

## **Grasping the Organizational Commitment of Employees in a Higher Educational Institution in the Philippines**

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### **Abstract**

*Organizational commitment in the higher education setting pertains to the inclination of the teaching and non-teaching employees to work beyond their designated job function to be able to attain the aims and aspirations of the organization. This study determined the organizational commitment of employees in a higher education institution (HEI) in the Philippines. It employed the descriptive-correlational design with the use of a researcher-designed questionnaire to gather data on the profile of the respondents and the extent of their organizational commitment. The respondents were 50 college teachers, and 98 non-teaching staff. The gathered data were analyzed using frequency, simple percentage, weighted mean, Chi-square test of independence, and ANOVA. The findings revealed that there was a significant relationship between their educational attainment and their point of view on their affective commitment towards the organization. Also, there were significant differences in the responses of the non-teaching staff's perceived level of organizational commitment in the context of affective commitment, continuance, normative and general commitment. The study concluded that the employees of the HEI do not manifest high or ideal level of commitment either towards their assigned job or towards the organization in general. The researchers recommend that the administrators must adopt the proposed employee development plan.*

**Keywords:** Management, organizational commitment, descriptive study, Philippines

### **1. Introduction**

Organizational commitment often reflects employees' willingness to exert effort in accomplishing the goals of the organization. Employees who are organizationally committed have a great attendance record, demonstrate an eagerness to stick to the firm's policies, and lower turnover rates. This exceptional commitment is more effective than the best expectations, self-control, or conditions. Work without commitment, the impact is insignificant, obstructions are unreachable, and energy, effect, and openings might be lost.

Organizational commitment is the employees' state of dedication to assisting in the achievement of the organization's goals and involves the employees' levels of identification, involvement, and loyalty (Caught et al., 2000). It is an enthusiastic reaction that can be estimated through individuals' practices, convictions, and demeanors and can run anyplace from low to high (Starnes & Truhon, 2010). The turnover problem with the shortage of high-quality teachers in low-achieving schools suggesting that the teacher turnover due to teachers either quitting the profession or transferring to a higher performing school leaves low-achieving schools with the least qualified teachers (Torres, 2012; Scheopner, 2010; Wilson, 2009).

The university is one of the HEIs in Cebu City, Philippines. However, it has been observed that the turnover rate had been continued to the plaque for years despite an increase in the investigation into factors affecting such behavior.

According to the Human Resource Department, as of the year 2018 that school turnover rate for the teaching and non-teaching staff is of 2.43% of the total population. The researchers have observed the fast turnover of the faculty members over the years. Thus, it is proper that the aspect of organizational commitment of the employees in the university should be studied. Studying the organizational commitment of the employees in the academic organization intends to discover the strategic approaches to address employee's sentiments and undesirable feelings about their job appropriately, with the goal to enable these employees to become more committed to the organizations.

## **2. Framework**

This study is anchored on organizational commitment model of Allen and Meyer (2008) that states that organizational commitment is the feeling of obligation to stay with the organization and feelings resulting from the internalization of normative pressure exerted on an individual before entry. The model distinguishes three particular segments of association duty: First, is the full of feeling responsibility is worried about the degree to which the individual relates to the association and includes recognizable proof, contribution, and enthusiastic connection to the association. Second, is the continuation duty that relates to the person's have to keep working for the association in light of the apparent expenses related to leaving the association. Duration responsibility is likewise named as the disregard for one's own needs connected with leaving or restricted open doors for other work. The third one is a standardizing duty that is impacted by society's standards about the degree to which individuals ought to be focused on the association.

Meyer and Allen (2001) likewise recognized three kinds of hierarchical duty: full of feeling, duration, and regularizing. Emotional or moral duty happens when people grasp the objectives and estimations of the association entirely. They turn out to be sincerely required with the association and feel actually in charge of the association's level of accomplishment. These people for the most part exhibit elevated amounts of execution, constructive work mentalities, and a craving to stay with the association. However, Cullen et al. (2003) say that regularizing duty happens when people stay with an association in light of conventional measures of conduct or social standards. These people esteem compliance, wariness, and custom.

