

INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY: APPLIED BUSINESS AND EDUCATION RESEARCH

2023, Vol. 4, No. 6, 2101 – 2116

<http://dx.doi.org/10.11594/ijmaber.04.06.33>

Research Article

Predictors of Organizational Commitment among Higher Education Institutions Faculty: Towards A Framework to Enhance Faculty Commitment

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Article history:

Submission June 2023

Revised June 2023

Accepted June 2023

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ABSTRACT

This study focused on the predictors of organizational commitment of faculty members in Pampanga so as to serve as inputs for the conception of a framework using a sequential explanatory mixed method approach. The initial phase of the research involved a quantitative analysis to ascertain the factors influencing organizational commitment. These factors were categorized into three groups: personal, professional, and job factors. The personal factors of the study included age, sex, and civil status. The professional factors were divided into educational attainment, length of teaching at the current school and other school(s), while the job factors comprised of salary, benefits, incentives, and job satisfaction. For the 1st phase, 89 faculty served as respondents, while for the 2nd phase, 11 faculty served as participants. Meanwhile, the second part, which was the qualitative phase, selected participants from the same colleges and universities. An Analysis of Variance (ANOVA) was employed to ascertain the relationship between the independent variables and the dependent variable as well as to test hypotheses. The study's results indicate that personal factors and professional factors, namely, length of teaching service and salary, do not have significant effects on organizational commitment. However, incentives and job satisfaction were found to have significant impact on faculty commitment. These results were further confirmed through the qualitative phase, wherein three major themes emerged that connects the results of the quantitative phase namely, job security, organizational self-image, and leadership influence. Higher education institutions may consider the emergent framework as a reference in order to enhance faculty members' organizational commitment.

Keywords: *Career commitment, Job satisfaction, Organizational commitment, Philippines, Self-image, Service commitment, Work commitment*

How to cite:

Quiambao, D. T. (2023). Predictors of Organizational Commitment among Higher Education Institutions Faculty: Towards A Framework to Enhance Faculty Commitment. *International Journal of Multidisciplinary: Applied Business and Education Research*. 4(6), 2101 – 2116. doi: 10.11594/ijmaber.04.06.33

Introduction

Organizational commitment of employees is deemed a crucial matter in higher education establishments to achieve the institution's vision and objectives and maintain motivation among staff to attain superior work performance (Seid and Negassa, 2019). Poliquit, Etcuban and Gimena (2018) suggest that organizational commitment is demonstrated by employees who are willing to exert effort to achieve the organization's objectives, as well as being punctual, compliant with the company's policies, highly motivated, and dedicated to their job. Without commitment, work becomes insignificant, obstacles are insurmountable, and opportunities are lost. Job commitment played an important element in retaining and attracting well-qualified personnel. Research findings disclosed that increased commitment improves employees' job fulfillment, drive, innovativeness, and reduces ineptitudes and dissatisfaction. This is especially true for service organizations, like academic institutions, which rely heavily on quality of instructions being delivered by the teaching personnel. The major contribution of the teachers in shaping the cognitive, socio-emotional as well as moral formation of their students is beyond compare which attempted to expound the dimensions of organizational commitment in the literature.

Sait (2017) explains that "affective commitment" expresses an individual's emotional attachment to the organization, while "continuance commitment" reflects the perceived costs associated with leaving the organization. "Normative commitment" refers to an individual's sense of responsibility to stay with the organization. Alemu's (2014) asserted that teachers possess a moderate level of organizational commitment. The study also revealed that as teachers aged, their continuance commitment towards pay and benefits increases. Mohammed's study in 2013 revealed that most teachers were not committed to the college and had little sense of obligation to remain, despite underestimating the costs of leaving. While affective commitment was relatively higher than other forms of commitment, overall commitment was low. Additionally, Teklle and Solomon's 2016 posited that employee scored higher in affective, normative, and continuance

commitment, respectively. Additionally, the study found that teaching experience is negatively associated with normative commitment towards supervisors and co-workers, but positively related to affective commitment. The major factors that hinder teaching commitment include lack of incentives or promotion, poor salary, inadequacy of educational resources and office facilities, insufficient management support, inadequate social services amenities, and instability of top management. Being at the forefront of the intellectual arena, the teachers' pedagogical ideas could definitely influence mindsets. Organizational commitment of the faculty posed a very vital element to ensure continuous delivery of high standard education to its students. Allegiance to one's work has a significant impact on performance. Assigned tasks may bring up new concerns and challenges, but organizational commitment serves as a crucial marker for administrators who wish to maintain a stable and dedicated teaching staff. The interest in this area is ongoing, revealing various factors that affect teachers' choices to remain with or depart from the organization.

