

The Antecedents of Organizational Commitment of Academics in LSPU

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Abstract

Academics attitude toward the university plays an important role in determining its success. Organizational commitment (i.e. affective, continuance and normative commitment) variables identification in the perspective of education is what the study all about and it also consider the multidimensional conceptualization of organizational commitment which leads to the attainment of the goal of the organization. Faculty members were considered respondents and the data were collected from responses on the self-administered three open-ended questions in a written form. Categories emerge from the result of content analysis. Three most frequently mentioned antecedents were considered in the components of organizational commitment. Antecedents of affective commitment included professional attachment and significance; relationship with and support from co-workers and relationship with students. Continuance commitment developed when academics recognized personal discourse, compensation and welfare benefits and professional attachment and significance. Normative commitment of LSPU academics includes professional attachment and significance, compensation and welfare benefits and university support. It can be disclosed that variables assumed to be antecedents of one form of organizational commitment also emanate as antecedents of the other two components.

Keywords: Organizational commitment, academics, antecedents

1. Introduction

Organizational commitment is one of the job related attitudes which has attracted the minds of scholars and practitioners in the field of Human Resources Management due to the impact it has on employees and organizational performance (Robbins, 2005). Researchers have identified that as an important factor which is a major determinant of organizational effectiveness (Alsiewi and Agil, 2014), school effectiveness (Dou et al., 2017) and intrinsic motivation which helps to stimulate teachers to perform actions for achieving desired results (Kamal and Ahluwalia, 2017). Therefore, it is a challenge for the administrators of educational institutions to identify factors that are likely to contribute to the development of organizational commitment of their employees and make certain that these factors are taken into consideration in the formulation of their human resource programs.

Organizational commitment refers to the attitude that shows the relationship between employee and organization. It is a bond between an employee and the employer (Werang, et. al., 2015), and the more favourable an individual's attitudes toward the institution, the greater the individual's acceptance of the goals of the organization, as well as their willingness to exert more effort on behalf of the organization.

According to Meyer and Allen (1997, as cited in Bodjerenou, et al., 2019), Organizational commitment is a psychological state that expresses the degree of affiliation of an employee to an organization. They identified three types of organizational commitment: affective, continuous and normative commitments. Much has been done on describing these three commitments.

Affective commitment is defined as the emotional attachment, identification, and involvement that an employee has with its organization and goals. Mathew and Shepherd (2002) further characterized affective commitment by three factors (1) "belief in and acceptance of the organization's goals and values, (2) a willingness to focus effort on helping the organization achieve its goals, and (3) a desire to maintain organizational membership". Naser (2007) also further stated that affective communication is "when the employee identifies with a particular organization and its goals in order to maintain membership to facilitate the goal".

Continuance commitment is the willingness to remain in an organization because of the investment that the employee has with "nontransferable" investments. Non-transferable investments include things such as retirement, relationships with other employees, or things that are special to the organization Miller and Lee (2001) further explain that employees who share continuance commitment with their employer often make it very difficult for an employee to leave the organization.

Normative commitment is the commitment that a person believes that they have to the organization or their feeling of obligation to their workplace. Normative commitment can be explained by other commitments such as marriage, family, religion, etc. therefore when it comes to one's commitment to their place of employment they often feel like they have a moral obligation to the organization.

Although organizational commitment has been viewed from different perspective, within the context of education, it is a multifaceted construct which is a significant determinant of schools effectiveness.

Educational system is the most effective point to progress and develop for people of society, and higher education institutions must ensure teachers as an operational pattern to make reality for progress. Good quality tertiary education is an important avenue towards nurturing the teachers in order to commit to the quality needed for socio-economic and political development. (Folorunso, et al., 2014) Faculty are the main asset of a university and determine its success. Thus, their attitudes toward their institution play an important role in the academic profession.

Laguna State Polytechnic University (LSPU) as one of the prestigious university in CALABARZON with its mission to provide quality education through responsive instruction, distinctive research, and sustainable extension and production services for improved quality of life must ensure that their academic employees must comply to achieve its mission. The commitment of LSPU's academics to their organization is to be a significant factor in achieving university success.

Thus, the study seeks to identify variables that influence organizational commitment of academics in LSPU and consider the multidimensional conceptualization of organizational commitment conducted during the second semester of the academic year 2019-2020.

2. Methodology

Qualitative case study research served as the main methodology for this study. Creswell (2014) described case study methodology as a design of inquiry found in many fields, especially evaluation, in which

the researcher develops an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals. Cases are bounded by time and activity, and researchers collect detailed information using a variety of data collection procedure over a sustained period of time. For this study, the case is the identification of variables that influence organizational commitment of academics in LSPU and multidimensional conceptualization of organizational commitment.

Thirty one (31) newly regular faculties were considered respondents with two years and below tenure. Data were collected via self-administered questionnaires. The participants were asked to answer open-ended questions in written form adapted from a research article (Rungruang, 2012) to allow them to identify factors which may contribute to their commitment to the organization. Content analyses of the responses from the open-ended questionnaire starts with the coding process and organize the materials into segments by taking the text data and segmenting sentences into categories. Categories will be labeled with terms based on the actual language from the participants. The coding processes were used to generate a description of the setting or people as well as categories or themes for analysis. Consequently, codes generated for the description, which then lead to generalizing a small number of categories or themes. The themes that emerge were analyzed and gather the various cases into a general description for this bounded case. Finally, frequency counts on the coded responses of how strongly the categories manifested in the data will be performed. The responses were only limited based on the faculty's answers to the open-ended questionnaire and was not verified due to confidentiality and pandemic crisis.

