



Organizational Commitment In Relation To Work Values Of Physical Education Instructors in Private Higher Educational Institutions

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Abstract: The study focuses on the organizational commitment in relation to work values of the fifty three full-time and part-time Physical Education instructors in three campuses of a private higher educational institution. Descriptive method of research was utilized in this study since it is concerned with the analysis of the present conditions which may lead to the identification of the strengths and weaknesses of these institutions. Focus group discussion with the physical education instructors were also employed and finally, standardized survey questionnaires on Organizational Commitment developed by Meyer & Allen (1997) and Work Values Inventory by Manhardt (1972) were used in the acquisition of data needed in the study. Findings revealed that based from the three dimensions of organizational commitment such as the affective commitment, continuance commitment and normative commitment, respondents were committed to the organization they are currently working at but still hoping for more effort from the administration's end in order to strengthen faculty's motivation. Meanwhile, as to the work values of the respondents based from the three dimensions such as comfort and security, competence and growth and status and independence, the data implies that the respondents rated all the dimensions under work values as very important. Result have shown that there was no significant relationship between the organizational commitment and work values of the Physical Education instructors from the three private higher educational institution.

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Key Words: physical education instructors; organizational commitment; work values; higher educational institution; physical education

1. INTRODUCTION

Teaching is more than the presentation of facts, it

includes the dedications of both heart and time. Teacher commitment is closely connected to teachers' work performance and their ability to innovate and



integrate new ideas into their own practice, as well as having an important influence on students' achievements. The level of teachers' commitment is considered to be a key factor in the success of any educational undertaking as it heavily influences teachers' willingness to engage in cooperative and critical practice. To sustain energy and enthusiasm for the work, teachers need to maintain their personal commitment to the job. This concept of 'commitment,' as investment of personal resources, has long been associated with the professional characteristics of a teacher. At a time when education is in constant flux, teachers are expected to incorporate reforms on a number of levels into their daily practice. It appears to be a professional necessity for teachers to be emotionally committed to their work, for without this emotional connection, teachers face the constant danger of burn-out in an increasingly intensified work environment. Without well qualified, caring and committed teachers, neither improved curricula and assessments, nor safe schools – not even the highest standards in the world – will ensure that our children are prepared for the challenges and opportunities. Teaching is a vocation which needs commitment and perseverance (Cunanan, 2016). It is believed that teachers who are committed are those who devote themselves wholly to the teaching profession and to the educational organization. They exert effort to the optimum level. Organizationally-committed teachers are satisfied teachers who display punctually and loyalty. They have a good record of attendance and are willing to adhere to school policies. Since the educational system stresses that educational organization should create an environment conducive to effective and efficient teaching performance in the improvement of the quality of instruction, administrators should always keep abreast with the factors that affect teaching performance and organizational commitment. They should keep an eye to the behaviour of their teachers because teachers' needs may change from time to time. Their concern should be focused on the level of satisfaction and dissatisfaction, for them to know if the teachers are likely to be more committed or less committed. Lower-level commitment of teachers may create a dilemma

that could affect negatively the effectiveness of an educational organization and may cause teachers to be less efficient in their professional performance or to leave the profession. The less committed teachers may create difficulties and cause deviations in respect of the educational aims of the school. It is along the foregoing frame of thought that this researchers thought of assessing the organizational commitment and work values of physical education instructors in three private higher educational institution during the school year 2018 - 2019.

2. METHODOLOGY

This research was anchored on Meyer and Allen's (1997) Theory of Organizational Commitment with three encompassing dimensions such as the affective, normative, and continuance organizational commitment. Affective Commitment (AC) reflects on the emotional ties of the employee with the organization primarily via positive work experiences. Normative Commitment (NC) on the other hand reflects commitment based on perceived obligation towards the organization, and Continuance Commitment (CC) reflects commitment based on the perceived costs, both economic and social of leaving the organization.

As to Work Values Inventory by Manhardt (1972), the inventory has also three dimensions and these were Comfort and Security that describes characteristics of a comfortable working environment including having routine schedule, leisure time and good relationship with colleagues. Competence and Growth includes item that were characteristics of a successful workers like the importance of responsibility, advancement and supervision of others. Finally is the Status and Independence which includes items that were intrinsic characteristics related to the nature of work such as, independence, continued development of skills, and intellectual stimulation.

Demographic profile such as their age, gender, civil status, employment status and educational attainment were likewise considered in this study.



And finally as to the statistical treatment of the data gathered that percentage, mean and Pearson r were employed.