The Herzberg's inspiration cleanliness hypothesis expresses that particular factors in the work environment cause work fulfillment, while a different arrangement of components causes disappointment (DeSchiels et al., 2005). Job context as a source of job dissatisfaction and job content as a source of job satisfaction (Klassen & Chiu, 2010; Olorube, 2006). Job context or work setting relates more to the environment in which people work. Hygiene factors which cause dissatisfaction in the workplace, are extrinsic to the work itself which includes organizational policies, quality of supervision, working conditions, base wage or salary, relationship with peers and subordinates, status and security (Cole, 2004; Bogler, 2001; Rainey, 2000). Therefore, if one of the two factors are not present, it will result to job dissatisfaction, and there is lack of motivation and commit among the employees to perform well and go beyond their formal tasks.

Organizational commitment is the employees' condition of being committed to aiding the accomplishment of the organization's objectives and includes the workers' levels of distinguishing proof (Caught et al., 2000). Also, this refers to the collection of feelings and beliefs that employees have about their organization as a whole. Employees who commit to their organizations believe in what their companies are doing. They are proud of what their organization stands for and feel a high degree of loyalty to their firms (Allen & Meyer, 2008). Conferred representatives will probably go well beyond what would have been acceptable to encourage their organization and are likely less to stop (Gimena, 2013). It is a commitment that gets the job done. This intense dedication is more potent than our best intentions, willpower, or circumstances. Without commitment, influence is minimal; barriers are unbreachable; and passion, impact, and opportunities may be lost. Maxwell (2007) further claims that without commitment, influence is minimal, barriers are unbreachable; and passion, impact, and opportunities may be lost.

Employee's commitment to the organization reduces their intentions to leave the organization and remains the part of the organization to work with more effectively and loyalty (Mowday et al., 2013). According to Etcuban et al. (2016) say that teachers show higher motivation for promotion display better performance than their colleagues who show lower motivation for development. Also, normative commitment entails the perceived obligations to maintain employment relationships with a social entity mainly because of what an organization has provided to an employee over time (Johnson et al., 2010; Wasti, 2003).

Patterson et al. (2005) state that employees who are committed to their organizations may readily accept and adhere to the organizational objectives and goals. As per Etcuban (2013), most schools and colleges in the underdeveloped nations experience issues in accomplishing this objective because of budgetary shortage which is one of the mediating factors that obstructs them to prepare their instructors and obtain aptitudes that should be coordinated into their educating hones. Further, the study of Malik (2010) demonstrated that the fulfillment with work-itself, nature of supervision and pay fulfillment impacted official duty of employees. They had a high level of authoritative responsibility and fulfillment with work-itself, supervision, compensation, and open doors for advancement. These works of literature help contribute to the formulation of this study regarding the organizational commitment of employees in the university.

### 3. Objectives of the Study

This study determined the organizational commitment of employees in an HEI, Philippines. The results of the study served as the basis for devising an employee development plan. It determined the: 1) Profile of the teaching and non-teaching employees; 2) Level of organizational commitment in terms of affective, continuance, normative, and general organizational commitment; 3) Significant relationship between the profile of the two groups of respondents and their level of organizational commitment; and 4) Significant difference on the perceived levels of organizational commitment among the two groups of respondents.

### 4. Methodology

This study utilized descriptive-correlation research designed with the use of a researcher-designed questionnaire to gather data on the personal characteristics of the respondents and their extent of organizational commitment towards the higher education institution. It was conducted in a well-known HEI in Cebu City, Philippines that offers various programs from primary education to graduate programs. The respondents of this study were the 50 faculty members and 98 non-teaching employees using purposive sampling technique. It used a researcher-designed questionnaire to gather data. The first part pertains to the personal characteristics of the respondents. The second part pertains to the extent of the organizational commitment of the respondents regarding affective commitment, continuance commitment, normative commitment, and general commitment. The instrument underwent a reliability testing of probationary employees (both teaching and non-teaching) who have worked in a university. The pilot-testing activity resulted in a Cronbach alpha value of 0.9342, highly reliable for administration. The gathered data were statistically treated using frequency, simple percentage, weighted mean, Chi-square test of independence, and ANOVA.