3. Results and Discussion

Based on the gathered data from the 31 respondents, majority of them were female (17); belong to the 35-44 age bracket (14) and master's degree holder (14). According to the thematic analysis, different categories emerged from the analysis as antecedents of the three components of organizational commitment. Specifically, three most frequently antecedents of affective commitment were depicted in Table 1 such as professional attachment and significance (42.94%), relationship with and support from co-workers (25.81%) and relationship with students (19.35%). On the other hand, Table 2 shows top three most frequently antecedents of the continuance commitment which was developed from personal discourse (29.03%), compensation and welfare benefits (25.81%) and professional attachment and significance (22.58%). Lastly, Table 3 gleans the LSPU academics' normative commitment which included professional attachment and significance (38.71%), compensation and welfare benefits and university support with both (25.81%).

Table 1. Three most frequently mentioned antecedents of affective commitment

Response Categories	Example of response	Frequency of mention	Percentage
Professional attachment and significance	Passion for teaching; part of the knowledge that students gain; competitive advantage as a professional	13	41.94
Relationship with and support from co-workers	Respect from co-workers; friendship; trust that everyone is giving	8	25.81
Relationship with students	Students who give respect; sense of fulfillment from students appreciating our efforts in inspiring them to love learning; affect people's lives not by material things but by the knowledge and skills share with students	6	19.35

Table 2. Three most frequently mentioned antecedents of continuance commitment

Response Categories	Example of response	Frequency of mention	Percentage
Personal discourse	Better opportunities; frustration and unhappy;	9	29.03

	when productivity is gone		
Compensation and welfare benefits	Retirement benefits; job security; better salary	8	25.81
Professional attachment and significance	Passion to share knowledge; eagerness and motivation to become one of the best; opportunity to be an instrument of change and molders of the next generation and lead change for the succeeding generations	7	22.58

Table 3. Three most frequently mentioned antecedents of normative commitment

Response Categories	Example of response	Frequency of mention	Percentage
Professional attachment and significance	Opportunity to share knowledge and skills and expertise to students; drive and passion for teaching; chance to share something of value more than money and things	12	38.71
Compensation and welfare benefits	The bread and butter that sustains my family well-being; I feel secured; salary that is commensurate to my service	8	25.81
University support	Being grateful that the university gives me a chance to be part of the institution; opportunity to continue growth and development; proper guidance from immediate superior	8	25.81

Although the analysis shows that each organizational commitment develop a result of different sets of antecedents, based on the findings as indicated on the tables presented, variables assumed to be antecedents of one form of organizational commitment also emanate as antecedents of the other two components. These findings are congruent with those studies reviewed (Bodjrenou, et al., 2019; Sheikh, 2017; Rungruang, 2012). One particular example presumed to be antecedent of one form of organizational commitment emerges as antecedents of the other two are professional attachment and significance. It is possible that it's really their passion to teach so they feel comfortable and promote attachment to the university (i.e., affective commitment. Academics perceived that to be an instrument of change is a reason to continue their membership in the university (i.e., continuance commitment. Professional attachment and significance also encourage LSPU academics to foster a sense of obligation to remain with the University for sharing something of value (i.e., normative commitment).

The study of Folorunso et. al., (2014), revealed that organizational commitment dimensions jointly and independently influence employees' performance among academic staff and are willing to stay and devote their selves on accomplishing job because they have the same values and goals within the institution. Likewise, organizational commitment determinants was influenced by factors such as age, length of service, gender, marital status, role stress, nature of social interaction, extent of participation in decision making and quality of work experiences. (Sheikh, 2017).

4. Conclusion and Recommendations

The purpose of this study is to identify variables that influence organizational commitment of academics in LSPU and consider the multidimensional conceptualization of organizational commitment. Organizational commitment within the context of education is a multifaceted construct which is a significant determinant of school effectiveness (Alsiewi & Agil, 2014). In the analysis of the responses of faculty in the open-ended questions revealed that variables presumed to be antecedents of one form of organizational commitment also emanate as antecedents of the other two components. The three most frequently mentioned antecedents of affective commitment were as follows: professional attachment and significance; relationship with and support from co-workers and relationship with students. Antecedents for continuance commitment consist of

personal discourse, compensation and welfare benefits and professional attachment and significance. And the three most frequently mentioned antecedents for normative commitment were professional attachment and significance, compensation and welfare benefits and university support. The findings cannot lead to a firm generalization of having multidimensional conceptualization of organizational commitment due to limited parameters set on the respondents tapped for the study. They are barely new in the service and the setting itself of the study, the pervading organizational culture of the university, does not provide extensive opportunity to manifest possible antecedents of organizational commitment. Although from the perspective of the university management, knowledge of the antecedents of the three organizational commitments of academics may allow them to improve human resource management in the university. Further exploration is recommended for the study to generalize the multidimensional conceptualization of organization by considering a large sample representative of the broader population.

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