

# Relationship of Teachers' Organizational Commitment to Their Personal Characteristics and Perceived Organizational Environment in the Cagayan State University

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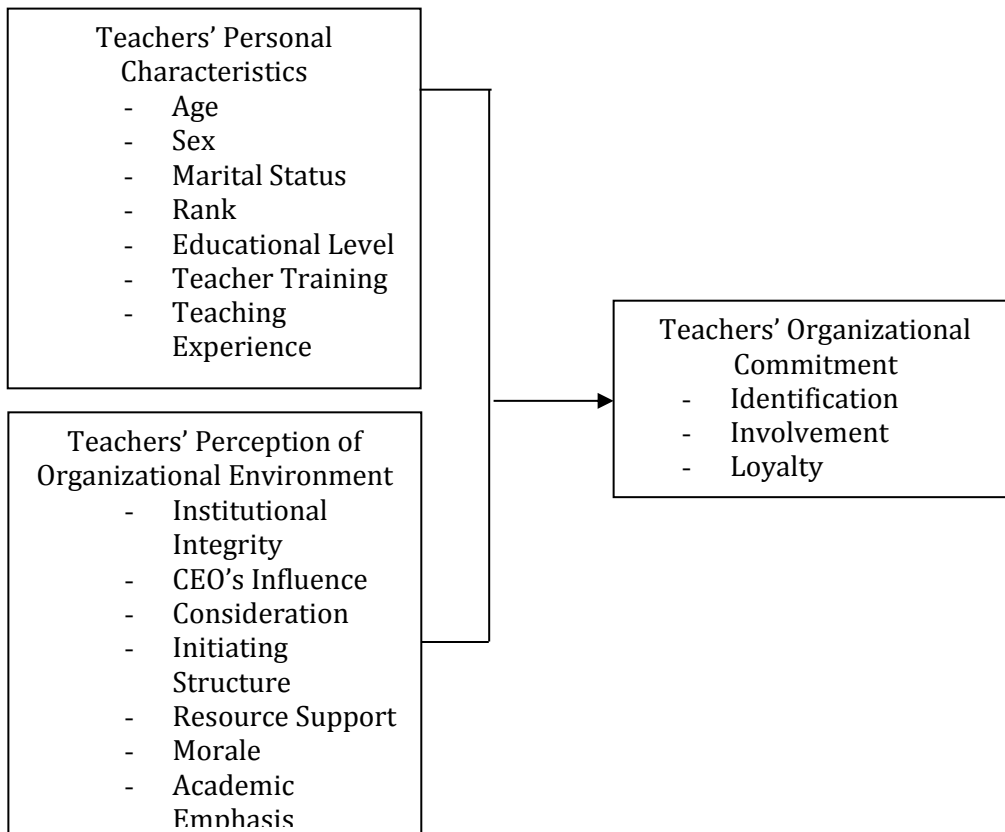
**Abstract:** *The quality of the workplace is a vital factor in promoting teachers' organizational commitment. It is in this premise that the researcher thought of undergoing this study to prove and validate her belief that Cagayan State University (CSU) is a healthy organization in which her faculty members are committed and remain to be always CSUans. The study described and correlated the relationship between personal characteristics and perceived organizational environment and teachers' commitment of CSU. It made use of the descriptive correlation method with the questionnaire as the main instrument in gathering the needed data from all faculty members. Analysis of data included frequency counts, percentages, weighted mean, and were interpreted using the five-point Likert scale. The Pearson's Product Moment Correlation was used to test the hypotheses. Results indicated that most of the respondents are aged 51 and above, majority are females and married, most of the respondents are within the Assistant Professor level, most finished their master's degree and are pursuing doctorate degree in education, and most respondents are 26-30 years of teaching experience. CSU has an effective atmosphere for the teachers to work, have high commitment of teachers. The higher the teachers' perception of organizational environment, the higher is their organization commitment.*

**Key Words:** *Organizational environment, organizational commitment, personal characteristics, descriptive correlation method, questionnaire, Five-point Likert Scale, Philippines*

