

A Causal Model of Organizational Commitment among Teachers in Region IX, Philippines

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Abstract

This study explains the relationship of leadership behavior, job satisfaction, burnout, and organizational commitment. Quantitative research design was utilized in this study. The data were gathered from teachers among the randomly selected academic institutions in Region XI, Philippines. Moreover, sets of survey questionnaires were used as instruments to obtain information from the participants. Pearson-product moment correlation was used to find the significance of the relationship between the exogenous and endogenous variables. Stepwise multiple regression analysis was used to identify the variables that best predict organizational commitment. Structural Equation Modeling was used to analyze the causal relationship among the variables and the assessment of model fit. The findings of the study revealed that leadership behavior, job satisfaction, and burnout were highly correlated to organizational commitment ($p < 0.01$), and found to be its significant predictors. Furthermore, the conceptual model passed all the goodness of fit indices criteria.

Keywords: *causal model, organizational commitment*

While teaching is a complex and demanding profession (Day, 2004; Elliot and Croswell, 2001), the question on how to build up commitment among teachers is still a problem (Celep, 2000), and this explains why teachers' commitment is considered as one of the most critical factors for the future success of education and schools (Huberman, 1993). To address this concern, many

researchers in the past years have tried to investigate the different antecedents of organizational commitment. Hence, several studies have found that leadership behavior (Tatlah et al, 2011); job satisfaction (Salami, 2008); and burnout (Gemlik et al., 2010) have important place in the study of organizational commitment. As a matter of fact, Koopman (1991) revealed in his study that leadership affected employees and also found that those employees who favored their manager's style also favored the organization more. In contrast, insufficient support from the leader is one of the important factors that would lead to employees' dissatisfaction and burnout (Maslach et al., 2001).

Employees who exhibit high organizational commitment are happier at their work, spend less time away from their jobs and are less likely to leave the organization (Mowday et al., 1979). Inversely, lower commitment creates the dilemmas that both affect badly the effectiveness of school and cause teachers to be less successful in their professional performance or to leave the profession (Celep, 2000). In fact, statistics shows that approximately one third of new American teachers leave their positions within the first five years of teaching (Allen and Palaich, 2000; NCTF, 2002). In the same way, numerous Filipino teachers leave the country and teach in other countries and sometimes give up their profession for caregiver or domestic helper job (Jobo, 2009).

A study in Vigan, Philippines revealed that teachers have least degree of attachment despite the fact that all of them find a sense of economic security in the school (Tabuso, 2007). In the other way around, Gempes et al. (2008) found that the affective commitment of Baby Boomers faculty in Davao City was in high level compared to Generation X faculty having only a moderate level. Moreover, both the Baby Boomers and Generation X faculty demonstrated the same level of continuance commitment (Gempes et al., 2008).

With all of these scenarios, the researcher is keenly interested in understanding the strongest predictors of teacher's commitment. The exploration of a fit model would be very useful to solve the puzzle of organizational commitment. Thus, Gempes et al. (2005) stated that the development of effective model has been given little regard by most institutions. Furthermore, this study could provide a useful additive to the literature of organizational behavior and would be beneficial to any academic institutions in addressing organizational problems and issues.

This study aims to determine the relationship of leadership behavior, job satisfaction, burnout, and organizational commitment of teachers in Region XI, Philippines. Specifically, it sought to answer the following questions:

1. Is there a significant relationship between leadership behavior of administrators and organizational commitment of teachers?

2. Is there a significant relationship between job satisfaction and organizational commitment of teachers?
3. Is there a significant relationship between burnout and organizational commitment of teachers?
4. Do leadership behavior, job satisfaction, and burnout significantly predict the organizational commitment of teachers?
5. Does the conceptual model fits well with the sample data?

This study was anchored on the Exchange Theory of Organizational Commitment. According to this theory, the individual's commitment depends on his or her perceived balance of reward utilities over input utilities (March and Simon, 1958; Gouldner, 1960). This approach emphasizes the exchange linkage between individuals and organizations. The more favorable is the exchange from the participant's viewpoint, the greater his or her commitment to the organization (Hrebiniak and Alutto, 1972).

High quality leader and member exchange relationships have been shown to result in higher levels of subordinate satisfaction and performance (Anseel and Lievens, 2007; Beehr et al., 2006; Stringer, 2006; Mardanov, Heischmidt, and Henson, 2008), lower levels of subordinate stress (Harris and Kacmar, 2006), and subordinate absenteeism (Dierendonck, LeBlanc, and Breukelen, 2001). In opposite, low quality LMX relationships have been shown to result in lower levels of subordinate satisfaction and higher levels of subordinate turnover (Graen and Cashman, 1975; Varma and Stroh, 2001).