The Organizational Commitment Theory of Cohen served as the theoretical scaffold for this study. According to Cohen (2014), organizational commitment is, in general terms, an employee's sense of adherence and dedication to the work institution. Commitment is an antecedent of remarkable performance. As simply put, alignment of personal aspirations with the organization's goals, it shall engender employee's willingness to perform main tasks as well as the intention to stay and serve the organization. Such theory is further corroborated with the precepts of Frederick Herzberg's 2-factor theory which postulates that the Maintenance/Hygienic/Extrinsic factor could not effect job satisfaction, rather the Motivator/Intrinsic factor could elicit job satisfaction between and among employees; Abraham Maslow's Pyramid of Needs, consisting of the basic/physiological, security, belongingness as prepotent needs while self-esteem and self-actualization as the potent needs; and Douglas McGregor's Theory X and Theory Y outlines two opposing views on human behavior in the workplace whereby Theory X is based on the

assumption that employees are basically indolent, lack ambition, only work for merely due to remuneration, and need constant supervision while Theory Y poses the notion that employees want to work, want to take responsibility, and do not need much supervision.

It is in this light of thought that the researcher finds it relevant to explore the predictors that may affect organizational commitment among collegiate faculty members. Teachers are considered as the major “drivers” in propelling the “route” of any educational institution. The necessity to identify the major predictors of organizational commitment would elicit effective delivery of quality teaching instructions to students. Hence, this study would provide valuable data so as to improve retention scheme, as well as to serve as a vital tool to craft future directions and considerations. In so doing, the system of education may be enhanced to better realize its mandate.

The major objective of the study is to ascertain the predictors of organizational commitment of faculty in higher education institutions so as to craft a framework to enhance faculty commitment. Further, to seek answers to the following:

- a) What is the profile of the faculty in terms of:
 - a.1) Personal factors
 - a.1.1. Age;
 - a.1.2. Sex;
 - a.1.3. Civil Status?
 - a.2) Professional Factors
 - a.2.1. Educational Attainment;
 - a.2.2. Length of teaching in the current school; and
 - a.2.3. Length of Teaching in other school(s)?
 - a.3) Job Factors
 - a.3.1. Salary;
 - a.3.2. Benefits; and
 - a.3.3. Job Satisfaction?
- b) How may the faculty’s level of organizational commitment be described?
- c) Do the various profile factors significantly affect the organizational commitment of the faculty members?
- d) Based on the results and findings of the quantitative phase, how will the participants describe the factors that affect organizational commitment?

- e) What emergent framework may be conceived to enhance organizational commitment?

Methods

A sequential explanatory mixed methods design was employed, commenced with the quantitative phase to identify the predictors of organizational commitment of the faculty in select schools in Pampanga. Considerations were made regarding the circumstances, prevailing practices, inherent beliefs, conceived viewpoints, observable processes, felt effects, and developing trends concerning the organizational commitment of the faculty.

The validity of the initial phases of the research investigation lies in describing occurrences, alongside, categorizing the relationship between and among variables. In so doing, conclusive inferences may be based. The cohesive and systematic presentation of conditions therefore is highly needed to substantiate the findings of the study. Hence, to gather the needed information, a survey method was used for the first part of the study. According to Irwin & Stafford (2016), educators engage in survey research must develop a detailed analysis in order to provide the structure for the statistical analysis of the survey data.

The research process involved analyzing both qualitative and numerical data separately, which were later integrated to obtain a comprehensive understanding of the research questions and phenomena. Triangulation was employed to combine the two phases and aid in interpreting the findings.

The researcher used the survey questionnaire as the main tool to gather primary information for the first part of the study which is the quantitative part. The Organizational Commitment Questionnaire was adopted, a copyrighted scale and initially developed by Sue Hay, a research fellow of the Institute for Employment Studies. The instrument was utilized to obtain levels of faculty members’ commitment to their institutions. The measure was created with commitment “being a generally affective reaction to the organization rather than specifically to the work.” This relates directly to organizational diagnosis, in that it measures employees’ commitment to the organization

oppose to their particular jobs. In this context, organizational commitment is “defined as the strength of an individual’s identification with and involvement in a particular organization, and is said to be characterized by three factors: a strong belief in, and acceptance of, the organization’s goals and values; a readiness to exert considerable effort on behalf of the organization; and a strong desire to remain a member of the organization.

The Organizational Commitment Questionnaire (ORQ) covers five categories, namely, organizational commitment, service commitment, work commitment, career commitment, and job satisfaction. To address the aspects of relevance and applicability, the researcher trimmed down the categories into two, that of the organizational commitment and the job satisfaction.

The Job Satisfaction Questionnaire contains 22 items, in which 20 items are positively phrased while the two remaining items are negatively posited. While the School Commitment Questionnaire comprises of 28 items, three of which are negatively posed and reversed scored with a five-point response choices, scored 5 to 1 respectively; that of, strongly disagree, disagree, neither agree nor disagree, agree, and strongly agree.

To complement the primary data, other relevant facts were sourced out from various books, literature, studies, refereed journals, and internet.

The results of the quantitative part of the study served as basis for the instrument used in generating qualitative data. Interview was the instrument used for the second part using semi-structured questions in order to delve deeper into the participants perceptions about organizational commitment.

The respondents for the first phase were eighty-nine (89) faculty members in ten (10) academic institutions in Pampanga. The participants on the other hand for the second part of the study were eight (8) faculty-representatives purposively selected based on the following criteria: faculty-president; b) full-time status; and c) permanent item.

