

ASIA-PACIFIC NAZARENE THEOLOGICAL SEMINARY

ORGANIZATIONAL COMMITMENT AND ORGANIZATIONAL BEHAVIOR:  
A COMPARATIVE STUDY OF GRADE 7 TEACHERS OF RIZAL HIGH SCHOOL

A Thesis Presented to  
The Faculty of Asia-Pacific Nazarene Theological Seminary  
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Master of Arts in Religious Education Major in Educational Leadership

BY

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ASIA-PACIFIC NAZARENE THEOLOGICAL SEMINARY

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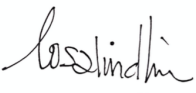
ENTITLED

ORGANIZATIONAL COMMITMENT AND ORGANIZATIONAL BEHAVIOR:  
A COMPARATIVE STUDY OF GRADE 7 TEACHERS OF RIZAL HIGH SCHOOL

AS PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE  
MASTER OF ARTS IN RELIGIOUS EDUCATION  
MAJOR IN EDUCATIONAL LEADERSHIP

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## **ABSTRACT**

This study aims to determine how organizational commitment and organizational behavior (work values) differ between two groups of Grade 7 teachers from Rizal High School based on their years in service. Moreover, a test of the relationship between organizational commitment and organizational behavior of the teachers is also being done. In addition, this research followed the attitudinal approach of Meyer and Allen's Three-Component Model of Organizational Commitment as its theoretical framework.

This study employed the descriptive method of research, specifically a causal-comparative research design, and is purely quantitative. Three instruments were utilized in the present study to identify the teacher's demographic characteristics, organizational commitment and working values of the Grade 7 teachers of RHS, namely: Personal Data Sheet, Organizational Commitment Questionnaire (OCQ) that supports Three-Component Model of Organizational Commitment (Attitudinal Approach) for organizational commitment, and Portrait Values Questionnaire (PVQ-21) that was proposed by Shalom Schwartz for work values. This study used Slovin's Formula and stratified random sampling procedure to determine the respondents. The respondents were composed of 15 males and 46 females, with a total of 61 out of 68 RHS Grade 7 Teachers for the school year 2019-2020. The quantitative data gathered were tabulated and analyzed statistically, employing both descriptive and inferential statistics, namely: sample mean, independent sample t-test, and Pearson-r Moment of Correlation.

The study revealed that most of the Grade 7 teachers are female with equal distribution when it comes to age and years in service. In terms of age, the findings show that younger teachers are more committed than their older counterparts. Furthermore, all the age groups for both sexes under 1-8 years in service group are affectively committed while those age groups for both sexes under 9-above years are normatively committed. Comparing the sexes, male teachers obtained higher means compared to their female counterparts. Thus, males were more committed than females. Moreover, both sexes under 1-8 years in service group are affectively committed while both sexes under 9-above years are normatively committed. The comparative analysis of the two groups based on their years in service regarding their organizational commitment revealed that those who have been teaching for about 1-8 years are committed to their job affectively (they want to commit) while those who have been teaching for about nine years and more are normatively committed (they feel obligated to commit).

In terms of organizational behavior, both groups have the same ranking for the higher-order work values having self-transcendence as the top-ranking and self-enhancement as the lowest rank. However, it can be observed that the means of the 1-8 years in service group are higher compared to the other group that might suggest that those who have been teaching for 1-8 years have higher work values than with nine and above years. For all age groups, the results show that as a teacher increases in age, the way they value work in terms of the given variables seems to weaken. All age groups show a very high remark for universalism and security, which are the top ranks.



However, they least value power and achievement. Regarding sex, the results show that Rizal High School Grade 7 male teachers uphold higher importance for values than their female counterparts. Both sexes have a very high remark towards universalism and security, while hedonism, power, and achievement got the lowest ranks, respectively. The relationship between teachers' organizational commitment and organizational behavior reveals that their level of organizational commitment affects their work values. Therefore, the more committed the teachers are to their job, the higher the values they uphold. Some recommendations include developing a school atmosphere that challenges teachers to continue personal growth and development, and trying to involve the teachers with seminars and workshops as part of the Continuing Professional Development (CPD).

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Glenn B. Brombuela      March 4, 2020  
(Author)    Date

## **DEDICATION**

To God;

To nations; and

To the Filipino teachers.

