

Factors Affecting Employee Commitment in the Workplace: An Analysis

Edison Estigoy^{1*} Josephine Sulasula²

1. School of Oriental and African Studies, Xi'an International Studies University, No.1 Wenyuan Nanlu, Guodu, Xi'an, Shaanxi, China
2. Zamboanga City State Polytechnic College, R.T. Lim Boulevard, Baliwasan, Zamboanga City, Philippines

*edisonestigoy13@gmail.com

Abstract

In today's organizational settings whether private or government agencies are continuously facing different challenges concerning unrelenting productivity and producing committed workforce. No organization can perform at ultimate levels unless each employee is committed to the organization's objectives and goals. Therefore, undeniably it is important that the organization understands the concept of employee commitment and its feasible outcome and viable impact. This study explored factors affecting employee commitment in the workplace of private and public higher education institutions. Specifically, it sought to answer the current work-relationship of the employee towards manager, colleagues and the perception on employee commitment in the workplace. In the present study, the models used to explore the work-relationship and commitment is the social exchange theory or norm of reciprocity, and psychological contract. Psychological contract explained individuals' beliefs about their employment relationship and guide employee beliefs about what they think they are entitled to receive because of real or perceived promises from their employing organization and as we are living in a social world, reciprocity creates a normative bond among people and injects in them the obligation to return, any benefits received by them.

Keywords: Education, Management, Commitment, Workplace, Employees

DOI: 10.7176/JEP/11-27-19

Publication date: September 30th 2020

1. Introduction

This study attempts to analyze the possible factors that affect the commitment of both private and government employees. In this study, employee commitment is conceptualized and operationalized as consisting of commitment to the company worked for and commitment to the occupation, or the work done at the company. It includes investigating the construct commitment, the impact of self-efficacy on employee commitment, psychological contract, reciprocity and the possible interventions required. The focus of this study rounds the concept on work-relationship with the line-managers and among employees that relates to the employee commitment.

Over the last ten years, the study of commitment has advanced in many different directions. A variety of disciplines have adopted the topic as a theme in the research and these have offered fresh and significant insights. These recent advances include new approaches to both the conceptualization of employee commitment and the particular human resource practices intended to increase it. What is now apparent is that, as long as the organization has been able to attract the right sort of employees and has provided a suitable work environment, employee commitment will be largely influenced by the interactions that occur between colleagues and with the immediate and senior managers. The relationship between the organization and the employee, therefore, should be considered as being no different from any other type of relationship. Commitment is complex and continuous, and requires employers to discover ways of enhancing the work life of the employees.

In the stir of globalization and the changing demographics of the organization, organizational commitment is indeed becoming an intriguing topic and is drawing attention from managers and human resource professionals. The rapid development of information technology and global competition has placed organizations under increased and stringent competition domestically and internationally. Over the last years, international business has been drastically affected by global competition as well as the globalization of preferences and business practices. Consequently, managing workers and companies across borders has become very arduous for corporations everywhere due to increase in mergers, acquisitions, and employee turnover. With the attrition rate touching all-time high, retaining employees has become a challenge for all the organizations and employers are having tough times figuring out what it takes to retain the talent within the organization (George and Jones, 2012).

In today's fast-paced competitive world, every organization constantly faces new challenges regarding sustained productivity and creating committed workforce. Commitment in different forms display that there are employees who chose to stay the whole life within the organization, there is certain abstract string that binds individual to the organization, employees who are reactive if needed, and the factors found common to the employees that leads to commitment. Being feeling involved and engaged is a different thing as a whole to the organization. Committed employees are organization's greatest assets and it is to believe that plays a vibrant role in overall business efficiency and profitability.

It is in the aforementioned particulars; the researchers are interested to determine the work-relationship of an employee towards colleagues and manager in relation to employee commitment in the workplace.

1.1 Statement of the Problem

The purpose of this study is to analyze the factors that affect the commitment of an employee in the workplace.

1. What is the work-relationship of employee towards managers in terms of employee commitment?
2. What is the work-relationship of employee towards colleagues in terms of employee commitment?
3. What is the perception of the employee towards commitment in the workplace?

1.2 Theoretical Framework

The main theories underpinning this study are the social exchange theory, psychological contract, and norm of reciprocity. Psychological contract explained individuals' beliefs about their employment relationship and guide employee beliefs about what they think they are entitled to receive because of real or perceived promises from their employing organization (Robinson, Kraatz, & Rousseau, 1994). The fact that organizations are stressing on providing intangible rather than tangible benefits to its employees is affecting the commitment of the employees towards the organization. Further, psychological contract concerns both concrete, which includes pay and working conditions, as well as abstract elements, comprising of security and challenges, of the give- and- take between employer and employee (Guzzo & Noonan, 1994). Human resource management practices are said to affect psychological contract, and training is one such practice that can be controlled or managed to arouse a desired set of reciprocal attitudes and behaviors, including job involvement, motivation, and organizational commitment (Bartlett, 2001). Decreasing opportunities for training in today's organizations is directly impacting the commitment of the employees (Periera, 2006).

Gouldner (1959) submitted that we live in a social world and there is always an obligation to return or repay whatever favor we have received from others. Gouldner holds that reciprocity is a generalized and probably universal norm. This norm of reciprocating constitutes the fundamental idea of social exchange theory (Blau, 1964). Reciprocity creates a normative bond among people and injects in them the obligation to return, any benefits received by them. Whereas investments accrue as individuals make contributions that will be rewarded in the future, reciprocity would work in the opposite way: an individual would receive a benefit, such as training or an opportunity beyond his or her current ability, and would expect to repay it through future performance (Scholl, 1981). As aforementioned increasing inter-firm mobility is now making the organizations cautious not to invest lavishly on their employees.