Relative to the data collection, the researcher personally distributed the survey questionnaires as well as tapped the electronic

network to aid the data gathering process. Further, the floating of questionnaires for the quantitative phase was facilitated through faculty endorsement to their colleagues who served as respondents as well. The faculty-respondents were requested to answer all items to ensure completeness of information. The inhibition to answer the question “How much is your salary?” was addressed by assuring the respondents of the confidentiality of information, as affirmed by the non-inclusion of their names. In the conduct of interviews for the qualitative phase, participants were notified ahead of the schedule and it was carried out with semi-structured questions where the participants answered freely and the researcher transcribed them accordingly.

Quantitative Data Processing and Statistical Treatment

The yielded data from the accomplished questionnaires were processed through the use of descriptive statistics, that of, frequency distribution, percentage, mean and standard deviation. These statistical techniques were also useful in grouping responses in order to get a picture of the distributions where choices of responses cluster. In the assessment of the organizational commitment, the mean and standard deviation were computed.

To determine the organizational commitment of the teachers, their responses to the questionnaire were quantified using the scale below:

Descriptive Equivalent	Scale Value
Strongly Agree (SA)	5
Agree (A)	4
Neither Agree nor Disagree (N)	3
Disagree (D)	2
Strongly Disagree (SD)	1

The mean of the responses for each organizational commitment item were computed and analyzed using the weighted means for a valid and reliable interpretation of the data. The Likert’s 5-point scale (Subong 2007) was used to assess the organizational commitment of the faculty members. The descriptive equivalent provided a verbal interpretation of the mean

scores so as to identify the level of commitment, to wit:

Mean	Descriptive Equivalent
4.21 - 5.0	Very High Commitment (VHC)
3.41 - 4.20	High Commitment (HC)
2.61 - 3.40	Moderate Commitment (MC)
1.81 - 2.60	Low Commitment (LC)
1.00 - 1.80	Very Low Commitment (VLC)

To determine if there are significant relationships between the independent variables (personal, professional and job factors) and dependent variable (organizational commitment), an Analysis of Variance (ANOVA) was employed. Analysis of variances (ANOVA) is a statistical technique used to test for differences or correlations in the effects of independent variables on a dependent variable. This parametric test measures the existence of a relationship between two variables. It is the "most widely used correlation coefficient, designating the magnitude of relationship between two variables measured on at least an interval scale" (Burns and Grove, 2001).

For the data analysis procedure for the qualitative part, simple coding was used following the data analysis procedure. The data analysis process steps include the following: 1. Read and transcribe the data line and then divide data into meaningful analytical units; 2. Use key point coding to apply labels or key terms to each analytical unit; 3. Group codes with commonalities into concepts; 4. Create themes or categories from similar concepts; 5.

illustrate the conceptual framework by presenting the themes in a figure.

Results and Discussion

The profiles of the faculty members in terms of personal, professional and job factors which are classified as the main independent variables are presented as follows for the first part:

Part 1. Quantitative

Faculty Personal Factors

The variables used in describing the personal profiles of the faculty members are the following: age, sex and civil status.

Table 1 shows the frequency and percentage distribution of the respondents by age. While 65% of the faculty members belong to age bracket of 32 to 22. Those under the age bracket of 43 to 33 got 28%. 4% are ages 54 to 44 and only 2% are categorized under the age bracket of 65 to 55. It can be noted that majority of the respondents are young professionals. Seemingly, teaching profession is becoming attractive to the younger age brackets which may be considered a positive development. Young professors can then relate to their students since the age gap is not that wide. The former can understand and empathize with the psycho-social needs of the college students. Innovativeness, idealism, zest and energy are just some of the remarkable traits that may be found among young teachers which could contribute in fostering a conducive learning atmosphere.

Table 1. Distribution of the Faculty by Age

Age	FREQUENCY	PERCENTAGE
32-22	58	65%
43-33	25	28%
54-44	4	4%
65-55	2	2%
TOTAL	89	100%

Table 2 presents the frequency and percentage distribution of faculty-respondents based on sex. As can be seen from the table, there is a slight difference in number between male and female faculty, in which, 46 or 48.31% are males and 43 or 51.69% are females. The

figures revealed that the inclination of females to engage in teaching is very negligible. This indicates that there is no sex preference in the teaching career, hence, becomes attractive for both sexes. It is interesting to note that the findings of this study outlived the age-old notion

that teaching is a female-dominated profession, is therefore a breakthrough. Regardless of sex, teaching is an acceptable profession that is given due regard as an occupation.

Table 2. Distribution of College Faculty by Sex

Sex	Frequency	Percent
Male	43	48.31
Female	46	51.69
Total	89	100.00

Table 3 indicates that 58 out of 89 or 65.17% of the faculty-respondents are single, 25 out of 89 or 28.09% are married, 4 out of 89 or 4.49% are widow and only 2% are separated. It is noted that majority of the teacher-respondents are single. Teaching is truly a noble

profession for it requires enormous time for the updating of syllabus, preparation of lecture, checking of papers, computation of grades, and other related class activities. Hence, being single is an advantage to address the myriad demands of the profession.