### 5. Results and Discussions

**Table 1: Profile of the Respondents**

	Teaching (n = 50)		Non-Teaching (n = 98)	
	Frequency	Percentage	Frequency	Percentage
<b>A. Age (in years)</b>				
21 - 29	19	38.00	47	47.96
30 - 39	14	28.00	24	24.49
40 - 49	8	16.00	17	17.35
50 - 59	7	14.00	9	9.18
60 and above	2	4.00	1	1.02
Mean :	36.92		34.70	
StDev :	12.75		11.02	
<b>B. Gender</b>				
Female	26	52.00	64	65.31
Male	24	48.00	34	34.69
<b>C. Educational Attainment</b>				
College Graduate	20	40.00	61	62.24
Masters Graduate	22	44.00	32	32.65
Doctoral Graduate	8	16.00	5	5.10
<b>D. Rank</b>				

Assistant Professor	3	6.00		
1				
Instructor 1	7	14.00		
Instructor 2	4	8.00		
Instructor 3	7	14.00		
Unranked	29	58.00		
<b>E. Position</b>				
Staff			73	74.49
Coordinator			13	13.27
Director			8	8.16
Supervisor			4	4.08
<b>F. Length of Service</b>				
Less than a year	3	6.00	9	9.18
1 - 3 years	21	42.00	32	32.65
4 - 6 years	7	14.00	20	20.41
7 - 10 years	8	16.00	10	10.20
More than 10 years	11	22.00	27	27.55
Mean :	8.32		8.47	
StDev :	9.77		9.31	

As reflected in Table 1, most of the respondents belonged to the age bracket of 21 to 29 years old, comprising of 38% out of 50 faculty members and 47.96% out of 98 non-teaching staff. At this age, a person is expected to have just started working and are considered less experienced. This result implies that more of the two groups of employees in the HEI comprised of people in their early adulthood stage. However, there were a limited number of teaching and non-teaching employees who belonged to the age bracket of 60 years old and above, comprising 4% and 1.02% respectively. This could mean that some employees had already retired and were hired again to teach few subjects or courses or were handling certain positions in the organization. It can be noted that the mean age of the teaching personnel was 36.92 years old, while for the non-teaching personnel was 34.70 years old. These data denote that the middle age of the two groups of respondents was in the middle adulthood stage. Even though at the time survey that more employees were at the early stage of their career, but the composition of the University workforce was actually at a different age bracket. This means that there were also employees who are experienced in their job. Further, the data reveal that the majority of the faculty members who served as respondents were females. For the non-teaching staff, the majority were female employees.

As to the educational attainment of the employees, it shows that 44% of the teaching staff were masters' degree graduate, while there were only a few who finished a doctoral degree. In the tertiary level, masters' degree is the minimum requirement for teachers at the tertiary level. These data imply that the right teachers always seek to learn more, to remain current with what is known, to keep the knowledge fresh and exciting enough, to expand their ability to teach. One can grow knowledge and in ways of imparting the same by updating oneself through formal schooling by enrolling in graduate courses or undertaking special training in line with the primary subject.

For the non-teaching personnel, the majority were college graduates. This is a familiar scenario since the non-teaching employees are only required to finish a bachelor's degree in various fields of studies. So, having a baccalaureate degree is already an acceptable credential for employment in the non-teaching position. Promotion in the field of teaching is done through ranking. Majority of the teaching employees were unranked. These data could be attributed to the fact that 40% of the current teachers were only college graduates and had not finished any master's degree. Under the educational law, the probationary period for the teaching personnel in an educational institution is three years to give the teacher enough to finish their master's degree that is within their line of expertise.

As to the position of the non-teaching employees, the data reveals that most or 74.49% of the non-teaching employees were staff. There were only 4.08% who worked as supervisors. Since the higher education institution is enormous, then it needs many rank-and-file employees. The non-teaching staff was unranked because the ranking system in the university was not yet implemented.

For the length of service of the two groups of respondents, there were 42% of the teachers and the 32.65% non-teaching staff had been connected with the university for 1 to 3 years. These mean that many occupations recognize employees' years of experience as a relevant factor in human resource policies, including compensation systems, benefits packages, and promotion decisions. The idea is that experience, gained over time, enhances the knowledge, skills, and productivity of workers and that experience promotes effectiveness.