In the aspect of job satisfaction, March and Simon (1958) indicates that employee's perception of the desirability of leaving the organization is directly a function of the level of satisfaction with the work role. Additionally, Lee (1968) and Hrebiniak and Alutto (1972) emphasized that dissatisfaction with factors such as organizational reward policies or rates of organizational advancement could result in a weaker commitment to the employing organization. Thus, Kristof (1996) explained that fit occurs when an organization satisfies individuals' needs, desires or preferences. Moreover, the compatibility between people and the organization in which they work is a key to maintaining a flexible and committed workforce that is necessary in a competitive business environment (Cable and Parsons, 2001).

In the perspectives of burnout, Buunk and Schaufeli (1993) suggested that feelings of inequity in social exchange relationships may be associated with burnout. Schaufeli et al. (1996) have conceptualized that exchange relationship with the organization is an important factor in burnout. In addition, O'Driscoll and Cooper (1996) have argued that burnout should not only be examined in the context of interpersonal relationships at work, but also in the context of the exchange relationship with the organization. This notion was confirmed by Cordes and

Dougherty (1993) that characteristics of the job and the organization are associated with the onset of burnout. Hence, Schaufeli et al. (1996) showed that inequity in the exchange relationship with the organization contributed to poor organizational commitment.

The model framework of this study demonstrates the causal dependencies between the exogenous and endogenous variables. The exogenous variables were the leadership behavior, job satisfaction, and burnout. On the other hand, the endogenous variable was the organizational commitment. The paradigm was formed based from the studies in the literature that leadership behavior, job satisfaction, and burnout were antecedents of organizational commitment. In the same way, leadership behavior and burnout were significant predictors of job satisfaction.

