

# MEASUREMENT AND CORRELATES OF WORK ENTHUSIASM, ADHERENCE TO WORK GOALS, WORK ABSORPTION AND ORGANIZATIONAL COMMITMENT AMONG TEACHERS IN PUBLIC SECONDARY SCHOOLS IN NORTH COTABATO

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## ABSTRACT

*This research study aimed to determine whether there is a significant relationship between work enthusiasm, adherence to work goals, work absorption, and organizational commitment among teachers in public secondary schools in North Cotabato, Philippines. The descriptive-correlational research design was used in this study with 500 secondary school teachers as respondents, which were selected using the stratified random sampling method. Sets of survey questionnaire were utilized in the study. Data were analyzed using frequency, percentage distribution, and mean. The Pearson product-moment correlation coefficient or Pearson  $r$  was used for correlational analysis to determine the relationship of the independent variables to the dependent variable. The study revealed that the respondents have high level of work enthusiasm, very high level of adherence to work goals, high level of work absorption, and high level of organizational commitment. The results of the correlational analysis indicate that the variables work enthusiasm, adherence to work goals, and work absorption have significant relationship with organizational commitment ( $p < .05$ ).*

*Keywords: Work engagement, organizational commitment, secondary school teachers, work, goals, adherence, enthusiasm, absorption. descriptive correlational design.*

## INTRODUCTION

Organizational commitment represents the core components for cooperation and consensus and helps workers identify with the organization's system of policies, rewards and values. With organizational commitment, an organization achieves stability as employees strive to work harder to achieve organizational objectives (Meyer, Stanley, Herscovitch, & Topolnytsky, 2002).

Commitment has always been closely associated with a number of positive effects, which relate to organizational productivity, performance, and provision of quality service (Oshagbemi, 2000). In the field of education, organizational commitment is viewed as an emotional bond between the teacher and the school, which may develop in the teacher a stronger personal commitment and sense of affinity (Meyer & Herscovitch, 2001). Several factors can determine the level of commitment of a teacher to his school. These factors include the interaction and relationship between and among teachers and students, the school climate and the quality of work done by the teachers (Celep, 2000).

Educational organizations such as schools and universities are not spared from the issue of organizational commitment. As a matter of fact, even developed countries such as United States and United Kingdom experienced teacher turnover as a result of low level of satisfaction of teachers, high burnout levels and an ageing workforce (Ministry of Education, Culture and Science, 2010), high workload, low autonomy, little support from the leader, and poor human resource management implementation (United Kingdom Department of Education, 2010).

In the Philippines, a study on work engagement of Filipino teachers in an Asian university shows that teachers remain in their work despite the difficulties they encounter at work, such as, instances of student misconduct or failures in examinations as well as incidents of clashes with co-workers or school management. The study implies that teachers who participate and are engaged in the decision-making process have a high level of engagement, conversely have a high level of organization commitment (Bay, An & Laguador, 2014). Moreover, Paglinawan (2014) discussed in his presentation on problems and issues in Philippine education, that teachers in the basic education level are “over-worked and under-paid,” which often leads to the demoralization of teachers and the reason for not attracting the best and brightest from the crop of students into the teaching profession.

Many studies on organizational commitment have become popular in the field of industrial psychology and organizational behavior (Chung, 2001). Researches have been conducted on organizational commitment and its relationship with employee job satisfaction (Chavez, 2012), job involvement (Smulders, 2006) and organizational support (Aubé, Rousseau, & Morin, 2007). However, very limited research has been conducted on work enthusiasm,

adherence to work and work absorption as drivers of organizational commitment. Moreover, very little research has been done in identifying factors that impact organizational commitment among teachers and academic personnel. With this scenario, this study would provide additional knowledge in the organizational behavior framework particularly in identifying factors that would explain the organizational commitment of teachers.

### *Statement of the Problem*

This study determined the relationship of work enthusiasm, adherence to work goals, and work absorption on organizational commitment. Specifically, it sought answers to the following questions:

1. What are the levels of work enthusiasm, adherence to work goals, work absorption, and organizational commitment of teachers?
2. Is there a significant relationship between work enthusiasm, adherence to work goals, work absorption, and organizational commitment of teachers?

## **FRAMEWORK**

Mowday, Porter and Steers' Model (1982) stipulates that the employee's belief in their organization and in the goals of such organization impel members of the organization to remain loyal and committed, and work harder to contribute to the achievement of its goals. Meanwhile, the Social Exchange Theory (Homans, 1961; Blau, 1964; Thibault & Kelly, 1959) argues that positive interactions and relationships develop mutual reciprocity between an organization and its employees, and among employees themselves in the same organization. Moreover, the theory of self-efficacy (Bandura, 1997; Pethe, Chandhari&Dhar, 1999) implies that an individual employee's adherence to the goals of his organization, his enthusiasm for his work and his being immersed and absorbed in his work develop his self-efficacy and such efficacy contributes to the overall efficacy of his organization.