Table 3. Distribution of Faculty by Civil Status

CIVIL STATUS	Frequency	Percent
Single	58	65.17
Married	25	28.09
Widow	4	4.49
Separated	2	2.25
Total	89	100.00

Faculty Professional Profile

The professional profiles of the faculty members are based on the following: educational attainment, salary, length of service in the current school, and length of service in other school/s.

Table 4 showed that 5 out of 89 or 5.62% of the faculty-respondents have doctorate degrees, 10 out of 89 or 11.24% are with doctoral units, 28 out of 89 or 31.46% earned masterate degrees, 35 out of 89 or 39.33% have masterate

units and 11 out of 89 or 12.36% are baccalaureate graduates. It revealed that majority of the faculty are engaged in graduate studies. The figures clearly illustrate the faculty-respondents gave high regard to advance studies, and this is a remarkable findings for such endeavor would enhance the quality of instruction. However, the minimal number of doctoral holders is a manifestation of less priority given by the faculty -respondents to pursue post-graduate studies.

Table 4. Distribution of Faculty by Educational Attainment

EDUCATION	Frequency	Percent
Doctorate	5	5.62
PhD units	10	11.24
Master's Degree	28	31.46
MA units	35	39.33
Baccalaureate Degree	11	12.36
Total	89	100.00

Table 5 revealed that 35 or 39.33% of the faculty received a monthly salary of Php 15,000 and below; 42 or 47.19% falls under the salary range of Php 15,001 to Php 30,000; 11

out of 89 or 12.36% falls under the salary range of Php 30,001 to 45,000 and only 1 or 1.12% received a salary between Php 45,001 and above. The figures indicate the financial stature

of the faculty. It is noted that most of the faculty' salaries are not that competitive compared to the industry, particularly to those with license. The PROTECH or professional-technical, as commonly called in the academic parlance, are those who passed the national licensure or bar examination for certified public accountant, en-

gineers, and lawyers. For those who are employed, these professionals usually receive a salary bracket of Php 40,000 to Php 120,000, however, for private practice, the earning ranges from Php 70,000 to Php 170,000 as confirmed by an interview with some PROTECH professionals.

Table 5. Distribution of Faculty by Salary

SALARY (in pesos)	Frequency	Percent
15,000 and below	35	39.33
15,001 – 30,000	42	47.19
30,001 – 45,000	11	12.36
45,001–and above	1	1.12
Total	89	100.00

Table 6 showed the frequency distribution and percentage of the faculty based on the number of years rendered in their current school/s. Data revealed that 61 or 69% of the faculty rendered less than four (4) years in service which yielded the longest length of service. 29 to 32 years of teaching experience has the least percentage which is 0% and followed by 25 to 28 years which is only 1%. 17 to 20 and 33 to 36 years of teaching experience got 2%. Figures revealed that 5 to 8 years yielded 11%, 9 to 12 years is 4%, 13 to 16 years yielded 7%,

and 21 to 24 years yielded 3%, respectively. It can be noted that majority of the faculty are just starting from their careers in their respective schools. It seems teaching is either their first job or still new in the educational arena. A small percentage of the faculty opt to stay long, hence, it can be inferred that teaching is not an attractive life-long career for them. As the old-adage goes, "teaching is a noble profession", in which the nature of work is so extensive yet the material returns are not that rewarding.

Table 6. Distribution of Faculty based on the Number of Teaching Years in the Current School

# of Years in Current School	FREQUENCY	PERCENT
less than 4	61	69%
5 to 8	10	11%
9 to 12	4	4%
13 to 16	6	7%
17 to 20	2	2%
21 to 24	3	3%
25 to 28	1	1%
29 to 32	0	0%
33 to 36	2	2%
TOTAL	89	100%

Table 7 showed the frequency distribution and percentage of the faculty based on the number of years rendered in other schools. Data revealed that 84% of the faculty have less than four (4) years teaching services in other schools, which yielded the highest percentage.

While 4% rendered 5 to 8 years length in teaching service. 2% of them serve 21 to 24 years of service to other schools. Markedly, 9 to 12, 17 to 20, 29 to 32 and 37 to 40 years of teaching service yielded only 1%. It can be noted that majority of the faculty started their teaching

careers in their current schools. Seldom the faculty are engaged in transferring from one school to another. This exhibits the sense of loyalty and dedication on their first school of employment. It can also deduce that most of

them are still new in the teaching profession, consequently, the necessary competence and credibility being established through years of experience may be put into question.

Table 7. Distribution of Faculty based on the Number of Teaching Years in other Schools

Number of Years in Other School/s	FREQUENCY	PERCENT
Less than 4	75	84%
5 to 8	4	4%
9 to 12	1	1%
13 to 16	3	3%
17 to 20	1	0%
21 to 24	2	2%
25 to 28	1	1%
29 to 32	1	1%
33 to 36	0	0%
37 to 40	1	1%
TOTAL	89	100%

Number of Years in Other School/s	FREQUENCY	PERCENT
Less than 4	75	84%
5 to 8	4	4%
9 to 12	1	1%
13 to 16	3	3%
17 to 20	1	0%
21 to 24	2	2%
25 to 28	1	1%
29 to 32	1	1%
33 to 36	0	0%
37 to 40	1	1%
TOTAL	89	100%

Job Related Factors

The job-related profile consists of the benefits, incentives and job satisfaction of the faculty, in which, the following are its frequency distribution and percentages presented in tables:

Table 8 illustrated that 37.08% were given less than 4 benefits; 49.44% received 5 to 9 benefits; 12.36% received 10 to 14 benefits and

only 1.12% of the faculty received 15 to 19 benefits from their employers. These figures revealed that most of the school-employers provide limited benefits to their faculty. More often than not, only what are mandated by law are given like the Social Security (SSS), Philhealth, PAG-IBIG Fund, 13th month pay and vacation leaves. It can be gleaned that faculty are not enjoying ample benefits.