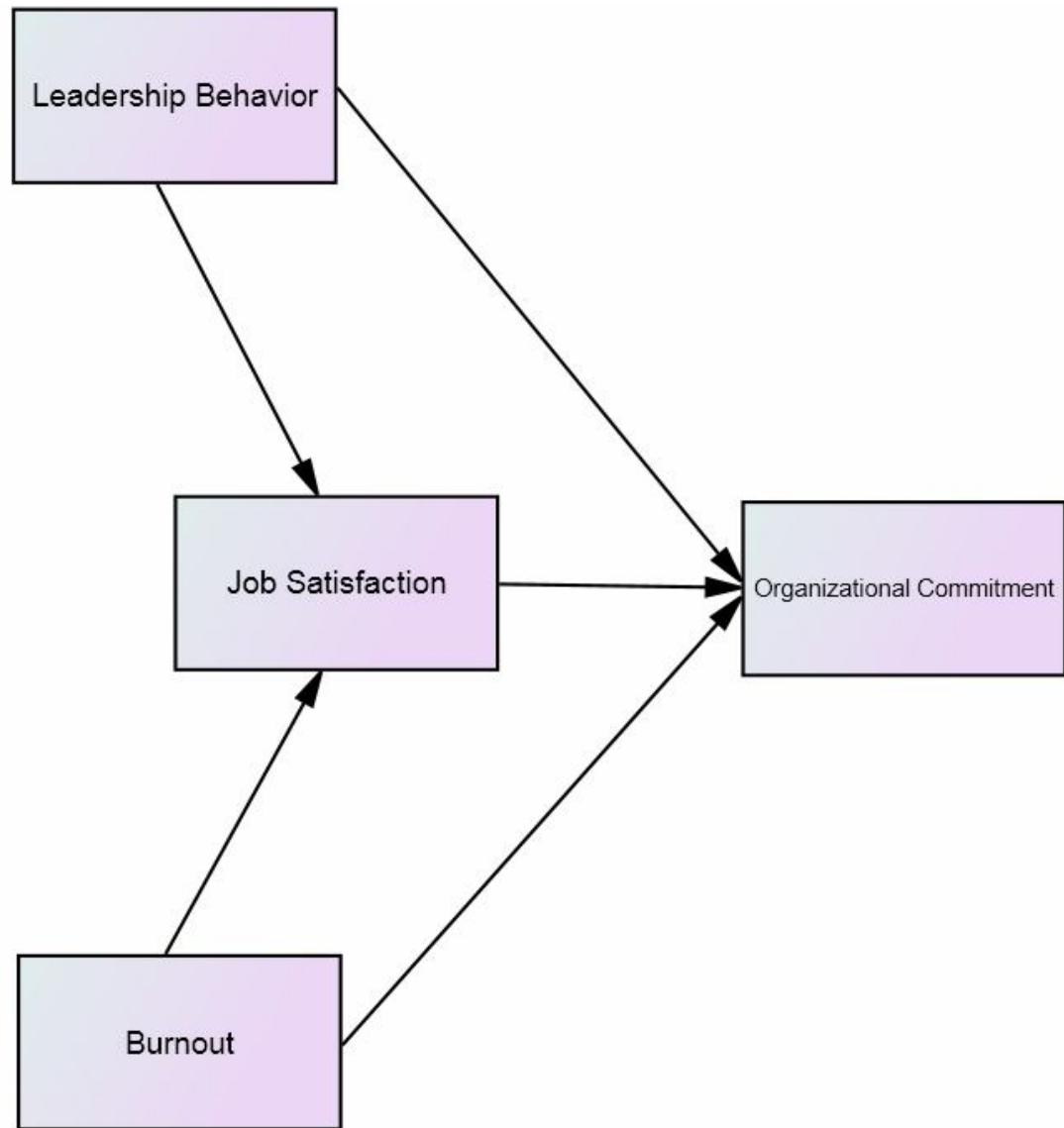


Figure 1. A Conceptual Model Showing the Relationship Between the Exogenous and Endogenous Variables

Method

This study utilized quantitative research design. This was used to develop and employ [mathematical models](#), [theories](#) and/or [hypotheses](#) pertaining to phenomena (Given, 2008). The investigation aimed to come up with the fit model of organizational commitment as represented by the teachers in Region XI, Philippines. Moreover, this research examined the

interrelationship of leadership behavior, job satisfaction, burnout, and organizational commitment. The schools in Region XI, Philippines were randomly selected using lottery method. After which, the purposive sampling technique was used in selecting the participants. A total of 200 teachers participated in the study. This sample size is seen to be the goal for SEM research as suggested by Kenny (2011). There are four instruments used in this study namely; leadership behavior scale, job satisfaction survey, burnout inventory, and organizational commitment scale. Pearson product moment correlation was employed to determine the significance of the relationship of leadership behavior, job satisfaction, burnout, and organizational commitment. Stepwise Multiple Linear Regression was used to determine the significant predictors of organizational commitment. Structural Equation Modeling Maximum Likelihood (ML) was employed to analyze the interrelationships among the variables and in assessing model fit. In evaluating the goodness of fit of the model, the following indices were computed: CMIN/DF, Chi-Square P-value, Tucker-Lewis Index (TLI), Goodness of Fit Index (GFI), Normed Fit Index (NFI), and Comparative Fit Index (CFI).

Results and Discussion

Relationship of Leadership Behavior, Job Satisfaction, and Burnout with Organizational Commitment

The data in Table 1 shows the correlation of leadership behavior, job satisfaction, and burnout to organizational commitment. It can be gleaned in the results that leadership behavior is significantly related to organizational commitment as reflected by the p-value that is less than 0.05 and correlation coefficient, $r = 0.601$. This implies that high leadership behavior of administrators would essentially increase the organizational commitment of teachers. This finding conforms to the previous research of Tatlah et al. (2011) indicating that over all leadership behavior and organizational commitment of educational professionals have a positive correlation. Similarly, the relationship between job satisfaction and organizational commitment is found to be significant with a p-value less than 0.05, and $r = 0.488$. This implies that those who are highly satisfied in all aspects of their job are more likely to have higher organizational commitment. This finding agrees with the recent study of Narimawati (2007) showing significant relationship between job satisfaction and organizational commitment

In the same way, there is a significant relationship between burnout and organizational commitment ($r = -0.234$, $p < 0.05$). However, the negative correlation coefficient value indicates an inverse relationship between burnout and organizational commitment. This means that those who have low

degree burnout were more likely to possess higher organizational commitment while those who have high degree of burnout were more likely to have lower organizational commitment. This result can be confirmed by the recent research of Gemlik et al. (2010) showing significant relationship between burnout and the organizational commitment. Hence, this is further supported by Shirazi et al (2011) who pointed out that burnout was negatively correlated with organizational commitment.

Table 1.
Relationship of Leadership Behavior, Job Satisfaction, and Burnout with Organizational Commitment

| INDEPENDENT VARIABLES | ORGANIZATIONAL COMMITMENT | |
|-----------------------|---------------------------|---------|
| | R | p-value |
| LEADERSHIP BEHAVIOR | 0.601** | 0.000 |
| JOB SATISFACTION | 0.488** | 0.000 |
| BURNOUT | -0.234** | 0.001 |

Legend: ** Correlation is significant at the 0.05 level (2 tailed)
r – correlation coefficient (r)

Predictors of Organizational Commitment

Table 2 presents the results of stepwise regression analysis which purpose is to show the significant predictors of organizational commitment. The results indicate that leadership behavior, job satisfaction, and burnout were found to be significant predictors of organizational commitment.

