them make better decisions over time, it makes them more productive.

8. Training enables church officers to deal with church members and visitors in an effective manner and respond to their complaints in a timely manner.

9. Training keeps pace with Church organizational changes.

10. Training keeps up to date with all the latest technology developments.

11. Training helps improve church officers' skills.

12. Training maintains knowledge and skills.

13. Training helps to reduce weakness, and strengthens, and develops new skills.

14. The training officers receive is relevant to their assignment.

15. I have received good training to do my assignment

16. Officers are allowed to take initiative to assess their skills and seek appropriate training.

17. The on-the- job training officers receive has prepared them for their assignment.

		18. Training enhances the quality of services being performed by church officers.
		19. Officers are able to recognize the importance of training to their assignment.
		20. Training and Development are based on genuine needs
		21. Training and Development increase the skills of church officers.
		22. Training and development enhance the efficiency and effectiveness of the work being performed by church officers.
		23. Training and Development minimize the faults in operations.
		24. Training and Development reduce the stress level of church officers.
		25. Training and Development improve leadership and managerial skills
		26. Training and Development stabilize the Church.
		27. Training and Development help nominating committees in selecting officers for church positions.

Operationalization of the Variable Job Performance

Variables	Conceptual definition	Instrumental Definition	Operational definition

| Job Performance | the work-related activities expected of a worker and how well those activities were executed. | The degree to which the level of the work-related activities expected of a worker and how well those activities were executed affect job performance of church officers in the Borough of Brooklyn in New York, was determined by means of the following 39 items, under the scale:

1 = Strongly disagree

2 = Disagree

3 = Neither agree or disagree

4 = Agree

5 = Strongly agree

1. I value constructive criticism and feedback.
2. I am open to others' ideas and input.
3. Performance reviews are conducted by the Church.
4. Performance reviews aid Church performance.
5. Departmental goals are not clearly defined.
6. Performance reviews are not conducted.
7. I am happy when a performance review is conducted.
8. I know what my strong and weak areas are in my performance.
9. I am punctual and put in a required amount of time to get the assignment completed. | To measure the level of identification and involvement, data were obtained from church officers of the Borough of Brooklyn New York through the measure of 39 items.
The variable was considered as metric.
To make the approach of the conclusions of this study, the following equivalence was determined for the scale used:

1 = Strongly disagree

2 = Disagree

3 = Neither agree or disagree

4 = Agree

5 = Strongly agree |

10. I maintain appropriate professionalism in personal Appearance

11. I demonstrate good listening skills and comprehension

12. I have confidence and shows good judgment in decision making.

13. I demonstrate a positive attitude towards church assignments.

14. I am thoughtful about whom I talk to, particularly when it comes to discussing problems associated with my church assignments.

15. I work well independently and do not require much supervision.

16. I always fight fair when I am in disagreement with my fellow officers.

17. I never blame others for my mistakes concerning my assignment.

18. I possess a positive work attitude.

19. I execute my church work according to a plan.

20. I consider the policies of the church when making decisions

21. My performance is affected by what others are saying about my work.

22. I Work well with others and I am respectful of other officers.

23. I am willing to help my fellow officers when they

are overburdened or facing a challenge at church.

24. I maintain good working relationships with my fellow church officers.

25. I communicate clearly and concisely.

26. I understand the inter-relationship between my work assignment and the work assignment of others.

27. I am dependable in meeting deadlines that affect others.

28. I Include appropriate people in the decision making process.

29. I communicate effectively with others on a team.

30. My actions or decisions are directed toward the success of the team.

31. I am able to balance the needs of a team with individual responsibilities.

32. I gain personal growth by learning various skills in my church work.

33. The church management team appreciates my suggestions and leadership.

34. Church leaders encourage me to do well in my work.

35. The church has a positive image towards my friends and family.

36. My church work produces positive changes to me.

	37. I am able to solve problems immediately to satisfy my Leaders. 38. I understand the importance to value and respect my fellow officers. 39. I am happy with my church work.