Table 8. Distribution of Faculty by Benefits

BENEFITS	Frequency	Percent
4 or less	33	37.08
5 to 9	44	49.44
10 to 14	11	12.36
15 to 19	1	1.12
Total	89	100.00

Table 9 showed that 57.30% of the faculty were given only 1 incentive from the school management; 32.58% were given 2 to 3 incentives; 8.99% received 4 to 5 incentives and only 1.12% received 6 to 7 incentives, respectively. This shows that 89.88% of the them are receiving minimal incentives from their employers. Incentives are usually given to acknowledge and recognize the invaluable contributions of

the faculty in helping to realize the school's mission and vision. In a nutshell, it simply denotes, "job well done". Considering the voluminous workload, yet the faculty receive less than three incentives like the outstanding teacher award, scholarship grant and sabbatical leave. It appears that the faculty thrive on a challenging and demanding career yet devoid in financial gains.

Table 9. Distribution of Faculty by Incentives

INCENTIVES	Frequency	Percent
Less than 1	51	57.30
2 to 3	29	32.58
4 to 5	8	8.99
6 to 7	1	1.12
Total	89	100.00

Table 10 presents the distribution and descriptive measures of the job satisfaction of the faculty. The data revealed that faculty have high value on job satisfaction as shown by the grand mean of 3.71. The mean values fall within the range of 2.84 to 4.29. Item 2 "I do interesting and challenging work" yielded the highest mean score which is 4.29. This indicates that the faculty have high commitment on this category. While item 17, "I have skills not use in my work" got the lowest mean score of 2.84, hence, the faculty are moderately committed on this category. This means that the faculty find their work as a source of satisfaction and their teaching skills are being tapped by the school. The figures indicate the high value given to the nature of the work ascribed to the teaching profession. A sense of fulfillment is derived from the ability to share one's knowledge and experience to students. The inner dynamics that interplay between the

learned and learner outwardly pose a significant influence to find meaning and essence to stay put in the profession regardless of the countless self-denials and sacrifices required from the teachers. As stated in Expectancy Theory of Victor Vroom, employees' performance is based on individual factors such as personality, skills, knowledge, experience and ability. A positive correlation exists between efforts and performance. Adams Equity theory affirms the importance of creating a balance between input and output. The input items, more often than not, consisted of human resources' laudable effort, dependability, initiative, trustworthiness, competence, positive outlook, collegial relationship, superiors' support, and "commitment". Output items comprised of financial rewards and intangibles like recognition, reputation, responsibility, sense of achievement, praise, stimulus, sense of advancement and job security.

Table 10. Distribution and Descriptive Measures of the Job Satisfaction of the Faculty

Item	Job Satisfaction		Verbal Interpretation
	Variables	Mean	
1	I enjoy my work most days.	4.17	HC
2	I do interesting and challenging work.	4.29	HC
3	I am satisfied with my job.	4.04	HC
4	I am noticed when I do a good job.	3.78	HC
5	I get full credit for the work I do.	3.54	HC
6	There is a lot of variety in my job.	3.80	HC

Item	Job Satisfaction		Verbal Interpretation
	Variables	Mean	
7	I feel the level of responsibility I am given is acceptable.	4.06	HC
8	I have a clear understanding of my job responsibilities and what is expected of me	4.25	HC
9	The major satisfaction in my life comes from my job.	3.40	MC
10	I often think about leaving.	3.01	MC
11	I know the standards of work expected of me.	4.25	HC
12	I feel my opinion counts in the school.	3.70	HC
13	I know where to get help if I have a problem at work.	3.96	HC
14	I feel my colleagues treat me with respect.	4.30	HC
15	I feel my views count in my department.	4.17	HC
16	My job fully uses my skills.	4.13	HC
17	I have skills that are not used in my job.	2.84	MC
18	I feel I am doing a worthwhile job.	4.11	HC
19	I get a feeling of accomplishment from my job.	4.10	HC
20	I feel valued by the management.	3.65	HC
21	My immediate superior lets me know how I am doing.	4.06	HC
Grand Mean		.71	HC

Table 11. Distribution and Descriptive Measures of the School Commitment of the College and University Faculty