2.0 Literature Review

Commitment is a feeling of loyalty and oneness that an employee feels towards the organization. This is normally based on personal experiences with regard to the organization's policies and procedures and the interaction of employees may have as agents of the organization. A feeling and beliefs of employee that being part of the organization somewhat boosting the productivity of the employee. Organizational Commitment is a core predictor of employee's attitude to the organization and is a strong indicator of turnover behavior, withdrawal tendency and organizational citizenship behavior (Sinclair and Wright, 2005). The bond of the employee interprets what are the values and attitudes of employee. Committed employees are increasingly becoming a valued asset in organizations. For the purpose of this study employee commitment is viewed as commitment to the organization as well as employees' commitment to their occupations (Robinson, 2009).

Organizational commitment is a psychological concept reflecting the relationship between the employees and the organization (Becker, 1960; qtd. Wei, Tai, 2010: 904). It is the way of employees to perceive the organization and response to it (Mowday, 1979; qtd. Uyguç, Çimrin 2004: 92). "The employees who are strongly committed to the organization are those who are least likely to leave the organization" (Allen, Meyer, 1990). As Balci in 1990 mentioned in his studies, the individuals who are committed to the organization, work as more compatible, productive, and loyal (Bayram, 2005: 126). In 1960, Becker in his researches claimed that the employees never commit to the organization emotionally, but they just do is to continue working because they

don't want to lose its status and salary (Gül, 2002: 39). According to side-bet theory, he pointed out that employees don't leave working in the organization in order to protect their hidden benefits. For instance, a person thinks to give up his job which he took two months before because of a better job offer. But the ones giving up his job before the end of a year are called as untrustworthy in his work circumstances. So the person refuses the new job offer to be afraid of to be called such a way (Becker, 1960: 35-36).

2.1 Work – Relationship Variable

In the social sciences, social structures are the patterned social arrangements in society that agreement and determinant of the actions of the individuals. Stated by Dey (2003) the social structure is 'the relationship between different entities or groups which are enduring and relatively stable' (p. 51). 'Structure' thus refers to a patterning of relationships that is independent of particular individuals concerned. This emphasizes the idea that society is grouped into structurally related groups or sets of roles, with different functions, meanings or purposes. As mentioned before, interpersonal relations can play a key role in influencing commitment to organizational changes.

Rice and Aydin (1991) investigated attitudes toward a new introduced information technology in a company. Results show that employees who shared supervisory-subordinate relationships were more likely to share similar attitudes about this recently introduced technology (Rice & Aydin, 1991). It is also known that in general work-relationships are associated with a number of positive outcomes, like happiness and less stress (Chadsey & Beyer, 2001).

2.2 Relationships with managers:

Managers play a critical role in the turbulent, changing environment of this century (Allen, Eby, Lentz, Lima & Poteet, 2004; Kram & Higgins, 2009; Tierney, 1999). When the relationship with the leader is good, it is common to find a high degree of similarity or "leader-member agreement" between supervisor and employee along the lines of values, attitudes and perceptions (Uhl-Bien et al., 2000). The quality of an individuals' relationship can range from a highly interactive and interpersonally supportive association, to a less interactive but very formal association. The relationship can also be indicated by the extent to which a leader understands the problems and needs of the employee and if the leader recognizes the potential of the employees. Also confidence in each other and the willingness to help and solve problems is an indicator of quality.

2.3 Relationships with Colleagues:

(Baumeister & Leary, 1995) Although emotional attachment to colleagues in the workplace is an important element of commitment, it is not enough on its own. This important aspect, however, must not be neglected but maintained through frequent, pleasurable contact with peers. Unless there is occasion for frequent and rewarding interaction, stronger feelings of belonging that can bind employees to the organization are unlikely to emerge. Organizations that want to build high levels of commitment should look for ways to build this through group activities both in and out of work.

2.4 Organizational Commitment

Meyer and Allen (1991) defined organizational commitment as "a psychological state that (a) characterizes the employee's relationship with the organization and (b) has implications for the decision to continue membership in the organization" (Meyer & Allen, 1991; p. 67). As mentioned previously, Meyer and Allen distinguished between three states or components of organizational commitment. These three components differ in terms of the sources of attraction for relationship with the organization and are referred to as affective commitment, continuance commitment, and normative commitment. Affective commitment (AC) refers to the employee's emotional attachment to, identification with, and involvement in the organization" (Meyer & Allen, 1997; p. 11). Employees with strong AC remain in the organization because they *want to*. This component of commitment may encourage adherence to the expectations and values of organization. "Continuance commitment (CC) refers to an awareness of the costs associated with leaving the organization" (Meyer & Allen, 1997; p. 11). Employees with strong CC remain in the organization because they *need to*. This component of commitment has been associated with the side bets or investments an employee makes with an organization. *Normative commitment* refers to employees' feelings of obligation to the organization. Employees with high levels of normative commitment stay with the organization because they feel they *ought to*.

Commitment affects the organization and the person, making two levels. (a) Organizational commitment which is directed by organization attributes and defined as the psychological and emotional attachment of employees to their organizations (Morrow, 1993; Meyer & Allen, 1991; Mathieu & Zajac, 1990). (b) Individual employee commitment, guided by attributes that directly affect the person and is defined as the psychological and emotional attachment of individuals to their jobs, careers, work groups or teams, peers and supervisors (Cohen,