3. RESULTS AND DISCUSSION

The following are the results and findings of the study.

| CAMPUS | No. of faculty | % |
|--------|----------------|------|
| A | 28 | 53% |
| B | 13 | 24% |
| C | 12 | 23% |
| Total | 53 | 100% |

Table 1 – Physical Education Instructors Respondents

Since A is the main campus which cater bigger volume of students that it gets the higher percentage of faculty hired with more than half of the two other campuses B and C.

| Campus | A, B, C | % |
|--------|---------|------|
| Male | 26 | 49% |
| Female | 27 | 51% |
| Total | 53 | 100% |

Table 2 – Physical Education Instructors According to Gender

The data reflect that commonly, teaching profession is a female dominated profession and that there were more female than the male physical education instructors in this particular study. Female instructors were two percent a little bit higher than the male physical education instructors with 51% while male got 49% respectively.

| CAMPUS | A | % | B | % | C | % |
|------------------------|----|-------|----|-------|----|-------|
| Full time Permanent | 10 | 18.87 | 4 | 7.55 | 5 | 5.66 |
| Full Time Probationary | 3 | 5.66 | 0 | 0 | 2 | 3.77 |
| Part Time Permanent | 6 | 11.32 | 2 | 3.77 | 0 | 0 |
| Part Time | 3 | 5.66 | 0 | 0 | 2 | 3.77 |
| Lecturer | 6 | 11.32 | 7 | 13.21 | 3 | 5.66 |
| Total | 28 | 52.83 | 13 | 24.53 | 12 | 18.86 |

Table 3 – Physical Education Instructors According to Employment Status

Table 3 reflects that being the main and the biggest campus among the 3 respondent campuses that Campus A got the highest number of full time permanent physical education instructors. This has been followed by campus C. It has also been noted that these campuses were actually under the direct supervision of campus A. Therefore, facilitation and floating of questionnaires and conducting interview was somehow never been that too difficult for the researchers.

| AGE | Campus A,B, C | Percentage |
|-------|---------------|------------|
| 45-50 | 22 | 41.5 |
| 40-44 | 10 | 18.9 |
| 35-39 | 7 | 13.3 |
| 30-34 | 6 | 11.3 |
| 25-29 | 8 | 15 |
| | 53 | 100% |

Table 4 – Physical Education Instructors According to Age

The data revealed that almost half of the respondents were ages forty five and above while the youngest were twenty five years old, It only shows that most of them were experienced instructors of physical education and that have spent some years working and dealing with educational organizations already.

| Organizational Commitment | Mean | Description |
|---------------------------|------|----------------|
| Affective | 4.29 | Agree |
| Normative | 3.22 | Slightly Agree |



| | | |
|-------------|------|----------------|
| Continuance | 2.51 | Slightly Agree |
|-------------|------|----------------|

Table 5 – Level of Organizational Commitment

As a summary on the organizational commitment of the physical education instructors, the data implies that they all agreed and committed in the organization they are working at but some demands and concerns that more effort has to be exerted from the organization's end to strengthen and have a better working relationship.

| Work Values | Mean | Description |
|-------------------------|------|----------------|
| Comfort and Security | 3.89 | Important |
| Competence and Growth | 3.72 | Important |
| Status and Independence | 3.32 | Mod. Important |

Table 6 – Level of Work Values

As a summary on the work values of the physical education instructors, the data implies that the respondents rated all the dimensions under work values as important.

| Computed t-value | level of Significance | df | Critical Value | Decision | Description |
|------------------|-----------------------|----|----------------|-------------------------------|-----------------|
| 0.00004 | 0.05 | 29 | 1.699 | Fail to Reject H ₀ | Not Significant |

Table 7 – Test of Relationship of Organizational Commitment and Work Values

As to the organizational commitment and work values of the Physical Education instructors, the computed value of 0.0004 were interpreted as negligible relationship. This was lower than the tabular value of 0.231 at 0.05 level of significance hence, the study revealed that there was no significant relationship between the organizational commitment and work values of the Physical Education instructors from the three private higher educational institution.

4. CONCLUSIONS

In light of the findings, following conclusions were drawn:

1. The Physical Education instructors from the three

private higher educational institution were a combination of senior and junior faculty members, that majority were single, and most of them were full time permanent who were qualified to teach in the tertiary Physical Education courses.

2. In the organizational commitment, it shows that the respondents were attached to the organization they were working at with high rating to "agree" for the Affective Organizational Commitment, and "slightly agree" on Normative and Continuance Organizational Commitment. Faculty respondents were emotionally attached to their organization despite of some minor problems they have encountered upon their stay in their workplace.

3. With regards to their work values, the respondents rated important both to Comfort and Security and Competence and Growth while moderately important to Status and Independence. This shows that the physical education instructors feels that they are working comfortably and that they have good relationship with their colleagues as well to the entire members of the organization.

4. Findings revealed that there is no significant relationship between the organizational commitment and work values of the physical education instructors in private higher educational institution. Each is independent to one another that faculty respondent could have good work values but different perspectives and how they feel towards the organization. Same thing that they may have high regards with their respective organization but have issues with their work values in their work place.

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