Item	School Commitment	Average	Verbal Interpretation
1	I tell my friends this is a good school to work for.	4.01	HC
2	I feel very little loyalty to this school.	3.22	MC
3	I would accept almost any type of job assignment in order to keep working for this school.	3.34	MC
4	I find that my values and the school's values are very similar.	3.83	HC
5	I understand how my job contributes to the school's goals & objectives .	4.39	HC
6	I have a good understanding of where the school is going.	4.29	HC
7	I am proud to tell others that I am part of this school.	4.27	HC
8	My school is known as a good employer locally.	3.93	HC
9	I am willing to put in a great deal of extra effort to help this school be successful.	4.24	HC
10	I would be just as happy working for a different school if the work was similar.	2.49	LC
11	It would take very little change in my present circumstances to make me to leave this school.	3.33	MC
12	I am extremely glad that I chose to teach here rather than one of the other jobs.	3.96	HC
13	There is not much to be gained by staying with this school indefinitely.	3.12	MC

Item	School Commitment	Average	Verbal Interpretation
14	Often, I find it difficult to agree with this school's policies on important matters relating to its teachers	2.19	LC
15	I really care about the fate of this school.	4.22	HC
16	For me this is the best of all possible schools for which to work.	3.74	HC
17	Deciding to work for this school was a mistake on my part.	3.64	HC
18	I speak highly of my school to my friends.	3.91	HC
19	I think this is a good place to teach.	4.12	HC
20	My school inspires the best job performance from me.	3.94	HC
21	I am proud to be part of my department.	4.33	HC
22	I would recommend this as a good school place to teach.	4.10	HC
23	This has improved as a school to teach over the past two years.	4.09	HC
24	I am confident that the results of the survey will be acted on.	4.02	HC
25	I work in a well managed school.	3.78	HC
26	Morale in this school is good.	3.89	HC
Grand Mean:		3.78	HC

Table 11 reflects the distribution and descriptive measures of the organizational commitment of the faculty. As seen in the table, the faculty responses for each item ranged from mean 4.39 to 2.19. Item 5 which is stated as “*I understand how my job contributes to the school's goals & objectives*” got the highest mean score of 4.39, followed by item 21 with a mean of 4.33 which is quoted as “*I am proud of my department*”. While item 14 with a mean of 2.19 which states that “*Often, I find it difficult to agree with this school's policies on important matters pertaining to its teachers*” and being interpreted as Low Commitment. Item 10 “*I would be just as happy working for a different school if the work was similar*” yielded a mean score of 2.49, signifying a “low commitment” verbal interpretation. It can be noted that then grand mean of 3.78 with high commitment as descriptive equivalent was recorded. Despite of the difference in school's norms and

regulations and the intention to consider other school, teachers still demonstrate a high value on organizational commitment. This means that the ability to be a part of the realization of the school's mission gave sense of pride to them. A clear manifestation of the inner desire not only to satisfy personal interest, rather the willingness to help the school to provide quality of teaching instruction. If the faculty' personal goals and objectives are aligned with the schools' mission and vision, its end result is higher commitment as validated by the mean score (4.29). To conceive a common goal between the school administrations and faculty is an ideal undertaking which could bring forth remarkable results. This is further exemplified with the findings that the faculty are proud of their respective departments. Apparently, “smooth interpersonal relationship” (SIR) and collegial support gave the feeling of fulfillment among faculty.

Table 12. ANOVA Personal Factor Variables and Organizational Commitment

Personal Factor Variables	F	f-test	Decision	Significance Level
Age	-0.186	0.208	Reject Alternative Hypothesis	Not Significant
Gender	-0.102	0.208	Reject Alternative Hypothesis	Not Significant
Civil Status	-0.177	0.208	Reject Alternative Hypothesis	Not Significant

Table 12 indicates that there is no correlation between personal factors and organizational commitment, as can be seen from the ANOVA matrix. The statistical analysis shows that the tabular value of 0.208 is higher than the computed values of r in which age is -0.186, sex is -0.102 and civil status is -0.177, respectively, hence, the variables are not significant at 0.05 level, using the two-tailed test and degrees of freedom of 87. The null hypothesis which states that “there is no significant relationship between personal factors and organizational

commitment” is accepted. The age, sex and civil status of the faculty-respondents are not predictors of organizational commitment. This means that regardless of the age (22 to 63), sex (male or female) and civil status (married, single, widow, separated), did not pose important bearing on faculty’ level of commitment. Interestingly, it appears that there are influential and significant variables other than the personal factors, whereby, highly regarded by the faculty.

Table 13. Correlation of Professional Factors and Organizational Commitment

Professional Factor Variables	F	f-value	Decision	Significance Level
Educational Attainment	0.270	0.208	Accept Alternative Hypothesis	Significant
Number of Years in Current School	-0.102	0.208	Reject Alternative Hypothesis	Not Significant
Number of Years in Other School	-0.101	0.208	Reject Alternative Hypothesis	Not Significant
Salary	0.018	0.208	Reject Alternative Hypothesis	Not Significant

Table 13 presents the correlation between the professional factor and organizational commitment. The statistical analysis shows that the computed r value for the number of years in current school (-0.102); number of years in other schools (0.101); and salary (0.018) are lower than the f -value which is .208, then the correlation is not significant. This leads to the acceptance of the null hypotheses, which states that, “There is no significant relationship between the number of years in the current school and organizational commitment”; “There is no significant relationship between the number of years in other schools and organizational commitment”; and “There is no significant relationship between salary and organizational commitment.” The educational attainment factor is the only that is statistically significant in which the computer f is 0.270 and the f value is 0.208 at .05 level of significance, therefore null hypothesis is rejected.