## 1. INTRODUCTION:

The quality of the workplace (school) is a vital factor in promoting teachers' organizational commitment. According to Miles (1989), workers will be committed to organization that not only survives in its environment but continues to develop and direct its energies toward the accomplishment of its mission. In an organization, how a leader or group behaves is less important than how its members perceive the behaviour. It is in their perceptions of behaviour that motivate actions. In psychology, perception is the process whereby one becomes aware of the world around oneself. One's perception is the perceived image rather than true fact. Thus, the teachers' perception of the interactions between themselves and this is a more accurate construct to reflect the quality of the teachers' work life and is a better indicator of the effectiveness of a school. This perception is conceptualized as the organizational environment or school environment. The organizational environment of a school is another metaphor for conceptualizing the general atmosphere or general climate of a school. A healthy organization is one that continues to cope adequately over the long haul, and continuously develops and extends its surviving and coping abilities. Organizational commitment, on the other hand, is the cumulative strength of identification and involvement with the organization (Steers, 1977). It can be characterized by a belief in the organization's goals and values, a willingness to exert substantial effort on behalf of the organization, and a desire to maintain membership in the organization. Childers (1983) claims that "organizations like the people who comprise them can be either healthy or sick. The healthy organization is functional, while the sick organization is dysfunctional." Hall (1988) found that educators generally perceived their organizations as highly bureaucratic, while his research also revealed that teachers were one of the most "strongly professionalized" occupational groups. It is precisely this combination of attributes that could potentially result in a conflict between professional and organizational interests, making the nature of commitment among educators an important topic for empirical investigation. It is in this premise that the researcher thought of undergoing this study to prove and validate her belief that CSU is a healthy organization in which her faculty members are committed and remain to be always CSUans.

The framework of the study is shown below. It reflects the conceptual paradigm, which shows the relationships of the variables in this study. The teachers' personal characteristics and the organizational environment dimensions are the independent variables while the teachers' organizational commitment is the dependent variable.



### 1.1. STATEMENT OF THE PROBLEM:

This study determined the relationship between personal characteristics and perceived organizational environment and teachers' organizational commitment of the Cagayan State University. Specifically, it sought answers to the following questions:

1. What is the personal characteristics of the teacher-respondents in terms of:
  - age
  - sex
  - marital status
  - faculty rank
  - educational level
  - teaching experience
  - teacher training
2. How do the teachers perceive their organizational environment in terms of:
  - institutional integrity
  - CEO's influence
  - consideration
  - initiating structure
  - resource support
  - morale
  - academic emphasis
3. To what degree are the teachers committed to their school in terms of:
  - identification
  - involvement
  - loyalty
4. Is there a relationship between the teachers' organizational commitment and their personal characteristics?
5. Is there a relationship between the teachers' organizational commitment and their perception of organizational environment?

### Research Hypotheses

1. There is no relationship between the teachers' organizational commitment and their personal characteristics.

- There is no relationship between the teachers’ organizational commitment and their perception of organizational environment.

**2. METHODOLOGY:**

The study made use of the descriptive correlation method with the questionnaire as the main instrument in gathering the needed data. It described the personal characteristics of the teacher – respondents and the degree of teachers’ organizational commitment. Furthermore, the result of the correlation analysis between the independent and dependent variables were described. This study was conducted in all the campuses of the Cagayan State University. The Cagayan State University is composed of seven campuses namely: CSU – Aparri, CSU - Gonzaga, CSU - Lallo, which are in the first district of Cagayan; CSU - Lasam, CSU - Piat, CSU - Sanchez Mira, which are in the second district of Cagayan; and CSU - Tuguegarao in the third district of Cagayan. The questionnaire was the principal instrument in gathering data needed in the study. This was composed of three parts. Part I consisted of information about the personal characteristics of the teacher – respondents, Part II dealt with the teachers’ perception of organizational environment in terms of institutional integrity, CEO’s influence, consideration, initiating structure, resource support, morale, and academic emphasis. Part III consisted of items that measured the degree of teachers’ organizational commitment in terms of identification, involvement, and loyalty. The data gathered were tabulated for purposes of interpretation and analysis. Frequency counts and percentages were utilized to determine the respondents’ personal characteristics. Weighted mean was used to determine the teachers’ perception of organizational environment and teachers’ degree of organizational commitment which were rated accordingly using the five point - Likert scale which is as follows:

Points	Range Interval	Descriptive Rating
5	4.21 – 5.00	Very Strongly Agree
4	3.41 – 2.60	Strongly Agree
3	2.61 – 3.40	Agree
2	1.81 – 2.60	Disagree
1	1.00 – 1.80	Strongly Disagree

The Pearson’s Product Moment Correlation was used in determining the relationship of teachers’ organizational commitment to their personal characteristics and perceived organizational environment.

**3. RESULTS AND DISCUSSION:**

**3.1. PERSONAL CHARACTERISTICS OF THE TEACHER-RESPONDENTS:**

Results indicate that most of the respondents are aged 51 and above, majority are females and married, most of the respondents are within the Assistant Professor level, most finished their masters degree and are pursuing Ph.D. education, and most respondents are 26-30 years of teaching experience.

**3.2. TEACHERS’ PERCEPTION ON THEIR ORGANIZATIONAL ENVIRONMENT:**

Table 1.0 shows the teachers’ perception on their organizational environment along the different areas. The overall weighted mean is 3.79 described as “Strongly Agree”. This implies that the teachers believe CSU has an effective atmosphere for them to work because it maintains the educational integrity of its programs, the CEOs possess the desired qualities of leaders that is why they are able to work well with their superior, the CEOs and teachers have sound working relationships, the behaviour of the CEOs is both task and achievement oriented, the teachers are in a state of contentment, and the university is driven by a quest for academic excellence. Miles (1989) says, an organization is one that not only survives in the environment, but continuous to cope adequately over the long haul, and continuously develops and extends its surviving coping capabilities.

Table 1.0 Teachers’ perception on their organizational environment.

Dimensions	:	Weighted Mean :	Descriptive Value
1. Institutional Integrity	:	3.84	Strongly Agree
2. CEO’s Influence	:	4.03	Strongly Agree
3. Consideration	:	3.74	Strongly Agree
4. Initiating Structure	:	3.82	Strongly Agree
5. Resource Support	:	3.05	Agree
6. Morale	:	3.92	Strongly Agree
7. Academic Emphasis	:	4.16	Strongly Agree
Overall Weighted Mean	:	3.79	Strongly Agree3

### 3.3. TEACHERS’ DEGREE OF COMMITMENT TO THEIR SCHOOL:

Viewed from table 2.0 is the teachers’ degree of commitment to their school. The measures of teachers’ degree of commitment which are identification, involvement, and loyalty have weighted means of 4.28, 4.29, and 4.34 respectively with descriptive values of “Very Strongly Agree”. These values boiled down to an overall weighted mean of 4.30 or “Very Strongly Agree”. This firmly shows the high commitment of teachers to CSU. They are interested in the performance of their tasks because they love their profession, they are willing to bring out considerable effort on behalf of CSU, and they have strong desire to spend their fruitful years in CSU. The results further imply that teachers of CSU wish to be active players in the organization, have an impact on what is going on in it, feel they have high status within it, and are ready to contribute beyond what is expected of them. The identification, involvement and loyalty that the CSU teachers show might be due to a feeling of belongingness. After all, the support which the CSU gives its employees is returned manifold in terms of high group morale, spirit, achievement of goals and general goodwill. This is the basis for a climate in which people can work and attain self-realization toward satisfaction far beyond any monetary return or other material reward.

Table 2.0 Teachers’ degree of commitment to their school.

Areas	Weighted Mean	Descriptive Value
1. Identification	4.28	Very Strongly Agree
2. Involvement	4.29	Very Strongly Agree
3. Loyalty	4.34	Very Strongly Agree
Overall Weighted Mean	4.30	Very Strongly Agree

### Relationship between the Teachers’ Organizational Commitments in terms of Identification and their Perception of Organizational Environment

Table 3.0 shows the relationship between the teachers’ organizational commitment in terms of identification and their perception of organizational environment. Their positive r-values indicate that the higher their perception of organizational environment, the higher is their organizational commitment in terms of identification.