**Table 2: Respondents' Organizational Commitment as to Affective Commitment**

	Indicators	Teaching (n = 50)		Non-Teaching (n = 98)		Consolidated (N = 148)	
		Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
1.	I would be happy resting my career in this organization	3.08	Committed	3.00	Committed	3.04	Committed
2.	I love deliberating my organization with other individuals being outside the work.	3.00	Committed	2.93	Committed	2.97	Committed
3.	I feel as if the organization's problem as my own.	2.94	Committed	2.96	Committed	2.95	Committed
4.	I think I genuinely feel full of affection for this university	3.12	Committed	3.16	Committed	3.14	Committed
5.	I feel that I am emotionally connected with this organization.	3.10	Committed	3.12	Committed	3.11	Committed
6.	I find this university with significant meaning in myself	3.12	Committed	3.23	Committed	3.18	Committed
7.	I feel a sense of belongingness to this organization	3.06	Committed	3.24	Committed	3.15	Committed
	<b>Aggregate Mean</b>	<b>3.06</b>	<b>Committed</b>	<b>3.09</b>	<b>Committed</b>	<b>3.08</b>	<b>Committed</b>

The table shows that the weighted mean of 3.12 indicates that the teaching employees think that they feel full of affection for the university. This result means that teachers exhibit commitment in most cases in term of manifesting love and importance towards the University. Further, the weighted of 3.12 also indicates that the respondents were committed in most instances in the aspect of finding the university with significant meaning in themselves. These data imply that the teachers and non-teaching employees had developed a secure emotional attachment towards the organization and they put with the organization. This is an ideal behavior of a good employee but not to the most significant extent.

However, the teaching employees were committed regarding feeling as if the organization's problem as their problem as well as indicated by the weighted mean of 2.94. However, this manifestation is at a lesser extent compared to the feeling of affection and meaning while in the university. These data imply that teachers take responsibility for the organization's problem since there is a high probability that whatever problems faced by the university, they would also be affected but not in all cases. Additionally, the weighted mean of 3.24 denotes that the non-teaching employees were committed in the context of feeling a sense of belongingness to the organization. This result implies that the employees have already felt some degree of affection, belongingness, and acceptance in the organization.

On the other hand, the weighted mean of 2.93 indicates that the non-teaching employees were committed in the aspect of showing love in deliberating the organization with other individuals being outside the work. This finding is also consistent with the consolidated mean of 2.97. Although this feeling of loving the organization is positive, the manifestation of the non-teaching employees could still be improved with the proper institutional mechanism.

The aggregate mean of 3.08 (comprising of  $\mu=3.06$  for the teaching employees and  $\mu=3.09$  for the non-teaching employees) indicated that the employees of the university manifested affective commitment at a moderate extent. Generally, the employees exhibited emotional attachment to the university but in many instances only. So, there is a room for enhancing the affective commitment of the university employees.

These data support the study of Meyer and Allen (2001) which revealed that effectively dedicated workers are viewed as having a feeling of having a place and recognizable proof that builds their inclusion in the association's exercises, their ability to seek after the association's objectives, and their craving to stay with the association. Employees' emotional bond to their organization has been considered an essential determinant of dedication and loyalty.

**Table 3: Respondents' Organizational Commitment as to Continuance Commitment**

	Indicators	Teaching (n = 50)		Non-Teaching (n = 98)		Consolidated (N = 148)	
		Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
1.	I am afraid of what will happen if I leave my job today.	2.80	Committed	2.68	Committed	2.74	Committed
2.	I could not leave my organization even if I wanted to leave right now.	2.80	Committed	2.78	Committed	2.79	Committed
3.	It would be of too much cost if I will immediately leave my organization.	2.82	Committed	2.77	Committed	2.80	Committed
4.	Staying with my organization right now is a matter of necessity and desire.	3.00	Committed	2.76	Committed	2.88	Committed
5.	I feel that I have few options to select other jobs If I will leave this organization	2.74	Committed	2.52	Committed	2.63	Committed
6.	I feel that I have no alternative jobs to select if I will leave this organization.	2.50	Committed	2.20	Less Committed	2.35	Less Committed
7.	The primary reason I sustained working is that leaving my current work would require personal sacrifice considering the benefits offered by the organization.	2.80	Committed	2.58	Committed	2.69	Committed
	<b>Aggregate Mean</b>	<b>2.78</b>	<b>Committed</b>	<b>2.61</b>	<b>Committed</b>	<b>2.70</b>	<b>Committed</b>

As shown in the table, the weighted mean of 3.00 indicated that the teaching employees were committed regarding staying with the organization right now since they view it as a matter of necessity and desire. This result is also coherent with the consolidated mean of 2.88. These data imply that the respondents wanted to stay in the organization out of necessities or it could be for the fulfillment being derived from the noble profession of molding minds of the students so that they can be so successful in the future. However, the weighted mean of 2.50 shows that the teaching and non-teaching employees were committed to staying in the organization since they think that they have no alternative jobs to select if they will leave the organization. This result implies that the respondents think that they have no other options, but to stay with the organization since the labor market in Cebu is highly competitive.