APPENDIX E

DEMOGRAPHIC VARIBLES

Gender

		Fre-quency	Percent	Valid Per-cent	Cumulative Percent
	Male	59	36.2	36.2	36.2
Valid	Female	104	63.8	63.8	100.0
	Total	163	100.0	100.0	

Marital_Status

		Fre-quency	Percent	Valid Per-cent	Cumulative Percent
	Single	41	25.2	25.2	25.2
	Married	97	59.5	59.5	84.7
Valid	Divorced	18	11.0	11.0	95.7
	Wid-owed	7	4.3	4.3	100.0
	Total	163	100.0	100.0	

Age

		Fre-quency	Percent	Valid Per-cent	Cumulative Percent
	15-25	10	6.1	6.1	6.1
	26-35	13	8.0	8.0	14.1
	36-45	21	12.9	12.9	27.0
Valid	46-55	34	20.9	20.9	47.9
	56-65	52	31.9	31.9	79.8
	66+	33	20.2	20.2	100.0
	Total	163	100.0	100.0	

Years_of_Service

		Fre-quency	Percent	Valid Per-cent	Cumulative Percent
	1-5	24	14.7	14.7	14.7
Valid	6-10	17	10.4	10.4	25.2
	11-15	19	11.7	11.7	36.8
	16-20	19	11.7	11.7	48.5
	21-25	22	13.5	13.5	62.0
	25+	62	38.0	38.0	100.0
	Total	163	100.0	100.0	

APPENDIX F

NULL HYPOTHESIS

Test of linearity through the graphs
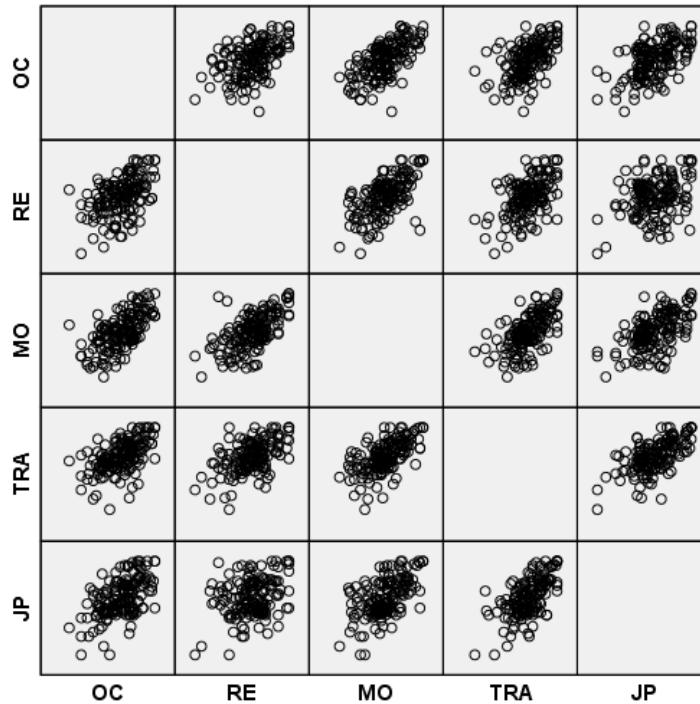
Test for normality of the errors with the Kolmogorov-Smirnov statistic ($P > .0$

	tests of Normality					
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
ZRE_4 Standardized Residual	.055	154	.200[*]	.993	154	.706

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Scatterplot

Dependent Variable: JP
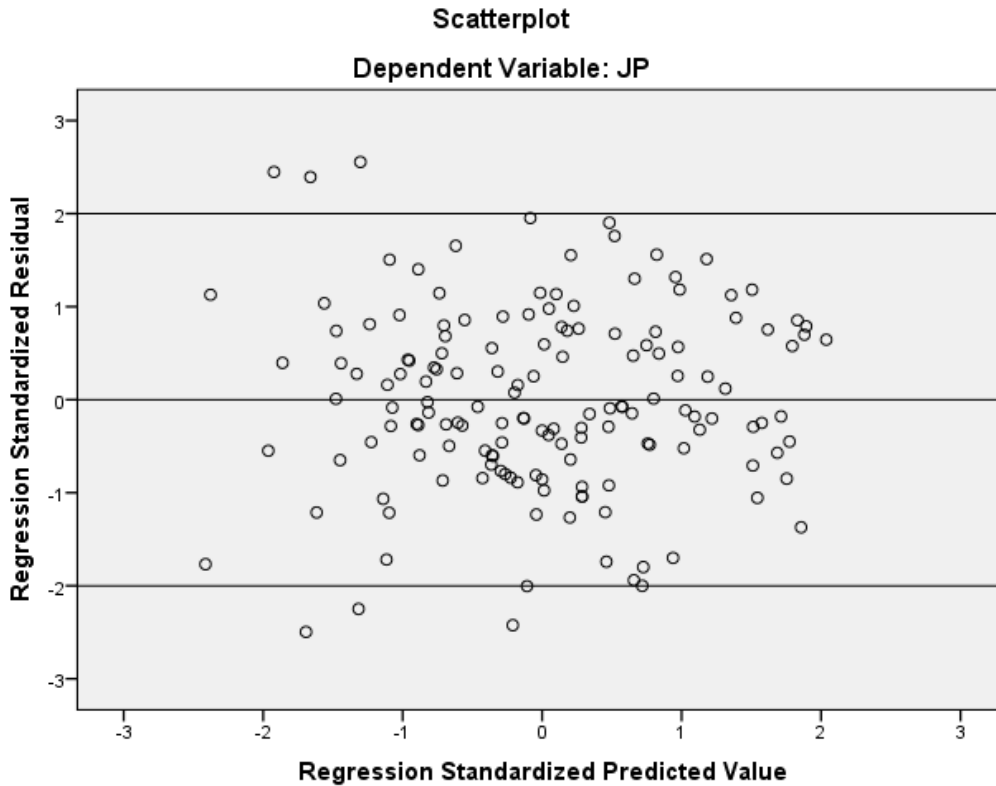
Model Summary[e]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.634[a]	.402	.398	.31709	
2	.682[b]	.465	.458	.30095	
3	.694[c]	.482	.472	.29703	
4	.716[d]	.512	.499	.28936	2.150