2003). Organizational commitment is the measure of strength of the employee's identification with the goals and values of the organization (Mowday et al., 1982) and supervisor. Individuals committed to the organization exert extra effort, desire organizational membership (Morrow, 1993), protect company assets, and share company goals and values (Meyer & Allen, 1997). Supervisory commitment is defined as the strength of identification with supervisor and internalization of supervisor's values. Identification occurs when the subordinate admires certain attributes of the supervisor, such as attitudes, behavior, and accomplishments. Internalization occurs when the subordinate adopts the attitudes and behaviors of the supervisor because the supervisor's attitudes and behaviors are congruent with the subordinate's value systems (Becker, 1992; Gregersen & Black, 1993). Commitment to organization is related positively to a variety of desirable work outcomes including employee job satisfaction, motivation and performance, and related negatively to absenteeism and turnover (Mathieu & Zajac, 1990). Organizational commitment can be measured as either attitudinal or calculative. Attitudinal, referred to as affective (Meyer, Allen, & Smith 1993), or internalization and identification (O'Reilly & Chatman, 1986) is the employee's emotional attachment and identification with the organization (Meyer & Allen, 1997; Mowday et al., 1982; Cohen, 2003; Porter et al 1974). Employees continue with the organization because they want to do so (Meyer & Allen, 1997; Mowday et al, 1982) and feel proud to be part of the organization, respecting its values and accomplishments (O'Reilly & Chatman, 1986). The calculative or "side-bet" (Becker, 1960), also referred to as continuance (Meyer & Allen, 1997) and compliance (O'Reilly & Chatman, 1986), signifies the extent to which employees feel committed to their organization by virtue of the cost that they feel is associated with leaving it and their need to remain with the organization (Becker, 1992; Meyer & Allen, 1997).

According to Fornes and Rocco, 2004 a Cognitive mapping can be used as a model of the relationships between the elements, antecedents, and consequences of workplace commitment, which lead to organizational commitment and/or individual employee commitment. The antecedents to organizational commitment (clarity of purpose, equity & fairness, empowerment, congruency, feedback & recognition, autonomy and interesting work) lead to an employee's perception of organizational and supervisory support creating an emotional attachment to the organization (organizational commitment). The antecedents to individual commitment (congruency, feedback & recognition, autonomy and interesting work) lead to meaningfulness of work, career, peers, and self, creating an attachment to one's job, career, and work teams (individual commitment). Organizational and individual commitment results in positive outcomes and implications for the organization and the individual (consequences of commitment).

Individual commitment is the measure of strength of the employee's identification with the values of other individuals and peers within the organization (team commitment), and their work (job commitment) and careers (career commitment) and encourages individuals to exert extra organizational citizenship behavior as active positive contributions to colleagues and avoid engaging in harmful behaviors. Team commitment is an individual's identification and sense of cohesiveness with other members of a group. The importance of team commitment is its enhancement of social involvement that reinforces the social ties that the individual forms with the organization (Randall & Cote, 1991).

2.5 Antecedents to Commitment in the Workplace

In this study, antecedents of commitment can be a driver variables and factors that would affect employee commitment are Demographic Variables, Eby et al. 2000; Communication Variables, Wanber & Banas (2000); Work – Relationships, Chadsey & Beyer, 2001; Individual Variables (George & Jones, 2012; O'Malley, 2000; Sturges and Guest, 2000; Mignerey et al., 1995); Hogg et al., 1995; Meyer and Allen, 1997; Schwarzwald et. al., 1992 ; The Families & Work Institute, 1998.

Antecedents of commitment are actions or elements that cause commitment to occur. Congruency, interesting work, clarity of purpose, feedback, equity /fairness, empowerment, and autonomy are antecedent elements linked to organizational commitment that produces psychological states that lead to positive consequences for the organization and individual. The antecedents that lead to individual employee commitment are congruency, interesting work, feedback, and autonomy. Congruency is the quality of agreement that exists between the employee's values and interests and those of the organization. If congruency exists between a person's interests, preferences, abilities (Holland, 1985) and values (Katzenbach, 2000), and organizational factors in the work environment, employees become more emotionally committed to the organization leading to improved performance (Holland, 1985; Katzenbach, 2000). Congruency or "fit" between the individual and his or her job/career increases commitment to the career and/or job (O'Reilly, Chatman, & Cadwell, 1991).

Interesting work holds the individual's attention, is challenging and rewarding, is significant to the organization, and allows utilization of a variety of skills and knowledge. Job characteristics such as job challenge, skill variety (different activities and talents the job requires), task identity (doing a job from beginning to end with

visible results), task significance (the job's impact on the lives of workers and the organization), degree of autonomy (freedom, independence and discretion in scheduling work and determining procedures) all improve commitment to the organization (Mathew & Zajac, 1990; Nelson, 1999), to the job (Hackman & Oldham, 1976; Varona, 2002), and one's career (Person, 1997). The more important a task or job component (job significance) is, the greater the level of job commitment and job satisfaction, motivation and job performance (Hackman & Oldham, 1976). Organizations that ensure interesting work will improve employee commitment to the organization and the job itself. Clarity of purpose provides a clear identification of the intentions, ideas, goals and plans of the organization allowing employees to be informed, ask questions, share information, provide a clear sense of direction. Lack of clarity, about purpose, lies at the core of organizational ineffectiveness and inefficiency (Kaufman, 2000; Katzenbach, 2000). Organizations that provide a clear sense of direction (Greenberg, 1994), adequate explanation of new policy (Rhodes & Steers, 1981; DeCotiis & Summers, 1987) and purposerreport high levels of organizational commitment (Mathieu & Zajac, 1990), workgroup commitment (Konovsky & Cropanzano, 1991) and individual commitment (Varona, 2002). Equity and fairness maintains a balance between and within the organization and its employees.

Affective commitment and commitment between peers and supervisor is strengthening when employees' perceptions are of a fair, trusting, and equitable environment (Konovsky & Cropanzano, 1991; Kim & Mauborgne, 1993; Rhodes & Steers, 1981). Feedback is the degree to which employees receive information that reveals how well they are performing on the job. Feedback that promotes continuous improvement and constant communication with employees leads to the development of organizational commitment (Luthans, 1998) and enhanced performance (Katzenbach, 2000; Nelson, 1999; Varona, 2002).