Meanwhile, the non-teaching employees were committed ( $\mu=2.78$ ) and that they cannot leave their organization even if they wanted to leave right now. This could mean that at the time of the survey, they were willing to remain in the organization even if they want to depart from the organization for varying reasons. These reasons may relate to the current economic situation in Cebu, where job opportunities are insufficient compared to those who are seeking. So, when a job seeker has found a job, he/she would not leave the organization unless there are better-paying employment opportunities. Nevertheless, the respondents' were committed ( $\mu=2.20$ ) at a lesser extent not to transfer to other organization for the reason that they have no alternative jobs to select if they will leave the organization. This result is also consistent with the consolidated mean of 2.35. This result implies that more of the non-teaching respondents' would stay in the organization and gain experience first before transferring to other jobs. However, if there are more lucrative jobs available for them, they have a higher tendency to resign and transfer. Furthermore, the aggregate mean of 2.70 (consisting of  $\mu=2.78$  for the teaching employees and  $\mu=2.61$  for the non-teaching employees) indicates that the employees were committed in many instances in the context of continuance commitment towards the organization.

**Table 4. Respondents' Organizational Commitment as to Normative Commitment**

Indicators	Teaching (n = 50)		Non-Teaching (n = 98)		Consolidated (N = 148)	
	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
1. I think that it is not proper these days to transfer from one organization to another.	3.00	Committed	2.87	Committed	2.94	Committed
2. I believe that employee must be loyal to the organization	3.20	Committed	3.14	Committed	3.17	Committed
3. The reason I continue working today is that I feel a sense of moral obligations to the organization.	3.04	Committed	3.00	Committed	3.02	Committed
4. I would not feel it right to leave my present organization and considered better offer outside.	2.92	Committed	2.76	Committed	2.84	Committed
5. Things will be better in days when employee stick to one organization for most of their careers.	2.96	Committed	2.90	Committed	2.93	Committed
6. I think that it is reasonable to be a company person in the organization.	2.98	Committed	2.95	Committed	2.97	Committed
<b>Aggregate Mean</b>	<b>2.99</b>	<b>Committed</b>	<b>2.89</b>	<b>Committed</b>	<b>2.94</b>	<b>Committed</b>

As indicated in the table, the consolidated mean of 3.17 indicated that the respondents were committed to the aspect of believing that employees must be loyal to the organization. These data are based on the responses to the teaching ( $\mu= 3.20$ ) and non-teaching employees ( $\mu= 3.14$ ), respectively. These data imply that both groups of respondents manifested loyalty towards the educational institution but not at the most significant extent.

The perspective of these respondents about loyalty denotes that there should be some action to be undertaken by the top management of the university so that the employees would improve their manifestation of loyalty at a great extent. Moreover, the two groups of respondents exhibited commitment ( $\mu=2.84$ ) at the moderate regarding feeling it right to leave their present organization and considered better offer outside, as indicated by the weighted mean of 2.92 (teaching personnel) and 2.76 (non-teaching employees), respectively. These data imply that both of the respondents showing contentment in staying at the university in most instances only.

The aggregate mean of 2.94 reveals that the employees of the HEI were committed in most instances concerning committing themselves to continue their employment in the current organization in the future. This result means that the respondents show the desire to continue their employment to serve the organization but not entirely since if these employees may be able to find better working opportunities, they have more propensity to transfer to other organizations. These data imply that employee's perceptions of their obligation to their organization. If the organization is loyal to the employees, the employee may report a higher degree of normative commitment.