a. Predictors: (Constant), TRA

b. Predictors: (Constant), TRA, OC

c. Predictors: (Constant), TRA, OC, MO

d. Predictors: (Constant), TRA, OC, MO, RE

e. Dependent Variable: JP

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10.279	1	10.279	102.225	.000[b]
	Residual	15.283	152	.101		

155

Model						
	Total	25.562	153			
2	Regression	11.885	2	5.943	65.612	.000c
	Residual	13.676	151	.091		
	Total	25.562	153			
3	Regression	12.328	3	4.109	46.578	.000d
	Residual	13.234	150	.088		
	Total	25.562	153			
4	Regression	13.086	4	3.272	39.073	.000e
	Residual	12.476	149	.084		
	Total	25.562	153			

a. Dependent Variable: JP
b. Predictors: (Constant), TRA
c. Predictors: (Constant), TRA, OC
d. Predictors: (Constant), TRA, OC, MO
e. Predictors: (Constant), TRA, OC, MO, RE

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	2.113	.210		10.075	.000		
	TRA	.517	.051	.634	10.111	.000	1.000	1.000
2	(Constant)	1.581	.236		6.706	.000		
	TRA	.384	.058	.471	6.623	.000	.702	1.425
	OC	.262	.062	.299	4.212	.000	.702	1.425
3	(Constant)	1.591	.233		6.837	.000		
	TRA	.326	.063	.400	5.212	.000	.585	1.710
	OC	.191	.069	.218	2.757	.007	.553	1.808
	MO	.136	.061	.187	2.240	.027	.493	2.029

4	(Con-stant)	1.490	.229		6.504	.000		
	TRA	.368	.063	.452	5.885	.000	.556	1.799
	OC	.210	.068	.240	3.101	.002	.548	1.825
	MO	.201	.063	.277	3.192	.002	.435	2.300
	RE	-.115	.038	-.224	-3.009	.003	.591	1.691

a. Dependent Variable: JP

Excluded Variables[a]

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics		
						Tolerance	VIF	Minimum Tolerance
1	OC	.299[b]	4.212	.000	.324	.702	1.425	.702
	RE	-.053[b]	-.719	.473	-.058	.722	1.385	.722
	MO	.294[b]	3.870	.000	.300	.625	1.599	.625
2	RE	-.142[c]	-1.978	.050	-.159	.670	1.492	.610
	MO	.187[c]	2.240	.027	.180	.493	2.029	.493
3	RE	-.224[d]	-3.009	.003	-.239	.591	1.691	.435

a. Dependent Variable: JP
b. Predictors in the Model: (Constant), TRA
c. Predictors in the Model: (Constant), TRA, OC
d. Predictors in the Model: (Constant), TRA, OC, MO

Collinearity Diagnostics[a]

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions				
				(Constant)	TRA	OC	MO	RE
1	1	1.993	1.000	.00	.00			
	2	.007	16.354	1.00	1.00			
2	1	2.987	1.000	.00	.00	.00		
	2	.007	20.019	.74	.67	.00		
	3	.006	22.404	.26	.33	1.00		
3	1	3.978	1.000	.00	.00	.00	.00	
	2	.011	19.190	.49	.00	.00	.48	
	3	.007	24.609	.06	.96	.19	.10	
	4	.005	28.302	.45	.04	.81	.42	
4	1	4.950	1.000	.00	.00	.00	.00	.00

2	.030	12.948	.07	.01	.01	.00	.74
3	.009	23.544	.38	.00	.01	.62	.24
4	.006	27.625	.09	.95	.18	.03	.02
5	.005	31.583	.46	.04	.80	.35	.00

a. Dependent Variable: JP

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CURRICULUM VITAE
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Career Objective:
To be led by the Holy Spirit in serving the church and wider community; to lead mankind in developing a personal relationship with Jesus. To be available to the members of my congregation in their times of need and by example, teach them to selflessly minister to others as they reflect Christ daily in their own lives. To zealously and truthfully teach the word of God to my congregation without fear or favor.