Empowerment gives authority to the employees to make decisions about their work. Organizational commitment is stronger among employees who are allowed to participate in decision-making and empowered to carry out their work (Rhodes & Steers, 1981; DeCotiis & Summers, 1987; Meyers & Allen, 1997). Empowerment, autonomy, and mutual accountability focus employees on doing a job well and encourage them to lend a hand to a co-worker or department that needs help (Katzenbach, 2000). Giving people latitude, flexibility, and empowerment to make decisions increases the chance that they will perform as desired bringing additional initiative, ideas, and energy to their jobs (Nelson, 1999). Autonomy is the degree of freedom, independence and discretion an employee is allowed in scheduling work and determining procedures. Increased autonomy strengthens organizational commitment (Mathew & Zajac, 1990), increases job satisfaction (Fried & Ferris, 1987), and contributes to job commitment (Person, 1997; Hackman & Oldham, 1975).

2.6 Consequences of Workplace Commitment

The consequences of workplace commitment are the effects and outcomes that result from organizational and individual employee commitment. Employees with strong organizational affective commitment are emotionally attached to the organization having a greater desire to contribute meaningfully to the organization, choose to be absent less, work harder (Mathieu & Zajac, 1990), improving production (Randal & Cote, 1994) and overall performance on the job (Meyer & Allen, 1997). Managers with strong affective commitment report higher levels of compliance with strategic decisions and avoidance of budgetary slack in financial planning (Kim & Mauborgne, 1993; DeCotiis & Summers, 1987), are more willing to engage in organizational citizenship (Nouri, 1994) or extra-role performance (Meyer et al, 1993). The willingness to go above and beyond the call of duty (extra-role performance) include things such as providing extra help to coworkers, volunteering for special work activities, being particularly considerate of coworkers and customers, arrive early to work and/or leave late, and make suggestions when problems arise (Meyer & Allen, 1997). Affective commitment leads to increased competitiveness, accountability and the desire to improve overall performance of the job (Konovsky & Cropanzano, 1991).

Affective organizational commitment is beneficial to the employee as well. Employees that have high levels of affective commitment, experience lower stress levels even though they work longer and harder than those not committed. Affective commitment encourages motivation (Meyer & Allen, 1997) and lower psychological physical, work-related stress (Reilly & Orsak, 1991), less emotional exhaustions and depersonalization (Jamal, 1990).

Employees committed to the organization, their jobs and careers appear happier, and are able to exert more quality time to their families and hobbies (Reilly & Orsak, 1991).

Individual employee commitment and commitment to work groups improves team performance, pro-social behavior and group cohesion enhancing individual job performance and satisfaction (Bishop and Scott, 1997). Those committed to their jobs and/or careers are absent less and have lower intentions to quit (Bishop & Scott, 1997), increased job satisfaction, and increased intrinsic motivation (Hackman & Oldham, 1976). Job

characteristics or interesting work such as task identity, skill variety, task significance and autonomy increases motivation, job satisfaction and job performance (Hackman & Oldham, 1976). Career commitment and job involvement affect professionals' job satisfaction, turnover intention, role stress, productivity, and job migration (Aranya & Ferris, 1984; Gunz & Gunz, 1994).

The common point of organizational commitment components is that the employees continue to remain in the organization whatever they feel positive or negative (Özdevecio glu, 2003: 114). For instance, although the employees have weak affective and normative commitment, the lack of alternatives can lead them to have a strong continuance commitment (Ceylan, Bayram, 2006: 117). However, the main important point here for the organization is the performance and efficiency of the employee. The attitudes and performance of employees in workplace depends on what they perceive about the organization (Allen, Meyer 1990:4-15). For instance, when employees perceive that "their" organization acts as a "true organization", they form positive images about it. They feel proud to identify with such an organization, develop their self-esteem, form affective bonds with the organization, develop a sense of loyalty, and make efforts to perform better and to benefit the whole organization (Dutton, 1994).

2.7 Commitment in the Workplace

If commitment behavior is not transferred from individuals and subgroups to the total organization, dysfunctional behavior can exist among individual employees whose goals are in conflict with the goals of the total organization (Cohen, 2003; Vandenberg & Scarpello, 1994). One example of this is the possible inverse relationship between career commitment and organizational commitment. If the organization is not in line with the employee's career goals, it may cause the employee to be more committed to his or her career rather to the organization, which would have an inverse effect on organizational performance (Cohen, 2003). Commitment in the workplace reframed illustrates this issue of conflict which is explained by the extent to which organizations engaging in activities (antecedents) that enhance both organizational commitment (committed to the organization and supervisor) and individual employee commitment (committed to their jobs, careers, work groups) consequences will occur, leading to outcomes of maximization of organizational and individual performance. When the employee is committed at all levels, optimal organizational and individual performance occurs as well as individual employee satisfaction. In organizations where employees are neither committed to the organization nor to their job, careers, and/or work groups, or the organization, distress within the organization may occur leading to organizational performance problems and low performing workers. Organizations where employees may either be committed to the organization, but not committed at the individual level (i.e. to their jobs or careers) or committed at the individual level, but not committed to the organizational level may experience conflict between organizational values and goals of the employee leading to a status quo performance situation or performance lower than expected.

The researches show that the individuals, who bond to their organization emotionally, have higher work performance. There is a negative correlation between continuance commitment and work performance (Meyer, et al., 2004) The results of Jing and Xiao-hua's survey indicate that there is a positive relationship between affective commitment and work performance (Jing, Xiaohua, 2009: 621). Also as the employee satisfaction increases, there will be increase in work performance. The continuance commitment has a negative relationship with work performance belonging to the survey. It is not surprising to obtain low work performance from those who have the desire to give up and unwillingness with the organizational goals and conditions. Suitable working environments which satisfy and motivate the employees, lead them to have higher works performance (Yücel, 2009: 455).

In summary, as Rusbult & Buunk (1993) contend, people stay in relationships to the extent that they are uniquely dependent on them relative to the alternatives. The more attractive the alternatives and the lower the termination costs, the less people are reliant on the existing relationship for the source of their satisfaction.

3.0 Research Design

The study will employ a descriptive research design as this attempted to ascertain the perception of the teachers towards employee commitment in terms of work-relationship. This design is deemed appropriate for the study because it describes and interprets "what is". This is concerned with conditions or relationships that exist, opinions that are held, process that are going on, effects that are evident, or trends that are developing, although it often considers past events and influences as they relate to current conditions (Best and Kant 1998).

