Organizational Commitment and Job Performance of the Academic and Administrative Personnel

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Abstract

Organizational commitment (OC) is one of the most fundamental concepts that has been explored in relation to workforce motivation and productivity. Its importance in any organization cannot be underrated. It is believed that employees with strong organizational will work harder in order to contribute to organization’s performance. This research investigated organizational commitment among the academic and administrative personnel of a chartered university using Allen and Meyer’s Three-Component Model (TCM). It also described job performance of the two groups. Findings revealed that the academic and administrative personnel have a strong desire to stay in the university. The academic personnel’s desire to stay in the university is only moderately driven by “need” for they see a lot of available opportunities outside while for the administrative personnel, desire to stay because of “need” is strong because they recognize that it will be very hard for them to leave the university even if they wanted to. Both the academic and administrative personnel desire to stay in the university because they feel they ought to. This feeling is driven by their loyalty to the university. Academic personnel have stronger affective and normative commitment than the administrative while the administrative personnel have a stronger continuance commitment than the academic. Both the academic and administrative personnel are performing very well in their job. Among the academic, only affective commitment correlates significantly with job performance while among the administrative, not a single commitment dimension is related to job performance.

Keywords: organizational commitment, job performance, affective commitment, normative commitment, continuance commitment

Introduction

Commitment refers to a person’s dedication to a person, job or organization. It is reflected in the person’s “intention to persevere in a course of action” (Meyer & Allen, 1997). Soliven (2009) defines it more strongly as a sacred covenant, without which life is unimaginable. Commitment has always been believed as the driving force behind a person’s success. A person who has committed himself to a task will pursue it until its completion even if he experience obstacles during the process. It is his commitment that will drive him to rise above the challenges.

Organizational commitment is defined as “a state in which the employee identifies with a particular organization and its goals, and wishes to maintain membership in the organization (Robbins, 2001). Newstrom (2007) calls it employee loyalty. Schultz and Schultz (2002) say it is manifested in the employees’ acceptance of organizational values and goals and his loyalty to the organization reflected by his continual desire to remain in the organization. McMahon (2007) claimed that it is what binds an employee to the organization.

Liou (2008) attributes the success of an organization to the employees’ commitment and participation. She said that a high-commitment environment improves employee retention rate, reduces operating costs and promotes employee performance and efficiency. Allen and Meyer (2004) believe that strong organizational commitment causes employees to work harder in order to achieve the objectives of the organization. An employee with high level of organizational
commitment sees himself as a true member of the organization and is more likely to embrace company values and beliefs and will be more tolerant of minor sources of dissatisfaction (Lai, 2001). Research show negative relationship between organizational commitment and both absenteeism and turnover (S. Rabinowitz and D.T. Hall, 1977; G.J. Blau, 1985; N.A. Jans, 1985; Cited in Robbins, 1996). Studies showed that a person’s level of organizational commitment is a better indicator of turnover than job satisfaction (Hom, Katerberg, and Hulin; R.T. Mowday, L.W. Porter and R.M. Steers, 1982, Cited in Robbins, 2001).

Organizational commitment is measured in a variety of ways. Utapao (2003) measured commitment in terms of two dimensions: acceptance of division goals and values, and desire to stay with the organization. Quevedo (2006) measured it along three domains, namely, sense of identification with the organization’s goals, feeling of involvement in organizational duties and feeling of loyalty for the organization. Lai (2001), Cabautan (2002) and Daylo (2008) measured it in terms of affective, continuance and normative commitment.

Allen & Meyers (2004) constructed a Three-Component Model (TCM) of commitment, which measures three forms of organizational commitment: affective commitment, normative commitment and continuance commitment. These three are characterized by three different mindsets – desire, obligation, and cost. They say “employees with a strong affective commitment (high ACS scores) stay because they want to, those with strong normative commitment (high NCS scores) stay because they feel they ought to, and those with strong continuance commitment (high CCS scores) stay because they have to do so.” Several researchers measure employee commitment in terms of these three constructs.

Affective commitment is measured by the individual’s desire to stay with the university. An employee’s affective commitment is dependent on the employee’s positive feelings towards the organization and is often the result of organizational policies and activities that promote a positive connection with the work group (Liaou, 2008).