**Table 5: Respondents' Organizational Commitment as to General Commitment**

	Indicators	Teaching (n = 50)		Non-Teaching (n = 98)		Consolidated (N = 148)	
		Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
1.	I will give my best to make this establishment fruitful.	3.38	Highly Committed	3.35	Highly Committed	3.37	Highly Committed
2.	I am willing to exert effort beyond normal circumstance to contribute for the success of the institution.	3.38	Highly Committed	3.36	Highly Committed	3.37	Highly Committed
3.	I find that my values are in line with the company's values	3.12	Committed	3.15	Committed	3.14	Committed
4.	I am not that loyal to the company	2.54	Committed	1.98	Less Committed	2.26	Less Committed
5.	I am concern about the happenings of this organization.	3.12	Committed	3.06	Committed	3.09	Committed
6.	It is a mistake on my part in working for this organization.	2.32	Less Committed	1.89	Less Committed	2.11	Less Committed
7.	I am proud to say to my friends that I am that this company is a great place to work with.	3.16	Committed	3.09	Committed	3.13	Committed
8.	I am proud of choosing this organization over other organization.	3.14	Committed	3.07	Committed	3.11	Committed
9.	There's not all that much to be picked up by staying with this organization inconclusively.	2.82	Committed	2.34	Less Committed	2.58	Committed
10.	For me, this is the ultimate company to stay with.	2.84	Committed	2.83	Committed	2.84	Committed
<b>Aggregate Mean</b>		<b>2.98</b>	<b>Committed</b>	<b>2.81</b>	<b>Committed</b>	<b>2.90</b>	<b>Committed</b>

The table indicates that the teaching employees were highly committed regarding their willingness to give their best to make this institution successful and willingness to exert effort beyond normal circumstance to make to contribute for the success of the organization. This positive behavior is desirable and highly expected in the teaching profession since the job involves molding the young students to be learned and competent. This means that both groups of employees were exerting extra miles to contribute towards the holistic achievement of the goals of the institution as to the most significant extent.

Similarly, both groups of respondents were less committed in the context of thinking that it is a mistake on their part to be working in the organization, based on the weighted mean of 2.32 (teaching) and 1.89 (non-teaching employees), respectively. It can be gleaned from the other results that the employees have fewer tendencies to think that it is wrong for them to work and continuously stay in the university. The aggregate mean of 2.90 denotes that the teaching ( $\mu=2.98$ ) and non-teaching personnel ( $\mu=2.81$ ) of the university only manifested commitment in many cases in general. This means that the respondents are committed and willing to continue working in the organization in most cases. These data suggest that the readiness on the worker's part to advance a generous exertion for the association's sake and his or her aim to remain with the association for quite a while. Further, the people with an abnormal state of authoritative duty are more good, fulfilled and beneficial, work with a feeling of more noteworthy faithfulness and obligation and in this manner cost less to the association.

**Table 6: Relationship Between Profiles (Teaching) and the Level of Organizational Commitment**

Variable	Computed Chi-Square	df	Critical Value	Significance	Result
<b>A. Age</b>					
Affective Commitment	12.259	8	15.507	Not significant	Ho accepted
Continuance Commitment	6.052	8	15.507	Not significant	Ho accepted
Normative Commitment	7.056	8	15.507	Not significant	Ho accepted
General Commitment	7.149	8	15.507	Not significant	Ho accepted
<b>B. Gender</b>					
Affective Commitment	0.040	2	5.991	Not significant	Ho accepted
Continuance Commitment	0.286	2	5.991	Not significant	Ho accepted
Normative Commitment	3.985	2	5.991	Not significant	Ho accepted
General Commitment	0.281	2	5.991	Not significant	Ho accepted
<b>C. Educational Attainment</b>					
Affective Commitment	10.242	4	9.488	Significant	Ho rejected
Continuance Commitment	4.971	4	9.488	Not significant	Ho accepted
Normative Commitment	1.256	4	9.488	Not significant	Ho accepted
General Commitment	1.262	4	9.488	Not significant	Ho accepted
<b>D. Rank</b>					
Affective Commitment	11.885	8	15.507	Not significant	Ho accepted
Continuance Commitment	6.589	8	15.507	Not significant	Ho accepted
Normative Commitment	5.847	8	15.507	Not significant	Ho accepted
General Commitment	6.410	8	15.507	Not significant	Ho accepted
<b>E. Length of Service</b>					
Affective Commitment	3.770	8	15.507	Not significant	Ho accepted
Continuance Commitment	10.479	8	15.507	Not significant	Ho accepted
Normative Commitment	4.807	8	15.507	Not significant	Ho accepted
General Commitment	7.403	8	15.507	Not significant	Ho accepted

The data display that there was no significant relationship between the age of the respondents and their level of organizational commitment. Further, there was no noteworthy connection between the sex of the educators and their level of hierarchical duty. This means that there was no connection whether the teacher is male or female in their manifestation of organizational commitment. These data relate to the reality that gender differences do not matter in one's affection towards the job and the organization as well. It can likewise be construed that there was no significant relationship between the educational attainment of the teaching employees as to their level of organizational commitment regarding continuance, normative, and general commitment.