3.1 Research Instrument

For the purposes of this study, a questionnaire was devised to gather data on the factors that affect the employee commitment to a particular organization. The research-made instrument consists of two parts, namely Part I which

requires general characteristics of the respondent, Part II on Employee commitment and Factors affecting employee commitment.

The items of the researcher-made questionnaire-checklist were carefully constructed based on existing literature. To ensure relevance and accuracy of the instrument, it was subjected to validation. The research instrument was referred to our adviser to critic and make further improvement. All suggestions and corrections were incorporated. Items found to be not relevant were omitted from the instrument and the items found ambiguous were revised according to the suggestions of the advisers. Complete sets of the final and approved questionnaire-checklist were properly distributed to the teacher-respondents.

3.2 Validity and Reliability of the Research Instrument

The survey questionnaire was constructed based on the research literature and problems of the study.

As to the validity of the instrument, the prepared survey questionnaire was submitted to an expert who independently validated its content in terms of relevance, suitability and appropriateness to the research problems, after consolidating the suggestions given by the expert, the research instrument was subjected for reliability testing.

3.3 Data Collection Procedure

To determine the actual population of the target respondents, permission for the conduct of the study were sought from the head of agency through a formal letter to allow the administration of the instrument to the target respondent. After permission was granted, the approved letter was presented to the teacher-respondents. The researcher personally administered the complete set of instruments and retrieved from the teachers-respondent on the same day for proper tabulation, analysis and interpretation of the data.

To facilitate data analysis, the researcher will utilize statistical software. It is for this reason that the tables used probability values (p values) rather than critical or tabular values to determine significant difference or relationship used in manual statistical computations.

4.0 Results and Discussion

Problem No. 1

What is the work-relationship of employee towards managers in terms of employee commitment?

TABLE 3.0

DISTRIBUTION OF RESPONSES ON WORK-RELATIONSHIP OF EMPLOYEE TOWARDS MANAGERS IN TERMS OF EMPLOYEE COMMITMENT

Statement	PRIVATE		PUBLIC		Total Mean	VI*
	Mean	VI *	Mean	VI *		
1. My manager gives enough supportive feedback in work I do.	3.70	SA	2.90	A	3.30	SA
2. I feel I can rely on my manager to help me with work problem.	3.60	SA	2.65	A	3.13	A
3. I feel I can talk to my manager about something that upset me at work.	3.60	SA	2.70	A	3.15	A
4. I feel that my manager supports me through any emotionally demanding work.	3.65	SA	2.70	A	3.18	A
5. I feel my manager encourages me enough at work.	3.65	SA	2.80	A	3.23	A
6. My manager treats people fairly.	3.60	SA	2.80	A	3.20	A
7. I feel my manager encourages me to get involve in decision making.	3.75	SA	2.85	A	3.30	SA
8. I feel my manager recognizes my potential as an employee.	3.70	SA	3.00	A	3.35	SA
9. My manager inspires me to achieve my goals.	3.65	SA	2.85	A	3.25	SA
10. My manager understands my needs as an employee.	3.65	SA	2.90	A	3.28	SA
Grand Mean	3.66	SA	2.82	A	3.24	A

*VI – Verbal Interpretation

3.25-4.00– Strongly Agree (SA)

2.50-3.24 – Agree (A)

1.75-2.49 – Disagree (D)

1.00-1.74 – Strongly Disagree (SD)

Based on table 3.0 above, it can be observed that the grand mean of 3.66 reveals that the private HEI teachers as a whole **strongly agree** on the items under work relationship of employees towards manager. It is also notable that all the items garnered a verbal interpretation of strongly agree. This implies that Teachers in private HEIs have a good working relationship towards managers. As supported by literature, there is a “leader-member agreement” between supervisor and employee along the lines of values, attitudes and perceptions. This can be attributed to the fact that private HEIs managers give high regards in supporting, encouraging, helping, and understanding employees. Hence, it is likely that there is a high social responsibility in attaining goals and objectives of the organizations regardless of status and level. Table 3.0 also shows a grand mean of 2.82 under public HEI with a verbal interpretation of **agree** with a support that all the items gleaned a verbal interpretation of agree on work-relationship of employee towards manager. In general, as Higher Education Institutions revealed a grand mean of 3.24 with a verbal interpretation of **agree**. This shows that irrespective of whether private or public HEI, teachers have a good regard on the work-relationship between employee and manager.

Problem No. 2

What is the work-relationship of employee towards colleagues in terms of employee commitment?

TABLE 4.0

DISTRIBUTION OF RESPONSES ON WORK-RELATIONSHIP OF EMPLOYEE TOWARDS COLLEAGUES IN TERMS OF EMPLOYEE COMMITMENT

Statement	PRIVATE		PUBLIC		Total Mean	VI*
	Mean	VI *	Mean	VI *		
1. I feel my colleagues will help me if work becomes difficult.	3.35	SA	2.80	A	3.08	A
2. I get the support I needed from my colleagues.	3.40	SA	2.95	A	3.18	A
3. I get the respect at work which I deserve from my colleagues.	3.35	SA	2.90	A	3.13	A
4. My colleagues are willing to listen to my work-related problems.	3.35	SA	3.20	A	3.28	SA
5. I feel there is always unhealthy competition between my colleagues. (R)	2.80	D	1.65	SA	2.23	A
6. I experience being personally harassed, in the form of unkind words and behavior. (R)	2.60	D	2.00	A	2.30	A
7. I feel friction between colleagues. (R)	2.85	D	1.85	A	2.35	A
8. I feel sense of belongingness between my colleagues	3.60	SA	3.00	A	3.30	SA
9. I experience care among employees.	3.60	SA	3.05	A	3.33	SA
10. My relationship with others strained me in work. (R)	2.40	A	1.75	A	2.08	A
Grand Mean	3.13	A	2.52	A	2.82	A

Note: (R) indicates the item is reverse scored

*VI – Verbal Interpretation

3.25-4.00– Strongly Agree (SA)

1.75-2.49 – Disagree (D)

2.50-3.24 – Agree (A)

1.00-1.74 – Strongly Disagree (SD)

As shown in the Table 4.0, all the items under work-relationship towards colleagues that the teachers in private HEI assessed vary from disagree to strongly agree.