Meyer & Allen (1991, 1997) claimed that “employees with a strong affective commitment (high ACS scores) stay because they want to and are more likely to carry out their duties well.

Normative commitment on the other hand is obligation-based and is measured by the individual’s feeling that they have to stay with the organization. Manion (2004) claimed that this kind of commitment arises from the person’s sense of obligation to the organization. It is also a reflection of how much a person’s values and beliefs are aligned to the organization’s core values. Karrash (as cited by Allen & Meyer, 2004) said that normative commitment is positively related to performance.

Continuance commitment is cost-based. This kind of commitment is grounded on the value that the employee derives from the organization. With this kind of commitment, employees stay primarily to avoid losing something of value (income, benefits, seniority). Employees with high CCS scores stay because they feel that they have few alternatives outside.

This research investigated organizational commitment among the academic and administrative personnel of a chartered university. Three forms of commitment profile of the employees were described: Affective commitment, Normative Commitment and Affective Commitment. This research also described job performance of the two groups of respondents. Academic personnel’s performance was described by means of the result of the Student Faculty Evaluation for the first semester SY 2008-2009. Employee performance was described by means of the Employee Performance Evaluation Report for 2008. Then a correlation study was conducted to test if significant relationship exists between organizational commitment and job performance.

Conceptual Framework

This study is anchored on the Three-Component Model (TCM) of commitment designed by Allen and Myers. This model measures three forms of employee commitment to an organization: affective...
commitment, normative commitment and continuance commitment.

In this study, organizational commitment and job performance of the academic and administrative personnel were described. Organizational Commitment was described in terms of Affective, Continuance and Normative Commitment. Job performance for the administrative was measured in terms of the Performance Appraisal System while for the academic it was measured through the Student Faculty Evaluation. The three dimensions of organizational commitment was correlated with job performance for both the academic and administrative personnel.

Figure 1: Organizational Commitment and Job Performance of the Academic and Administrative Personnel

METHODOLOGY

This study used the descriptive-correlational method of research. In this study, the researcher investigated if there is a significant relationship between job performance and organizational commitment. This research was conducted in one of the chartered universities in Manila. The respondents of this study were two hundred forty-eight (248) academic and administrative personnel of the university. They were selected through Stratified Random Sampling.

Instrument

To gather data on organizational commitment, TCM Employee Commitment Survey was used. TCM Employee Commitment Survey (TCMECS) is a standardized instrument developed by Allen and Myer. It measures three forms of employee commitment to an organization. These are the affective commitment, normative commitment and continuance commitment. Each of these forms of organizational commitment is measured by means of well-validated scales: Affective Commitment Scale (ACS), Normative Commitment Scale (NCS) and Continuance Commitment Scale (CCS). Each is scored separately and can be used to
identify the “commitment profile” of employees within an organization.

The performance of administrative personnel was measured by means of the Performance Evaluation Report. This is a biannual report of the job performance of administrative personnel. It consists of two parts. The first part is on employee performance and is 70% of the employee’s over-all score. The second part covers four (4) behavioural dimensions: Courtesy, Human Relations, Punctuality and Attendance, and Initiative. The second part covers 30% of the personnel’s over-all score.

The performance of academic personnel was measured by means of the Revised Student Faculty Evaluation (RSFE). It is divided into three sections. The first section is on teaching skills and is fifty percent (50%) of the over-all score. The second part is on Classroom/Area Management and Student’s Performance Assessment and is thirty percent (30%) of the over-all score. The last part is on Personality and Human Relations and is twenty percent (20%) of the over-all score.

RESULTS

Affective Commitment

The over-all affective commitment of both the academic and administrative personnel is very strong with a mean of 5.90 (sd=0.60) and 5.89(sd=0.60), respectively. This implies that the employees have strong desire to stay in the university, which could signify less probability of employee turn-over. This is a very good indication for the university because employee turn-over is one of the pressing problems of some organizations. Iqbal (2011) enumerated significant consequences of employee turnover for universities and students. He said that employee turn-over results in financial and time costs associated with filling positions, disruption of curricular continuity and difficulty in maintaining a cohesive school environment.