This result means that education did not correlate with their love towards their profession and the university. Notwithstanding, there was a unique connection between the educational attainment of the teaching employees and their affective commitment. This result means that the educational background of the employees does not connect with the employees' behavioral and emotional perception of commitment towards the organization.

Also, the data also show that there was also no significant relationship between the rank of the respondents and their level of organizational commitment. These data imply that the rank of the employees has nothing to do with the employees' dedication towards the university. Meaning more employees still consider to work and stay in the HEI despite the lower salary level because more teachers were still unranked during the conduct of the study. Further, the data show that there was also no significant relationship between the length of service of the teaching employees and their level of organizational commitment on affective, continuance, normative, and general commitment. This result implies that the length of service of the employees does not connect with their feeling of commitment to the HEI.

**Table 7: Relationship Between Profiles(Non-Teaching) and their Level of Organizational Commitment**

Variable	Computed Chi-Square	df	Critical Value	Significance	Result
<b>A. Age</b>					
Affective Commitment	11.642	12	21.026	Not significant	Ho accepted
Continuance Commitment	11.282	12	21.026	Not significant	Ho accepted
Normative Commitment	7.709	12	21.026	Not significant	Ho accepted
General Commitment	17.160	12	21.026	Not significant	Ho accepted
<b>B. Gender</b>					
Affective Commitment	2.736	3	7.815	Not significant	Ho accepted
Continuance Commitment	2.007	3	7.815	Not significant	Ho accepted
Normative Commitment	2.628	3	7.815	Not significant	Ho accepted
General Commitment	2.095	3	7.815	Not significant	Ho accepted
<b>C. Educational Attainment</b>					
Affective Commitment	10.204	6	12.592	Not significant	Ho accepted
Continuance Commitment	7.116	6	12.592	Not significant	Ho accepted
Normative Commitment	7.168	6	12.592	Not significant	Ho accepted
General Commitment	6.387	6	12.592	Not significant	Ho accepted
<b>D. Position</b>					
Affective Commitment	4.125	9	16.919	Not significant	Ho accepted
Continuance Commitment	4.660	9	16.919	Not significant	Ho accepted
Normative Commitment	3.782	9	16.919	Not significant	Ho accepted
General Commitment	29.680	9	16.919	Significant	Ho rejected
<b>E. Length of Service</b>					
Affective Commitment	17.283	12	21.026	Not significant	Ho accepted
Continuance Commitment	15.001	12	21.026	Not significant	Ho accepted
Normative Commitment	22.422	12	21.026	Significant	Ho rejected
General Commitment	9.807	12	21.026	Not significant	Ho accepted

The discoveries uncovered that there was no critical relationship between the age of the non-teaching employees and their level of affective, continuance, normative, and general commitment. These data imply that the age of the respondents had nothing to do with their over-all commitment towards the organization. So, variances in the age level did not relate to the employee's dedication towards the institution. Moreover, there was also no significant relationship between the gender of the non-teaching employees as to their level of organizational commitment. These data denote that whether the employee is male or female, it does not correlate with their perception on their commitment with the university. So, differences on gender do not relate to their point of view on their affection towards the organization. Further, the results reveal that there was no significant relationship between the educational attainment of the non-teaching respondents and their level of organizational commitment. This implies that respondents' education has nothing to do as to the feeling of their obligation towards the university.

Moreover, the result also shows there was no significant relationship between the position of the respondents and to their level of organizational commitment regarding affective, continuance and normative commitment. This implies that whether the employee is a director, manager, supervisor, dean or department head of the organization it did not connect to their level of attachment towards the university.