The findings clearly capture the basic thesis of the Two-factor theory of Frederick Herzberg where “hygienic” or “extrinsic” variables like pay, working condition and other related items

are important elements for it helps maintain the organizational operations functioning, however, its provisions do not warrant satisfaction. It is vital for the management to also provide the “motivators or ‘intrinsic’ variables namely, recognition, advancement, work itself, achievement and responsibility so as to ensure satisfaction. This is further exemplified by Abraham Maslow’s Hierarchy of Needs which comprised of the basic or physiological, security, belongingness, self-esteem and self-actualization, presented in a pyramid form. These theories are relevant to the results of this study. Interestingly, the salaries being received by the teachers are not correlated to organizational commitment. The granting of good pay to faculty are not predictors of organizational commitment, apparently, there are other important variables that are significantly influential.

Further, the length of teaching service either in the current or other schools are not predictors of organizational commitment. This means that the teachers are not particular on how long they will stay in a certain school to pledge commitment. Regardless of the number

of years being rendered, whether the faculty are newly-hired or senior in status, what matter most is their educational attainment so as to effect organizational commitment. Educational attainment may be equated as a higher level need as posited by Abraham Maslow and as a source of advancement and recognition for

Frederick Herzberg. These theories elucidated the value of these higher order needs to ensure satisfaction and motivation. Hence, this a remarkable validation that educational attainment is a predictor of organizational commitment.

Table 14. Correlation of Job-Related Variables and Organizational Commitment

Job Related Variables	F	f-value	Decision	Significance Level
Benefits	0.102	0.208	Reject Alternative Hypothesis	Not Significant
Incentives	0.306	0.208	Accept Alternative Hypothesis	Significant
Job Satisfaction	0.78	0.208	Accept Alternative Hypothesis	Significant

As presented in Table 14, job satisfaction is highly correlated to school commitment with a computed value of $F = 0.78$ while incentives given by the current employer significantly affects school commitment with $F = .306$. There is apparently no significant relationship between benefits and school commitment as clearly shown with the tabulated t -value of .208 which is higher than the computed f -value of 0.102.

The findings were supported by the research conducted by Cote, S (2007) wherein there is a relatively strong correlation between the job satisfaction and job commitment. The higher the level of job satisfaction leads to higher level of organizational commitment. He further noted that satisfied employees tend to be more loyal to their institutions.

Provision of benefits as a job-related factor is not a predictor of organizational commitment, while incentives are slightly significant with high value on job satisfaction as moderately significant. This means that the faculty give less regard on benefits but considered incentives as necessary. Considering benefits are mandated by law, then these are already conceived as part of the basic pay while incentives are given by management to serve as a reward to further boost commitment as manifested on various dimensions like competence in teaching, performance, perfect attendance, prompt submission of report of grades, attendance to meetings, and the like.

Part 2. Qualitative Phase

The results of the quantitative which presented that the salaries are not correlated to organizational commitment and that the granting of competitive pay, benefits, and the length of teaching service either in the current or other schools of faculty are not predictors of organizational commitment. Though incentives are slightly significant, it is in general considered as necessary and may serve as a reward to further boost commitment as manifested to increase teaching performance. These results served as basis for the second phase of the study which is qualitative in nature. Individual in-depth interviews were conducted to account valuable sharing and insights from the key informants. Herein are just some of participants' narrations relative to job security, self-image and leadership:

a) Job Security

Job security is essential for commitment. If the job is secured, then commitment will increase.

[.....] job security along with experience plays an important role in commitment.

When job security is there, then we can work to the fullest and devote ourselves to the institution.

If my employer will take care of basic needs, I will reciprocate with utmost dedication and loyalty. I will exert effort to return the favor given.

As chronicled, security of tenure fosters teaching commitment. Job security provides sense of stability, accentuating the school management vow that faculty welfare shall be safeguarded.

b) Self-image

Self-image surfaced as another salient concept, emphasizing faculty persona-viz-a-viz organization stature as contributory to germinate and/or promote job commitment. The key informants shared that self-image was very much congruent with the faculty essential functions in the institution. They believed that the disparity between these two would result in a low commitment.

Meanwhile, the granting of incentives further affirmed its paramount importance, promoting love for work and loyalty to the institution.

Further, institutionalization of capacity development program, specifically, the provision of trainings could enhance teaching commitment. Training provides opportunities to be equipped with relevant competencies, cognizant to new learnings, and acquire pertinent strategies and techniques.

When the self - image and the role played in the organization matches, then one feels motivated and commitment is enhanced.

Incentives are important, without which a person can feel dejected and monotonous and shuttles commitment.

c) Leadership Influence

Effective leadership is contingent on the following: a) qualities, traits and behavior of the leaders; b) the distinctive traits of the followers; and c) the atmosphere of the situation in which leadership occurs (Schultz and Schultz, 2006). If the leaders are domineering and callous, employees' commitment, decreases. On the other hand, if leaders represent the interests of the employees, commitment is further intensified.