Continuance Commitment

The academic personnel exhibited a moderate level of continuance commitment while the administrative exhibited a strong level of continuance commitment. This factor pertains to the respondents’ willingness to stay because they feel they have to. This implies that the administrative personnel seem to feel more attached to the university because of “need” than the academic personnel. This is because of the high standard of employment requirements being imposed to academic personnel than administrative personnel. The requirements being imposed on the academic personnel is at par and sometimes even more than the requirements being imposed by other private universities. Hence, when college faculty leaves the portals of the university, most of them find it easy to get employment in other universities. This is proven by the lowest score that item 6 got among the academic personnel. The academic personnel slightly disagree that there is scarcity of available alternatives outside the university. On the other hand, the administrative employees agree that it will be very hard for them to leave the organization even if they wanted to.

Normative Commitment

The over-all normative commitment of the academic personnel is very strong while the administrative personnel have strong normative commitment. Normative commitment pertains to the respondents desire
to stay in the organization because they feel they ought to. The two groups of respondents placed loyalty to the university in rank 1. Both groups also gave high rating to item 6, “I owe a great deal to my organization”. Sense of obligation to the people in the organization was also one of the top three items for both groups.

The university has a pool of faculty-alumni whose sense of loyalty to the university is unquestionable. There are also several administrative personnel who are either graduates of the university or who has a son or daughter who graduated from the university. This link could be the reason why the normative commitment of both the academic and administrative personnel is high.

Comparison of the Organizational Commitment of the Academic and Administrative personnel

Table 1: Comparison of the Organizational Commitment of the Academic and Administrative personnel

<table>
<thead>
<tr>
<th></th>
<th>Academic</th>
<th>Administrative</th>
<th>t-value</th>
<th>df</th>
<th>p-value</th>
<th>Decision</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affective</td>
<td>5.90</td>
<td>5.53</td>
<td>3.72</td>
<td>252</td>
<td>&lt;0.001</td>
<td>Reject Ho</td>
<td>Significant difference</td>
</tr>
<tr>
<td>Continuance</td>
<td>4.28</td>
<td>4.73</td>
<td>-3.39</td>
<td>251</td>
<td>0.001</td>
<td>Reject Ho</td>
<td>Significant difference</td>
</tr>
<tr>
<td>Normative</td>
<td>5.72</td>
<td>5.42</td>
<td>2.60</td>
<td>252</td>
<td>0.010</td>
<td>Reject Ho</td>
<td>Significant difference</td>
</tr>
</tbody>
</table>

The table revealed that there is a significant difference between the affective, continuance and normative commitment of the academic and administrative personnel. The average affective commitment of the academic personnel is 0.37 higher than that of the administrative. This shows that the academic personnel’s positive feelings toward the university are higher than the administrative personnel. This can be explained by the fact that the academic personnel have more direct interactions with the students than the administrative. Interviews with teachers reveal that they enjoy teaching in the university because of the qualities of the students. Most of them have experienced teaching in other universities and they say they derive more fulfillment in teaching PLM students than students from other universities. Interviews with returning faculty reveal that they went back to PLM after completing their Master’s because of the students and not because of faculty compensation. In fact, most of them have higher teaching rates in other universities. Similar results were obtained with the researcher’s interview with part time faculty members. Most of them are occupying high positions in the industry but still opted to spend time teaching in the university. Some of them even spend more than what they receive for their part time teaching. They say that they wanted to share their knowledge with the students because they saw the great potentials some of them have. These findings confirm Liaou’s claim that affective commitment is often the result of activities that promote positive connection with the organization. In the case of the academic personnel, their high affective commitment may have been the result of their interaction with the students.

In terms of continuance commitment, the average of the academic personnel is lower by 0.45. Continuance commitment is driven more by employees’ need to stay in the university (Allen & Myer, 2007). The university implements high requirements for faculty members. Only faculty members who have completed their master’s degree can be given a permanent status. University policy on faculty retention resulted in the non-renewal of some faculty members who failed to finish their master’s within the prescribed period. These faculty members however found better high paying faculty positions in other universities. Some even received three times of what they used to earn in the university. This is a proof that the university faculty have other promising alternatives outside the university. Hence, their desire to stay in the university is not driven by need but by other factors.
The average normative commitment of the academic personnel is higher by 0.30. Normative commitment refers to the employee’s feeling of obligation to continue employment. It is illustrated by the employee’s loyalty to the organization. There are more faculty alumni than employee alumni. This could explain the higher normative commitment among the academic personnel. Also, the academic personnel are the one who have direct contact with students. The principle of “loco parentis” also applies to teachers. Hence, the sense of obligation to students is stronger among the academic than among the administrative.