In particular, it shows that leadership behavior and job satisfaction have positive standardized beta and have highly significant influence on organizational commitment ($p < 0.001$). In other words, the regression weight for leadership behavior and job satisfaction in the prediction of organizational commitment is significantly different from zero at the 0.01 level (two-tailed). Thus, for every unit increase in leadership behavior and job satisfaction, there is a corresponding

increase in the organizational commitment by 0.483 and 0.279, respectively. In addition, this implies that leadership behavior and job satisfaction have significant contributions to organizational commitment. This findings conform to the recent studies that leadership behavior (Rhoades and Eisenberger, 2002; Connell, Ferres and Travaglione, 2003) and job satisfaction (Warsi et al., 2009 and Azeem, 2010) are found to be significant predictors of organizational commitment.

On the other hand, the burnout variable has a negative standardized beta with a value of -0.112. This means that when burnout goes up by 1, the organizational commitment goes down by 0.112. Hence, the generated p-value is less than 0.05 which implies that burnout significantly influence the organizational commitment of teachers. This is confirmed by Gemlik et al. (2010) citing burnout as typical predictor and has significant negative impact on organizational commitment

Lastly, the findings were apparent in the results of the regression analysis wherein 45.3% of the variance of organizational commitment were explained by the three independent variables (Leadership Behavior, Job Satisfaction, and Burnout) as indicated by $R^2 = 0.453$. This means that 54.7% of the variation can be attributed to other factors aside from the three independent variables. The result is higher compared to the findings of Ali and Zafar (2006) showing only 39% amount of variance explained by the antecedents of organizational commitment.

Table 2
Predictors of Organizational Commitment

| INDEPENDENT VARIABLES | UNSTANDARDIZED COEFFICIENTS | STANDARDIZED COEFFICIENTS | T | Sig. |
|--------------------------|--------------------------------|------------------------------|---|------|
|--------------------------|--------------------------------|------------------------------|---|------|

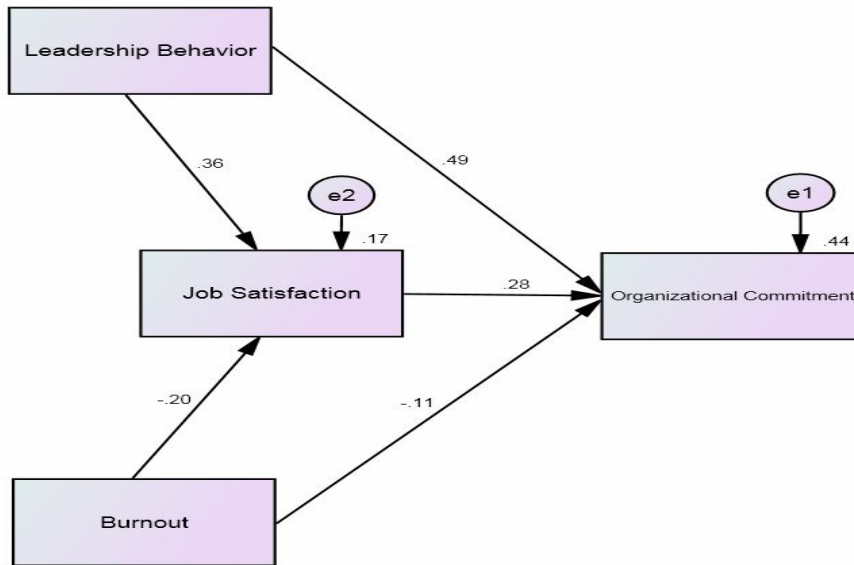
| | B | Std. Error | Beta | | |
|------------------------|--------|------------|--------|----------|-------|
| CONSTANT | 0.925 | 0.331 | | 2.797** | 0.006 |
| LEADERSHIP BEHAVIOR | 0.515 | 0.061 | 0.483 | 8.447** | 0.000 |
| JOB SATISFACTION | 0.359 | 0.075 | 0.279 | 4.784** | 0.000 |
| BURNOUT | -0.119 | 0.058 | -0.112 | -2.052** | 0.041 |

Note: $R = .673$, $R^2 = .453$, $F\text{-ratio} = 54.035$, $P\text{-value} = 0.000$