Based in Table 4.0 it can be observed that the grand mean of 3.13 reveals that the teachers in private HEI as a whole agree on the items under work-relationship between fellow teachers. In addition, public HEI gleaned a grand mean of 2.52 with a verbal interpretation of agree on the items. It is also notable that only item “I feel there is always unhealthy competition between my colleagues” garnered strongly agree. Overall, the grand mean is 2.82 as agree on the items. It is noteworthy that the items “My colleagues are willing to listen to my work-related problems”, “I feel sense of belongingness between my colleagues”, and “I experience care among employees” garnered strongly agree.

Problem No. 3

What is the perception of the employee towards commitment in terms of work-relationship?

TABLE 5.0
 DISTRIBUTION OF RESPONSES ON THE PERCEPTION OF THE EMPLOYEE TOWARDS
 COMMITMENT IN TERMS OF WORK-RELATIONSHIP

Statement	PRIVATE		PUBLIC		Total Mean	VI*
	Mean	VI *	Mean	VI *		
1. I understand the goals of the organization.	3.60	SA	2.95	SA	3.28	SA
2. I desire to remain a member of the organization.	3.50	SA	3.05	A	3.28	SA
3. It would be very hard for me to leave my department right now, even if I wanted to. (R)	1.90	SA	1.90	SA	1.90	SA
4. I do not feel any obligation to remain with my current employer. (R)	2.80	D	1.70	SA	2.25	A
5. I would be very happy to spend the rest of my career with this organization.	3.10	A	3.15	A	3.13	A
6. One of the few negative consequences of leaving this department would be the scarcity of available alternatives. (R)	2.55	D	2.25	A	2.40	A
7. I do not feel a strong sense of “belonging” to my organization. (R)	3.15	D	1.95	A	2.55	D
8. This organization deserves my loyalty.	3.50	SA	3.10	A	3.30	SA
9. My commitment to the organization has led to high productivity.	3.40	SA	3.20	A	3.30	SA
10. I feel valued in the organization.	3.40	SA	2.90	A	3.15	A
Grand Mean	3.09	A	2.62	A	2.85	A

Note: (R) indicates the item is reverse scored

*VI – Verbal Interpretation

3.25-4.00– Strongly Agree (SA)

1.75-2.49 – Disagree (D)

2.50-3.24 – Agree (A)

1.00-1.74 – Strongly Disagree (SD)

As shown in the Table 5.0, all the items on the perception of employees towards commitment in terms of work-relationship assessed vary from disagree to strongly agree.

Based in Table 5.0 it can be observed that the grand mean of 3.09 reveals that the teachers in private HEI as a whole agree on the items under work-relationship between fellow teachers. It is striking that the items “I do not feel any obligation to remain with my current employer”, “One of the few negative consequences of leaving this department would be the scarcity of available alternatives”, and “I do not feel a strong sense of “belonging” to my organization” garnered disagree. In addition, only item “I would be very happy to spend the rest of my career with this organization” gleaned agree. Moreover, public HEI gathered a grand mean of 2.62 as agree on the items. It is remarkable that items “I understand the goals of the organization”, “It would be very hard for me to leave my department right now, even if I wanted to, and “I do not feel any obligation to remain with my current employer” garnered a strongly agree. Overall, the grand mean is 2.85 as agree on the items. It is noteworthy that the item “I do not feel a strong sense of “belonging” to my organization.” garnered disagree.

5. Conclusions

In view of the foregoing findings, the following conclusions are drawn:

1. As a whole, employees perceived agree on the items under work-relationship of employee towards managers in terms of employee commitment. A comparison between private and public shows that private have a better work-relationship towards manager. It is apparent that employees have good, sustaining and developing relationship towards managers. An encouragement from the manager to get involve in decision making has a great impact on the commitment of employee through understanding, inspiring, recognizing and giving support to the employees. Relationship between managers and employees lies greatly on the manager. The what, where, when, how and manner of dealing always start on the manager. Managers play a critical role in altering the environment of the workplace and a positive relationship between the employees will surely increase productivity.
2. In general, employees perceived agree on the items under work-relationship of employee towards colleagues in terms of employee commitment. A comparison between private and public shows that private have a better

work-relationship towards colleagues. It is superficial that employees help, support, respect each other and there is a sense of belongingness among colleagues. An important element in a commitment of the employees when there is a culture of serving, reverence and willingness to listen fellow employees. Good relationship among employees must be upheld and continue to develop considering the diverse personality, profession and characters that prompt in managing personnel resources with the attainment of common goals and objectives of the institution. Surely, employees will feel elated and remain its commitment in a workplace where colleagues understand and a feeling of part of one family.

3. The perception towards commitment in the workplace reveals that employees agree on the items or statements. A comparison between private and public shows that both assessed commitment through the given statement as agree. Both private and public understand the goals of the organization, a desire to remain a member, deserve loyalty, and perceived that the commitment of the employees leads to a high productivity to the organization. Commitment affects the organization and the person. Committed employees will desire organizational membership and even exert extra effort to protect the resources of the institution. A committed employee is directly related to desirable work outcomes or performance, satisfied on the current job and less turnover of employees.