Career Summary:
Thirty-two (32) wonderful years of serving the Lord and His church as a District Pastor and Departmental Director. My evangelistic endeavors have seen over one thousand (1,000) souls accept Jesus as their Savior through Personal Bible study, Evangelistic Campaigns and Bible seminars. My thirty-two years of ministerial experience consists of: twenty-seven years (27) as District Pastor, and five years (5) as a Departmental Director in the areas of Publishing and Communications. I served the East Caribbean Conference and St. Lucia Mission as a Semester and Summer Lecturer for the Andrews University Extension Program through the University of the Southern Caribbean located in Trinidad.

Experience

Minister of Religion – S.D.A. Pastor	1988 – Present
Andrews University Extension Lecturer – Eastern Caribbean	2004 - 2007

Northeastern Conference of SDA, New York, USA

Stuyvesant Heights SDA Church	2017 - Present
Calvary First Nigerian SDA Church	2013 - Present
Marriage Officer – New York	2011 - Present
Rogers Avenue SDA Church	2009 - 2012

East Caribbean Conference Of S.D.A. Bridgetown, Barbados

Publishing Ministry Co-coordinator:	1989
District Pastor	1997 - 2007
Marriage Officer	1993 - 2007
Marriage & Relationship Counselor	1993 - 2007

District Pastor		1990 - 1992
Publishing Director	1992 - 1996	
Communication Director		1994 - 1997

Additional Responsibilities:

Member of the Publishing Board Book Review Committee	2007	
Member of Barbados Secondary School Board		2006 - 2007
Chaplain – Barbados Ministerial Association		2005 - 2007
Lecturer, Andrews University Extension Program		2004 - 2007

- *God and Human Life*
- *History of SDA History for Teachers*
- *Essentials of Wellness*

Member of the National Independence Ecumenical Committee		2004
Vice President of International Bible Society Barbados Chapter		2003 - 2006
Treasurer - Barbados SDA Credit Union	2003 - 2005	
Secretary - Barbados Ministerial Association		2002 - 2004
President - SDA Credit Union	2000 - 2002	
Chaplain - Barbados Ministerial Association		2000 - 2001
Member of Supervisory committee of S.D.A. Credit Union		1999
Radio Broadcast Speaker – "Reach for Life"		1998 - 2005
President - Barbados Ministerial Association		1998 - 1999

Executive Committee Member - International Bible Society - Barbados Chapter 1998 - 2007

Ministerial Intern Supervisor	1996 - 1997
Member of Adventist Heritage Committee	1996

Trustee of the Barbados Seventh-day Adventist Credit Union
1994 - 1997

Publishing Ministry Board Member	1993 - 2001

Trainer, Seminar presenter – Salesmanship, Work ethics
& Communication 1992 -1997
Conference Executive Committee Member 1992 - 1997

Initiatives
- *Stuyvesant Heights SDA*

Plans for New Safety Sanctuary Doors
Refurbished Pastor's Office, New Mother's Room, New Sound Room
New Heating/Cooling HVAC System,
Refurbished Multipurpose Room: New floor & chairs
New Roof, Clean and rid building of mold, steam cleaned furniture and carpet
- *Calvary 1st Nigerian SDA*

Plans in place for Senior Citizens Building
Refurbish Sanctuary, New Pews, Re-carpeting
New Printer, and Security System for Properties 729 & 811 Lexington Ave,
- *Rogers Avenue SDA*

Church building renovation plans put in place

Ministerial Credentials
Ordination   1993

Education
PhD, Business Administration,
 University of Montemorelos, Mexico   2020

Master of Arts in Religion
 Andrews University, Berrien Springs, Michigan   1998
Bachelor of Theology
 Caribbean Union College now USC, Port-of-Spain, Trinidad   1988

Certificates
- Chaplaincy – New York State Chaplaincy Task Force Inc.   2019
- Chaplaincy – CICA International Chaplaincy Association   2016
- Mentoring Supervision – Big Brothers & Sisters of New York,
Fordham University Graduate School of Social Service   2012

References
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 Email: tbaker@northeastern.org

Dr. Leon Phillips, Flagstaff, St. Michael Barbados