Reflected in Figure1 is the conceptual framework of the study. The independent variables are work enthusiasm, adherence to work goals, work absorption of teachers. On the other hand, the dependent variable is the organizational commitment of teachers.

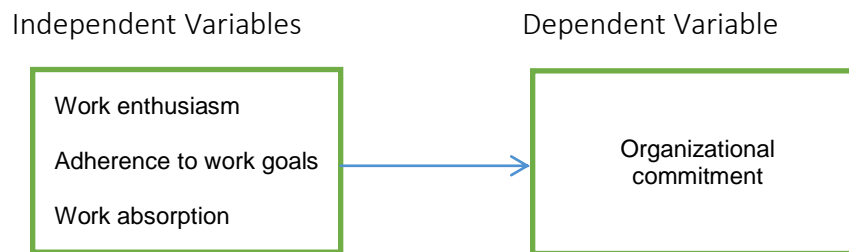


Figure 1. Relationship Between the Variables

## METHODS

### *Research Design*

A descriptive correlational design was employed in this study. Descriptive research design is used to obtain information concerning the current status of the phenomena to describe (Shuttleworth, 2008), while the correlational design is used to identify the strength and nature of association between two or more variables (Creswell, 2009). In this study, the levels of work enthusiasm, adherence to work goals, work absorption, and organizational commitment of teachers were investigated. Moreover, the relationship between work enthusiasm, adherence to work goals, work absorption, and organizational commitment of teachers were also explored.

### *Research Respondents*

The teachers from public secondary schools were the respondents of this study. A total of 500 teachers from public secondary schools in North Cotabato were selected using the stratified random sampling technique.

### *Research Instrument*

The study made use of an adopted questionnaire for the aspects of teacher work enthusiasm, adherence to work and organizational commitment. For the teacher work

enthusiasm, adherence to work and work absorption, the study used a modified short form of the Utrecht Work Engagement Scale (UWES) developed by Schaufeli and Bakker (2003). For the organizational commitment aspect, the questions were adopted from the Organizational Commitment Questionnaire (OCQ) developed by Mowday, Steers, and Porter (1979).

In order to examine the psychometric properties of the research instrument, the adopted questionnaire was subjected to a reliability and validity test. The result of the test suggested that the research instrument exhibited a very high reliability. The internal consistency of the scales had a Cronbach's alpha value of 0.910, which exceeded the critical value of 0.75.

Moreover, a post-hoc analysis using Cronbach Alpha was employed to test the data gathered from the respondents of the study. The result of the post hoc test for the instrument's scales for reliability and consistency of each item had an overall Cronbach Alpha of .880.

## RESULTS AND DISCUSSION

### **Levels of work enthusiasm, adherence to work goals, work absorption and organizational commitment of teachers**

The interpretation of the scores for the levels of Work Enthusiasm, Work Absorption, Adherence to Work Goals and Organizational Commitment indicates that, the teachers in public secondary schools in North Cotabato have high level of work enthusiasm ( $m=4.07$ ), very high level of adherence to work goals ( $m=4.53$ ), high level of work absorption ( $m=3.89$ ), and high level of organizational commitment ( $m=3.96$ ).

**Level of Work Enthusiasm.** The level of work enthusiasm of teachers obtained an overall mean of 4.07 interpreted as High level of Work Enthusiasm. Rated highest with a mean of 4.23 is the item *"I feel like going to work when I get up"* with a mean of 4.23 described as always, followed by *"I feel strong and vigorous at work"* with a mean of 4.21 described as always. Rated lowest is the item *"I feel bursting with energy at work"* obtaining a mean rating of 3.79 equivalent to often. This means that they have a high level of work enthusiasm. The findings indicate that teachers are enthusiastic in their work such that they feel like going to work every day and that, when they are at work, they have the strength and the energy to do whatever tasks are at hand.

**Level of Adherence to Work Goals.**The level of adherence of the respondents to work goals obtained an overall mean of 4.53 interpreted as Very High level of Adherence to Work Goals. Rated the highest was item *“I am proud with the work that I do”* with a mean rating of 4.66 described as always. Rated lowest was the item *“I find my work exciting”* with a mean rating of 4.40 also described as always. This means that the teachers have a high level of adherence to work goals. This further means that they perform their tasks with the goals and objectives foremost in their minds.