5.1 Recommendations

The findings previously mentioned serves as the basis upon which the following recommendations are anchored:

1. Public organization should strengthen relationships between supervisor and employees along the lines of values, attitudes and perceptions. Team building can be done twice or more in the school calendar. Team building should be well participated across employee status and level of employees. The event should include courses or activities that require participation of employees from other offices, colleges, and managers at the same time.
2. School administrators should institutionalize activities that build work-relationships and support in the planning, funding and implementation of such activities.
3. Supervisors should promote a culture of openness, support and building employees through proper mentoring and coaching. A system may establish through scheduled mentoring and coaching among colleagues or between employee and manager. In addition, Rewards can be given to group of employees who has done exemplary contribution in the attainment of goals.

References

- Allen, N. J., Meyer, J. P., (1990). *The measurement and antecedents of affective, continuance and normative commitment to the organization*, Journal of Occupational Psychology, 63: 1-18.
- Allen, N. J., Meyer, J. P., (1996). *Affective, Continuance, and Normative commitment to the organization: An examination of construct validity*, Journal of Vocational Behavior, 49: 252-276.
- Allen, T.D., Eby, L.T., Poteet, M.L., Lentz, E. & Lima, L. (2004), *Career benefits associated with mentoring for proteges: A Meta-Analysis*, Journal of Applied Psychology, 89(1), 127-136.
- Aranya, N. and Ferris, K. 1984 “*A reexamination of accountants’ organizational professional conflict*”, The Accounting Review, vol. LIX, no. 1, January, pp. 1-15.
- Bartlett, Steve, Burton, Diana, Peim Nick (2001). *Introduction to education studies*. doi: ISBN – 0761970169, 9780761970163: Sage
- Baumeister, Roy F., Leary, Mark R. (1995). *The need to belong: Desire for interpersonal attachments as fundamental human motivation*. New York: Psychological Bulletin.
- Bayram, L., 2005. *Yönetimde Yeni Bir Paradigma: Örgütsel Bağlılık*, Sayıştay Dergisi, 59: 125-139.
- Becker, H. S., 1960. *Notes on the concept of commitment*, The American Journal of Sociology, 66(1): 32-40.
- Bishop, James W., Scott, Dow (1997). *Support, Commitment, and Employee outcomes in a team environment*, Journal of Management, doi: 10.1177/014920630002600.
- Blau, P. (1964). *Exchange and power in social life*. Wiley: New York
- Caldwell, D., Chatman, J., & O'Reilly, C. 1990. *Building organizational commitment: A multi-firm study*. Journal of Occupational Psychology 63 (3), 245–261.
- Chadsey, J., & Beyer, S. (2001). *Social relationships in the workplace*. Mental retardation and developmental disabilities research reviews, 7(2), 128-133.
- Cohen, A. 2003. *Multiple commitments in the workplace, An integrative approach*. Mahvah: Lawrence Erlbaum Associates, Publishers.
- DeCotiis, T.A., & Summers, T.P. (1987). *A path analysis of a model of the antecedents and consequences of organizational commitment*. Human Relations, 40, 445-470.

- Dey, I. (2003). *Qualitative data analysis: A user friendly guide for social scientists*. London: Sage Publications. London: Routledge.
- Eby, L. T., Adams, D. M., Russell, J. E., & Gaby, S. H. (2000). *Perceptions of organizational readiness for change: Factors related to employees' reactions to the implementation of team-based selling*. *Human relations*, 53(3), 419-442.
- Fornes, S. L., Rocco, T. S., & Wollard, K. K. (2004). *Workplace commitment: A conceptual model developed from integrative review of the research connections*. *Human Resource Development Review*, 7(3), 339-357.
- George, Jennifer M., Jones, Gareth R. (2012). *Understanding and managing organizational behavior*. Prentice Hall, One Lake Street, Upper Saddle River, New Jersey 07458: Pearson Education, Inc.
- Gouldner, A.W. (1960). *The norm of reciprocity*. *American Sociological Review*, 25, 161-178.
- Gül, H., Örgütsel bağlılık yaklaşımlarının mukayesesi değerlendirilmesi, http://eab.ege.edu.tr/pdf/2_1/C2-S1-M4.pdf, 37-56.
- Gunz, H., Gunz, S. (1994). *Professional/Organizational commitment and job satisfaction for employed lawyers*. *Journal of Human Relations*, 1994: Jul, Vol. 47:7, p. 801-828.
- Guzzo, Richard A., Noonan, Katherine A. (September 1994). *Human resource practices as communications and the psychological contract*. DOI: 10.1002/hrm.3930330311.
- Hackman, J. R., & Oldham, G. R. (1975), *Development of the job diagnostic survey*. *Journal of Applied Psychology*, 60, 159-170.
- Hogg, Michael A., Deborah J. Terry, and Katherine M. White. (1995). "A tale of two theories: A Critical comparison of identity theory with social identity theory." *Social Psychology Quarterly* 58:255-69
- Jing, C., Xiao-hua, S., 2009. *The relationship research among organizational commitment, Employee satisfaction and work performance*, *International Conference on Management Science & Engineering (16th)*, 619-624.
- Katzenbach, Jon R. (2000), *Peak Performance: Aligning the hearts and minds of your employees*, Retrieved from <http://www.amazon.com/Peak-Performance-Aligning-Hearts-Employees/dp/0875849369>.
- Kaufman, Allen (2000), *Collaboration and technology linkages: A Strategies Supplier Typology*.doi: 10.1002/(SICI)1097-0266(200006)21:6<649::AID-SMJ108>3.0.CO;2-U
- Kim & Mauborgne (1993). *Procedural justice, Strategic decision making, and The knowledge economy*. DOI: 10.1002/(SICI)1097-0266(199804)19:4<323::AID-SMJ976>3.0.CO;2-F
- Konovsky, M.A., & Cropanzano, R. (1991). *Perceived fairness of employee drug testing as a predictor of employee attitudes and performance*. *Journal of Applied Psychology*, 76, 698-707.
- Kram, K.E. and Higgins, M.A. (2009). *A new mindset on mentoring: Creating developmental networks at work*. Sloan Management Review, Cambridge, MA.
- Mathieu, J. E. & Zajac, D. M. 1990. *A review and meta-analysis of the antecedents, Correlates and consequences of organizational commitment*. *Psychological Bulletin* 108 (2), 171–194.
- Meyer, J. P., & Allen, N. J. (1991). *A three-component conceptualization of organizational commitment*. *Human resource management review*, 1(1), 61-89
- Meyer, J.P., & Allen, N.J. (1997). *Commitment in the workplace: Theory, Research, and Application*. Thousand Oaks, CA: Sage Publications.
- Mignerey, J. T., Rubin, R. B., & Gorden, W. I. (1995). *Organizational entry: An investigation of newcomer communication behavior and uncertainty*. *Communication Research*, 22(1), 54–85.
- Morrow, Jeff (1993). *Reason in the creature walk among us*. New York: The New York Times
- Mowday, Richard T. (April 1979). *The measure of organizational commitment*. *Journal of Vocational Behavior* 14(2). doi: 10.1016/0001-8791(79)90072-1.
- O'Reilly, C. A.,and Chatmanj-(1986) *Organizational commitment and*
Pereira, Monica (2006). Browsing 2006 Electronic Resources and Libraries Conference. Georgia Institute of Technology. doi: 10.18153/23954.
- O'Reilly, C. A.,and Chatmanj-(1986) *Organizational commitment and*
psychological attachment: The effects of compliance, Identification, and Internalization on prosocial behavior. *Journal of Applied Psychology*. No. 71.Pp. 492-499.
- Randal and Cote (1994), *Exploring the organizational commitment performance linkage in marketing: A study of Life Insurance Salespeople*, *Journal of Business Research* 29(1):57-63, doi: 10.1016/0148-2963(94)90027-2.
- Reilly, N. P., & Orsak, C. L. (1991). *A career stage analysis of career and organizational commitment in nursing*. *Journal of Vocational Behavior*, 39, 311-330.
- Rice, R.E. & Aydin, C. (1991). *Attitudes toward new organizational technology: network proximity as a mechanism*