Institutional integrity is significantly related to the teachers’ organizational commitment in terms of identification. This is proven by the probability value of .0005 which is lesser than .01 level of significance. To a large extent, the goals of a school are abstract and there is no easy and appropriate measures of effectiveness. Therefore, teaching is an activity that is readily subject to criticism. Teachers are frustrated if they have to face the caprice of unfounded and ill considered complaints. Teachers like to, perhaps need to, work in a protected environment. If the school has high ability to cope up with its environment in a way that maintains educational integrity of its programs, the teachers will work wholeheartedly because of their acceptance of the organization’s goals and values.

The CEO’s influence and consideration have also bearing to the teachers’ organizational commitment in terms of identification. This is shown by their probability values of .0001 and .0007 respectively which are lesser than .01 level of significance. These two dimensions can be combined to represent the leadership style of the CEO. He provides dynamic leadership which is both task oriented and relations oriented. This means that the CEO’s behaviour should be supportive to teachers and yet provide direction and maintain high standards of performance. This finding is consistent to the findings of Bass (1981), In contrast, Cheng (1990) argues that for teachers’ commitment, the effect of the consideration is negligible. Resource support was also found to have significant effect to organizational commitment in terms of identification. The success of teaching depends heavily on the provision of ample and up-to-date and supply that are needed and requested by teachers. It is in this basis that the more resource supports, the higher is the degree of commitment in terms of identification because teachers would be teaching with enthusiasm, vigor, and pleasure. Helping and supporting each other, and respect for professional competence. Morale which has a probability value of .0007 lesser than .01 of significance signifies its significant relationship to the teachers’ organizational commitment in terms of identification. The higher the morale of teachers, the higher is their degree of commitment in terms of identification. This means, if there is high sense of friendliness, enthusiasm, and trust among the faculty members, the higher is their degree of acceptance of organization’s goals and values and the better they would carry out their teaching roles. Academic emphasis is significantly related to the teachers’ organizational commitment in terms of identification. This is so because its probability value of .0001 is lesser than .01 level of significance. There is no doubt that the students’ academic achievement is the major source of a teachers’ satisfaction. In an environment where high standards are set for academic performance, where the learning environment is orderly, where teachers believe in their students’ ability to achieve, where students work hard and respect those who do well, the teacher’s commitment in terms of identification increases because the teachers are more challenged in the performance of their tasks. As a result of the discussion, the hypothesis, “There is no significant relationship between the teachers’ organizational commitment in terms of identification and their perception of organizational environment” is rejected.

Table 3.0 Relationship between the teachers’ organizational commitment in terms of identification and their perception of organizational environment.

Areas	: r-value	: Probability	: Remarks
Institutional integrity	.314	.0005	S
CEO's influence	.375	.0001	S
Consideration	.310	.0007	S
Initiating Structure	.410	.0003	S
Resource Support	.404	.0002	S
Morale	.533	.0007	S
Academic Emphasis	.527	.0001	S

### Relationship between the Teachers' Organizational Commitment in terms of Involvement and their Perception of Organizational Environment

In the succeeding table, it appears that the null hypothesis posed relative to the relationship between the teachers' organizational commitment in terms of involvement and their perception of organizational environment is rejected. This is shown by the results of the statistical analysis where all the probability values are lesser than .01 level of significance. Their positive r-values indicate that the higher the respondents' perception of organizational environment, the higher is the degree of teachers' commitment in terms of involvement. As to institutional integrity, the more the school meets functional needs and successfully copes with disruptive external forces and directs its energies towards its mission, the higher is the degree of teachers' commitment in terms of involvement that is the more they are highly involved in their jobs. The greater the CEO's influence or ability to persuade their superior and to work well with superiors, the more the teachers wilfully respond to assigned tasks. In terms of consideration, if the CEO and teachers have sound working relationships, the more the teachers are common had to participate and spends more time in school helping students and conducting consultations with teachers and students. Likewise, if the CEO possesses favourable behaviour and knows how to win his subordinated, the more teachers are motivated to render extra time for the exigency services and for the school. As to resource support, the availability of classroom supplies and instructional materials would greatly affect the teachers' commitment. Committed teachers are more prone to accept extra assignments without reluctance for the sake of the school. If the teachers' morale is high, the commitment is high. When teachers are in a state of contentment or satisfaction, the more they are committed to bring out their best to be of service to the students, teachers and the organization as a whole. When teachers' efforts to work hard with students are appreciated, their commitment in terms of involvement increases. This means that the higher the perception of organizational environment in terms of academic emphasis, the higher is the degree of commitment in terms of making himself more available to people who need services.