**Job Performance**

The academic personnel scored high in terms of job performance. The job performance of the academic personnel was measured by the result of the Student Faculty Evaluation (SFE). The instrument is composed of three components: teaching skills, classroom management and student assessment, and personality and human relations. The over-all mean score of the faculty is highly satisfactory. Among the three components of the faculty evaluation, the teachers scored excellent in terms of personality and human relation. This is followed by classroom management and student assessment with a mean of 1.57 which is very close to the excellent range. The mean score of the academic personnel’s teaching skills is also highly satisfactory with a mean of 1.59. These scores are indications that the academic personnel have done their jobs well.

The administrative personnel got a very satisfactory rating in the performance evaluation. The instrument has two major components: performance and behavioural. Both components got a very satisfactory mean score. This implies that the administrative personnel also performed well in their jobs.

**Relationship between job performance and organizational commitment**

Table 2 shows the result of the test of relationship between organizational commitment and job performance. The table revealed that the affective commitment of the faculty is significantly related to teaching skills, classroom management and student assessment, personality and human relation and also to the over-all score in the SFE. The negative signs of the correlation coefficient are the effect of the reverse scoring used in the SFE, where lower scores indicate better performance. All the coefficients fall within the moderate level. This finding is a confirmation of the claims made by Allen and Myers (2007) that affective commitment is significantly related to job performance. On the other hand, normative commitment as well as continuance commitment was found to be not significantly related to any of the job performance indicators. In the case of the administrative personnel, all the commitment dimension: affective, continuance and normative, are not related to any of the job performance indicators of administrative personnel. This implies that among the administrative employees, their job performance is not influenced or affected by their organizational commitment.
Table 2: Relationship Between Organizational Commitment and Job Performance

<table>
<thead>
<tr>
<th>Job Performance</th>
<th>Organizational Commitment</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Affective</td>
<td>Continuance</td>
<td>Normative</td>
</tr>
<tr>
<td>Academic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Skills</td>
<td>-0.323**</td>
<td>-0.001</td>
<td>-0.135</td>
</tr>
<tr>
<td>Classroom Management And Student Assessment</td>
<td>-0.289**</td>
<td>-0.048</td>
<td>-0.143</td>
</tr>
<tr>
<td>Personality And Human Relation</td>
<td>-0.366**</td>
<td>-0.017</td>
<td>-0.143</td>
</tr>
<tr>
<td>Over-all Evaluation</td>
<td>-0.305**</td>
<td>-0.021</td>
<td>-0.132</td>
</tr>
<tr>
<td>Administrative</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance</td>
<td>0.055</td>
<td>-0.034</td>
<td>-0.053</td>
</tr>
<tr>
<td>Behavioral</td>
<td>0.023</td>
<td>-0.125</td>
<td>0.064</td>
</tr>
<tr>
<td>Over-all</td>
<td>0.003</td>
<td>0.043</td>
<td>0.003</td>
</tr>
</tbody>
</table>

* Significant at alpha=.01

Conclusion and Recommendation

Findings showed that academic and administrative personnel differ significantly in terms of organizational commitment. The academic personnel have higher levels of affective and normative commitment while the continuance commitment of the administrative personnel is significantly higher. Among the three dimensions of organizational commitment, affective commitment was found to be significantly related to the job performance of the academic personnel.

Based on the findings and conclusions derived from this study, the following recommendations were offered:

1. Skills training among the administrative employees should be offered because some of them feel inadequate as shown by their feelings that there are very few alternatives outside the organization.
2. Involvement of both the academic and administrative employees should be strengthened for them to feel that the problems of the university is also their own.
3. A new system of measuring administrative employee’s job performance should be designed to complement the often self-evaluation of the New Performance Appraisal System.
4. The university should maintain separate trainings for the academic and administrative personnel because the study revealed that they have different needs and level of commitment.
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