**Level of Work Absorption.**The level of work absorption of the respondents obtained an overall mean of 3.89 interpreted as High level of Work Absorption. The item *“When I am working, I feel happy”* obtained the highest rating with a mean of 4.38 described as always, followed by the item *“When I am working, time flies”* with a mean rating of 4.02 described as always. The item *“When I am working, I forget everything else around me”* obtained the lowest rating of 3.47 with a descriptive equivalent of often. This means that their level of work absorption is high. This indicates that the teachers are immersed and absorbed in their work. Once they are at work, they tend to be oblivious of everything else except the tasks at hand because they are happy with what they do.

**Level of Organizational Commitment.**The level of organizational commitment obtained an overall mean rating of 3.95 interpreted as High level of Organizational Commitment. The item *“I am proud to tell others that I am part of this school”* obtained the highest mean rating of 4.65 with a descriptive equivalent of strongly agree while the item *“I could just as well be teaching for a different school as long as the type of work were similar”* obtained the lowest mean rating of 2.51 with a descriptive equivalent of neutral. Overall, the findings indicate that teachers in the public secondary schools of North Cotabato are very highly committed to their work and their organization or school. This implies that the teachers are strongly committed to the organization or institution they work for.

The results denotes that organizations need to develop in their employees, as in the case of educational institutions, in their teachers, a strong sense of physical, mental and emotional engagement (Khan, 1990), first, in their work, and second, in the organization and what the

organization stands for. Once employees have developed this type of engagement, they remain committed to their organization.

### **Relationship between Work Enthusiasm, Adherence to Work Goals, Work Absorption and Organizational Commitment**

Table 1 indicates that the independent variables (work enthusiasm, adherence to work goals, and work absorption) are significantly correlated with the dependent variable (organizational commitment). The test revealed that there is a significant positive correlation among the variables Organizational Commitment ( $r=1.000$ ,  $p=.000$ ), Work Enthusiasm ( $r=.281$ ,  $p=.000$ ), Adherence to Work Goals ( $r=.423$ ,  $p=.000$ ), and Work Absorption ( $r=.322$ ,  $p=.000$ ). These suggest that the increase in the mentioned independent variables mentioned would also likely increase the commitment of teachers to the organization.

The findings of this study that adherence to work goals and work absorption have significant relationship to an employee's organizational commitment correlate to Monday, Porter and Steers' Model (1982) which stipulates that the employee's belief in their organization and in the goals of such organization impel members of the organization to remain loyal and committed, and work harder to contribute to the achievement of its goals. The study further strengthens the concept of behavioral commitment in terms of employee work absorption as a significant predictor of organizational commitment.

The findings also suggest that employee engagement is enhanced when employees like teachers in school settings develop a strong attachment to the organization and other members of such organization, when they develop a positive attitude towards their work and good working relationships with their co-workers. This reinforces the Social Exchange Theory (Homans, 1961; Blau, 1964; Thibault & Kelly, 1959) which argues that positive interactions and relationships develop mutual reciprocity between an organization and its employees, and among employees themselves in the same organization.

The finding also conforms to the theory of self-efficacy (Bandura, 1997; Pethe, Chandhari&Dhar, 1999). The implication is that an individual employee's adherence to the goals

of his organization, his enthusiasm for his work and his being immersed and absorbed in his work develop his self-efficacy and such efficacy contributes to the overall efficacy of his organization.

Moreover, the results also supported Meyer and Allen's (1991) three component model of commitment. They argue that an employee's emotional attachment to the organization and his work drives the employee to remain committed to the organization and his work, and that an employee thinks twice, taking into consideration the advantages and disadvantages of leaving his current position or job, before finally deciding whether to leave the company or not.

**Table 1. Correlations**

		Organizational Commitment	Work Enthusiasm	Adherence to Work Goals	Work Absorption
Organizational Commitment	Pearson Correlation	1	.281**	.423**	.322**
	p-value		.000	.000	.000
	N	500	500	500	500
Work Enthusiasm	Pearson Correlation	.281**	1	.625**	.568**
	p-value	.000		.000	.000
	N	500	500	500	500
Adherence to Work Goals	Pearson Correlation	.423**	.625**	1	.568**
	p-value	.000	.000		.000
	N	500	500	500	500
Work Absorption	Pearson Correlation	.322**	.568**	.568**	1
	p-value	.000	.000	.000	
	N	500	500	500	500

\*\* . Correlation is significant at the 0.05 level

## CONCLUSIONS

Based on the results and findings of this study, the following conclusions have been drawn:

Public secondary school teachers in North Cotabato very highly adhere to their work goals and the goals of their respective public secondary schools. Moreover, they remain enthusiastic about their work and also remain effectively immersed, absorbed and concentrated



in their work. Consequently, they have remained loyal to their profession and their academic institutions.

Teachers' work enthusiasm, adherence to their work goals and their work absorption are significantly correlated with their commitment to their individual organizations or schools. Public secondary school teachers of North Cotabato are fully committed to adhering to their individual and collective work goals and are generally enthusiastic, engrossed and immersed in their work.

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