** Regression coefficient beta is significant at the 0.05 level (2 tailed)

Model Tests

This portion provides analysis on the interrelationships among the variables of the study and assessment of model fit. As shown in Figure 2, the amount of variance explained by the combined influence of leadership behavior, job satisfaction, and burnout on organizational commitment is 44 %. It can be gleaned also that 17 % of the variance of job satisfaction can be attributed to the combined influence of leadership behavior and burnout. Moreover, leadership behavior (beta= 0.49), job satisfaction (beta=0.28) and burnout (beta=-0.11) significantly influence organizational commitment ($P < 0.05$). Furthermore, leadership behavior (beta=0.36) and burnout (beta=-0.20) significantly predict job satisfaction ($P < 0.05$)



| Relationship | P-value |
|--|---------|
| Job Satisfaction <--- Burnout | 0.002 |
| Job Satisfaction <--- Leadership Behavior | 0.000 |
| Organizational Commitment <--- Leadership Behavior | 0.000 |
| Organizational Commitment <--- Job Satisfaction | 0.000 |
| Organizational Commitment <--- Burnout | 0.037 |

Figure 2. Tests of the Conceptual Model

Table 3 displayed the direct, indirect, and total effects of exogenous variables to the endogenous variable. It can be observed in the results that leadership behavior, job satisfaction, and burnout have statistically significant direct effect on organizational commitment with p-value < 0.05. It further shows that leadership behavior and burnout have significant indirect effect (P<0.05) on organizational commitment that is mediated by job satisfaction. Hence, the amount of mediation in the relationship between leadership behavior and organizational commitment ($0.10/0.59= 0.17$), and burnout and organizational commitment ($-0.05/-0.17= 0.29$), were only 17% and 29%, respectively. This suggests that job satisfaction partially mediated the relationship between leadership behavior and organizational commitment and also with burnout and organizational commitment. This is affirmed by Kenny et al (1998) stating that one can claim complete mediation only if the amount of variance that was mediated have reached at least 80%.

Moreover, all of the three independent variables have significant total effects on organizational commitment with a p-value < 0.05. This entails that leadership behavior, job satisfaction, and burnout have significant impacts on organizational commitment of teachers.

Table 3.
Direct, Indirect and Total Effect Estimates

| INDEPENDENT VARIABLES | DIRECT EFFECT | P | INDIRECT EFFECT | P | TOTAL EFFECT | P |
|-----------------------|---------------|------|-----------------|------|--------------|------|
| Leadership Behavior | 0.49 | 0.00 | 0.10 | 0.00 | 0.59 | 0.00 |
| Job Satisfaction | 0.28 | 0.00 | - | - | 0.28 | 0.00 |
| Burnout | -0.11 | 0.04 | -0.05 | 0.00 | -0.17 | 0.01 |

Table 4 shows the results of the goodness of fit measures of the conceptual model of organizational commitment. As can be seen in the results, all model fit values have successfully met the criteria set by each index (CMIN/DF < 3.0), and (TLI, CFI, GFI, NFI > .90). This means that the model fits well with the sample data. This is supported by Arbuckle and Wothke (1999) denoting that a good fit model should have CMIN/DF value less than 3.0, Chi-square P-value above 0.05, and close to 0.90 value for Tucker-Lewis Index (TLI), Normed Fit Index (NFI), Goodness of Fit Index (GFI), and Comparative Fit Index (CFI).

Table 4.
Goodness of Fit Measures

| INDEX | CRITERION | MODEL FIT VALUE |
|--------------------|-----------|-----------------|
| CMIN/DF | < 3.0 | 2.73 |
| Chi-Square P-value | > .05 | 0.10 |
| TLI | > .90 | 0.93 |
| GFI | >.90 | 0.99 |
| NFI | > .90 | 0.98 |
| CFI | > .90 | 0.99 |

Conclusions

1. The null hypothesis stating that there is no significant relationship among leadership behavior, job satisfaction, burnout, and organizational commitment was rejected. The leadership behavior and job satisfaction positively correlate with organizational commitment while burnout negatively correlate with organizational commitment.

2. The null hypothesis stating that leadership behavior, job satisfaction, and burnout do not influenced organizational commitment was rejected. The three independent variables significantly predict the organizational commitment of teachers.

3. The null hypothesis that states, "The conceptual model does not fit the sample data" was rejected. The model fits well with the data and therefore assert as a good fit model of organizational commitment.

4. The findings supported the exchange theories stating that the more favorable is the exchange from the participant's viewpoint, the greater is his or her commitment to the organization. The teachers who have experienced greater support from the institution have higher job satisfaction and higher organizational commitment, and thus showing lesser degree of burnout.

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