- for social information processing*. Administrative Science Quarterly, 9, 219-244.
- Robinson, Joan (2009). *Aspects of development and underdevelopment*. Cambridge, England: Cambridge University Press.
- Robinson, S.L., Kraatz, M., & Rousseau, D.M. (1994). *Changing obligations and the psychological contract: A longitudinal study*: Academy of Management Journal, 37:137-152.
- Rusbult C.E, Buunk B.P.(1993). *Commitment processes in close relationship: An interdependence analysis*. Journal of Social and Personal Relationships. 1993 May;10(2):175-204.
- Schwarzwald J, Koslowsky M, Shalit B (1992), 'A field study of employees' attitudes and behaviours after promotion decisions', Journal of Applied Psychology, Vol. 77, pp. 511-514.
- Sinclair, Robert R., Wright, Chris (December 2005). *Performance differences among four organizational commitment profiles*. Journal of Applied Psychology. doi: 10.1037/0021-9010.90.6.1280. Source: PubMed.
- Sturges, J., Guest, D., & Mackenzie Davey, K. (2000), "Who's in charge? Graduates' attitudes to and experiences of career management and organizational commitment among graduates in the first ten years at work", Journal of Organization Behavior, 23(6), 731-748.
- The Families and Work Institute (1998), Reported in USA Today, July, No. 43.
- Tierney, P. (1999). *Work relations as a precursor to a psychological climate for change: The role of work group supervisors and peers*. Journal of Organizational Change Management, 12(2), 120-134.
- Uhl-Bien, M., Graen, G. B., & Scandura, T. A. (2000). *Implications of leader-member exchange (LMX) for strategic human resource management systems: Relationships as social capital for competitive advantage*. Research in Personnel and Human Resources Management, 18, 137-186.
- Uyguç, N., Çımrın, D., 2004. DEÜ. *Araştırma ve Uygulama Hastanesi Merkez Laboratuvarı Çalışanlarının Örgüte Bağlılıklarını ve İşten Ayrılma Niyetlerini Etkileyen Faktörler*, D.E.Ü. İ.İ.B.F.Dergisi, 19(1): 91-99.
- Wanberg, C. R., & Banas, J. T. (2000). *Predictors and outcomes of openness to changes in a reorganizing workplace*. Journal of Applied Psychology, 85(1), 132-142.
- Wei, G., Tai, L., (2010). *An empirical study on organizational commitment and turnover of IT industry*, International Conference on E-Business and EGovernment, 904-906.
- Yüceler, A., 2009. *Örgütsel Bağlılık ve Örgüt İklimi İlişkisi: Teorik ve Uygulamalı Bir Çalışma*, Selçuk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 22: 445-458.

Edison B. Estigoy, Ed.D., earned his Bachelor of Elementary Education (2009), Master of Arts in Education major in Educational Administration (2012) and finished his Doctor of Education (Ed.D) major in Educational Administration (2020) at the College of Teacher Education, Western Mindanao State University (WMSU), Philippines. Former Instructor in Field Study, Pedagogy and Curriculum courses with quasi assignments as Internal Quality Audit Team Leader and Document Custodian for ISO 9001:2015. Currently a Language Foreign Teacher in Xi'an International Studies University, Xi'an, China. Actively collaborating with researchers in line with the area of Education, Administration, Language and other disciplines.

Josephine L. Sulasula, MPA, is the Supervising Administrative Officer of Zamboanga City State Polytechnic College (ZCSCPC), Zamboanga City, Philippines and was previously the Head of Procurement, Inventory, and Assets of the same college. Currently, she is also an Internal Auditor of ISO 9000:2015 and Accreditation. Likewise, she is teaching Public Administration in Graduate School of ZCSPC. She earned her Master in Public Administration Major Fiscal Administration in Western Mindanao State University (WMSU) in 2019. She handles the review of Comprehensive Examination in College of Public Administration and Development Studies in WMSU started 2019 until present in the key areas of Fiscal Administration, Organization and Management, Personnel Management, and Project Administration.