I feel more committed to the organization due to the overwhelming influence of my superior.

[.....]if the superiors are not supportive, then commitment will decrease.

Participants agreed that both monetary and non-monetary incentives enhanced commitment. In reference to Frederick Herzberg's Model, monetary incentives are classified under the hygienic or maintenance factor. Henceforth, if these needs are not met then it can lead to job dissatisfaction. Such perspective was corroborated by Abraham Maslow's Pyramid of Needs, in which, physiological and safety domains are conceived as pre potent and basic needs, therefore, shall be satisfied.

On the other hand, non-monetary incentives can be categorized under the 2-Factor Theory of Herzberg that "higher order needs" include responsibility, recognition, acknowledgment, praise, advancement and career development. And further affirmed by Maslow's "self-actualization" need (Schultz and Schultz, 2006).

To surmise, monetary incentive is important, however, non-monetary incentives serve as intrinsic motivators, and undeniably, pose significant influence in shaping employees' commitment. Commitment is never an accident. It is an offshoot of motivation, fulfillment and inspiration. Such "soft affective states" are relevant and vital regardless of profile, time, space, among others.

Emergent Framework

It is quite notable that the qualitative phase presented three emergent themes namely: Job Security; Organizational Self-Image; and Leadership-Influence. Basically, these dimensions also capture the very results of the quantitative phase, confirming its reliability and validity with its in-depth approach.

Job Security embraces the significance of job-related factors such as job satisfaction, incentives, and benefits whether monetary or non-monetary which actually may or may not be considered as a factor for organizational commitment. Organizational self-image meanwhile gives importance for trainings, professional development, and teaching competence relative to performance. Teachers feel their worth in the organization when they are supported with incentives to develop their image

in connection with the organization. While, “Leadership Influence” speaks of the value of non-monetary incentive or motivation gained intrinsically from someone teachers may look up to in the organization. Hence, “Job Security; Organizational Self-Image and Leadership

Influence” were intricately intertwined and woven together as dimensions that organizations may consider to enhance organizational commitment. Figure 3 presents the Emergent Framework for Enhancing Organizational Commitment.

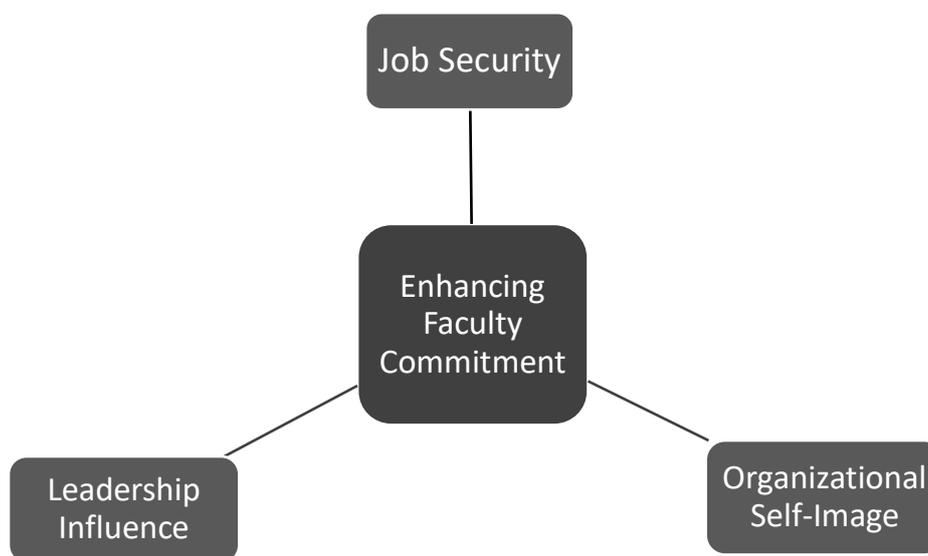


Figure 3. Framework to Enhance Faculty Commitment

Conclusion

The quantitative phase of the study revealed that personal factors namely; age, civil status and sex as well as the professional factors comprising of years of service and salary do not significantly affect organizational commitment. Rather, incentives and job satisfaction were positively correlated with job commitment. These results were further confirmed in the qualitative phase, wherein “job security, organizational self-image, and leadership influence” surfaced as the three major themes. The emergent framework amplifies that teaching commitment is an offshoot of stability of tenure, institutional self-concept and supervisor stewardship. The aforesaid are predisposing factors can yield dedication between and among the faculty members so as to harmonize personal and institutional goals. Interestingly, the findings posited that intrinsic variable served as motivators that could effect job satisfaction.

Relative to these significant research findings, it is suggested that policy makers/school administrators may consider the inclusion and/or further intensify the provision of non-monetary privileges and incentives to collegiate faculty. A Comprehensive Faculty Development Program may be conceived, taking into account the integration of both tangible and non-tangible privileges. It may be deduced that a satisfied teacher is a committed one, and commitment sparks efficiency, competence and zest to deliver quality teaching service, ultimately, the primary recipients are the learners.

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