Table 4.0 Relationship between the teachers' organizational commitment in terms of involvement and their perception of organizational environment.

Areas	: r-value	: Probability	: Remarks
Institutional integrity	.353	.0001	S
CEO's influence	.266	.0005	S
Consideration	.154	.0004	S
Initiating Structure	.231	.0002	S
Resource Support	.175	.0001	S
Morale	.384	.0003	S
Academic Emphasis	.348	.0007	S

### Relationship between the Teachers' Organizational Commitment in terms of Loyalty and their Perception of Organizational Environment

The data shown in table 5.0 reveals the relationship between the teachers' organizational commitment in terms of loyalty and their perception of organizational environment. The areas institutional integrity, CEO's influence, consideration, initiating structure, resource support, morale and academic emphasis are found to be significantly related to the teachers' commitment in terms of loyalty. Hence, the null hypothesis, "there is no relationship between the teachers' commitment in terms of loyalty and their perception of organizational environment" is rejected. Their positive r-values indicate that the higher the perception of organizational environment, the higher is the degree of commitment in terms of loyalty. Furthermore, their probability values, all of which are lesser than .01 level of significance proves the significant relationship of the two variables. The greater the tendency for teachers and parents to join hands in promoting educational integrity, as the CEO's pay more attention to the establishment of an effective communication system in their school and as they disclose all relevant information to the teachers, the more the CEO's are concerned with the welfare of their teachers, the higher the source support, the higher the feelings of affiliation and genuine liking to one another, and the higher the level of teacher and student satisfaction, the more



teachers will stay loyal in their schools. With the positive indicators on the different areas of the perception on organizational environment, teachers classify their school as a sound and healthy institution where they enjoy working together. Individuals who felt valued and supported by their organizations were in this case more emotionally attached to the organization and to the profession as well (La Maestro, 2000). The findings conform with the statement of Allen and Meyer (1990): Employees with strong affective commitment remain because they want to, those with strong continuance commitment remain because they need to, and those with strong normative commitment remain because they feel they ought to do so.

Table 5.0 Relationship between the teachers’ organizational commitment and their perception of organizational environment in terms of loyalty.

Areas	: r-value	: Probability	: Remarks
Institutional integrity	.223	.0002	S
CEO’s influence	.264	.0008	S
Consideration	.203	.0001	S
Initiating Structure	.311	.0004	S
Resource Support	.256	.0003	S
Morale	.355	.0005	S
Academic Emphasis	.442	.0001	S

**4. CONCLUSION:**

Based on the results of the study, the following conclusions were arrived at:CSU has an effective atmosphere for the teachers to work. The teachers’ organizational commitment in terms of identification and involvement is not affected by their personal characteristics. However, age, faculty rank, and teaching experience significantly affect their commitment in terms of loyalty. The higher the teachers’ perception of organizational environment, the higher is their organization commitment.

**5. RECOMMENDATIONS:**

In the light of the aforementioned findings and conclusions, the researcher humbly presents the following recommendations:

- CSU should sustain its effective/favourable atmosphere to keep it shine through the years.
- Although the teachers are resourceful to find other materials which can substitute unavailable materials, instructional materials and supplementary materials should still be made available and teachers should be provided with ample and up-to-date materials and supplies.
- Teachers should sustain their high commitment to CSU.
- A similar study should be conducted to determine how organizational environment is related to school outcomes such as the students’ academic achievement and the teachers’ sense of efficacy.
- Case studies for further exploration of the conditions which promote school environment, teachers’ commitment and the relationships revealed in this study should also be conducted.

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