Additionally, there was no significant relationship between the respondent's length of service and to their level of effective, continuance commitment and normative commitment. This means that the length of service of the respondents has no connection to their manifestation of staying in the organization. This result implies that the position of the non-teaching staff has something to do with their manifestation of emotional commitment, showing love and loyalty to the organization. Be that as it may, there was a noteworthy connection between the non-teaching personnel and their perception of their general commitment to the educational institution. This data implies that the length of service has a connection to employee's perception that they are obliged and committed to serving the university.

**Table 8: Difference on Teachers’ Perception Regarding Organizational Commitment**

Commitment	df	Sum Square	Mean Square	F-value	P-Value	Significance	Results
<b>A. Affective</b>							
Between Group	6	1.360	0.227	0.81	0.565	Not Significant	Accept Ho
Within Group	343	96.380	0.281				
Total	349	97.740					
<b>B. Continuance</b>							
Between Group	6	6.560	1.093	2.90	0.009	Significant	Reject Ho
Within Group	343	129.500	0.378				
Total	349	136.060					
<b>C. Normative</b>							
Between Group	5	2.417	0.483	1.86	0.102	Not Significant	Accept Ho
Within Group	294	76.500	0.260				
Total	299	78.917					
<b>D. General</b>							
Between Group	9	54.578	6.064	13.02	0.000	Significant	Reject Ho
Within Group	490	228.260	0.466				
Total	499	282.838					

The table shows that there was no significant difference between the teaching staffs' responses to their level of affective and normative commitment. This result means that their perception on their level of organizational commitment did not yield any variation at all. It could mean that the teachers have the same level of affection and feeling of staying in the organization. The data further reveal that there were significant differences on the teachers’ point of view on their continuance and general commitment towards the HEI. So, the teaching employees’ feeling of continuing with their employment, as well as their general dedication towards the university varies. There were those who would love to stay in the organization because they are contented with their job and pay, while others still have the probability to resign and transfer to other companies in looking for more lucrative work and salary.

**Table 9: Difference on Staff's Perception Regarding Organizational Commitment**

Commitment	df	Sum Square	Mean Square	F-value	P-Value	Significance	Results
<b>A. Affective</b>							
Between Group	6	10.061	1.677	4.69	0.000	Significant	Reject Ho
Within Group	677	241.951	0.357				
Total	683	252.012					
<b>B. Continuance</b>							
Between Group	6	25.155	4.192	8.61	0.000	Significant	Reject Ho
Within Group	674	328.276	0.487				
Total	680	353.430					
<b>C. Normative</b>							
Between Group	5	7.950	1.590	3.95	0.002	Significant	Reject Ho
Within Group	581	233.842	0.402				
Total	586	241.792					
<b>D. General</b>							
Between Group	9	260.846	28.983	60.50	0.000	Significant	Reject Ho
Within Group	967	463.250	0.479				
Total	976	724.096					

The data reveal that there was a significant difference between the non-teaching employees' viewpoint on their level of effective, continuance, normative and general commitment. This means that respondents have different perceptions on how they value and love their employment in the university. This could also imply that those non-teaching staff who were holding higher administrative and academic position (dean) may have more tendency to stay and dedicate one's service towards the organization. However, those who were newly hired and are holding rank-and-file position would have the propensity to transfer to other companies with higher pay, better benefits, incentive and working conditions. This would only show that the data relate to the necessary observation in the labor market. Nowadays, the workforce would have a higher tendency to change job and or employer for greener pasture.

## 6. Conclusions

The study concluded that the employees of the higher educational institution do not manifest high or ideal level of commitment either towards their assigned job or towards the organization in general. The manifestation of an average level of positive and desirable behavior towards staying and doing beyond the call of duty is attributed to the absence or unsatisfactory extrinsic and intrinsic rewards afforded by the higher educational institution towards their teaching and non-teaching human capital. In general, the salary is the most significant motivating factor for any employee to work beyond what is stipulated in the job description, considering that the present economic conditions push any member in the economy to work more to be able to afford the daily needs and sustenance. In the educational work set-up, the extrinsic reward is also significant so that the employees would not have the propensity to transfer to other employer or university, carrying with them their experience, competence and learning from training and workshops attended.

## 7. Recommendations

The researchers recommend that the proposed employee development plan be adopted by the HEI to boost the manifestation of the organizational commitment among all employees of the academic institution.

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