## ACKNOWLEDGMENTS

This thesis would not have been possible without the supervision and help of several individuals and organizations who, in one way or another, contributed and extended their valuable assistance in the preparation and completion of this study.

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I would also like to appreciate the Rizal High School community, headed by their Principal, Mr. Gilbert O. Inocencio, and specifically to the Grade 7 teachers who participated in the data collection for this study, which are the inspiration for this educational work. Furthermore, I would also like to express my appreciation to the statisticians who assisted me in the data analysis procedure. I am especially thankful for my family and friends for their generous support and warmest encouragement. Lastly, I am eternally grateful to my Lord and Savior, Jesus Christ, for endless love and sustenance throughout. To God be all the glory!

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## CHAPTER I

### INTRODUCTION

#### **Background of the Problem**

The Philippine public school setting is different from the Western school system, where many studies concerning the public school were done in at least two ways. “First, the education system is extensive since the implementation of the Enhanced Basic Education Act of 2013 (Republic Act No. 10533), also known as the K-12 Basic Education Program. This new educational program adds two more years in high school (called senior high school) from the country’s previous 10-year basic education cycle” (Oracion 2014, 20). Carmela Canlas Oracion, in her study on “Teacher Leadership in Public Schools in the Philippines,” said that the Philippine government perceives this undertaking as a key solution to the long-standing crisis—low quality of education—faced by basic education in the country. Second, Philippine public schools are, in general, disadvantaged schools educating among the most deprived young people in the Philippines (Oracion 2014, 31).

Tomas Quintin Donato Andres mentioned in his book *Managing Schools by Filipino Values*, the Philippine Educational System, in general, is one of the beneficiaries of the 1987 Philippine Constitution (1992, 15). The Article XIV, Section 3, Subsection 2 of the 1987 Philippine Constitution states that all educational institutions shall “Inculcate patriotism and nationalism, foster love of humanity, respect for human rights,

appreciation of the role of national heroes in the historical development of the country, teach the rights and duties of citizenship, strengthen ethical and spiritual values, develop moral character and personal discipline, encourage critical and creative thinking, broaden scientific and technological knowledge and promote vocational efficiency” (1987 *Philippine Constitution* 1987, 37). Moreover, Andres cited Aquino who also stated that with the approval of the 1987 Philippine Constitution,

Education shall then be the source of religious values from which young Filipinos shall absorb themselves. Article XIV, Section 3, sub-section of the New Constitution provides that at the option expressed in writing by the parents, or guardians, religion shall be allowed to be taught to their children or areas in public elementary and high schools within regular class hours by instructors selected or approved by the religious authorities of the religion to which the children or areas belong, without cost to the government. The changing times have focused attention on the role of religious values in the development of the nation. The Philippines today, faced with many problems which concern not only the body but also the spirit, needs a broad spectrum of religious values. The formation of religious values in Filipinos will contribute to greater social consciousness and moral truthfulness. By addressing the moral integrity of the Filipinos, they will gain proper perspectives and direction in life (cited in Andres 1992, 17).

The demands and challenges of the Philippine Constitution fall on the shoulders of the teachers being the individuals who have a direct positive influence on the students. To support the prior statement, teachers are the focal image of leadership and morality (Barberos, Gozalo, and Padayogdog 2009, 1). In one of the studies conducted by Marivic Mendoza Pimentel in the Philippines, it discovered that the quality of teachers, directly and indirectly, influences the future direction of an education system in a given country (Pimentel 2017, 29). Hence, the researcher agrees with the statement of Dr. Roshan Lal and Sarabjit Singh Shergill in the abstract of their research, declaring that teaching is regarded as the noblest profession (2012, 57).

In the Holy Bible in the book of Ephesians, Paul wrote, “<sup>11</sup>Now these are the gifts Christ gave to the church: the apostles, the prophets, the evangelists, and the pastors and teachers. <sup>12</sup>Their responsibility is to equip God’s people to do his work and build up the church, the body of Christ” (Ephesians 4:11-12 NLT). The Bible, undeniably, talks about teachers being one of the gifts of Christ to the church. The importance of teachers lies in equipping God’s people to do the works that He prepared beforehand and in edifying the church. Furthermore, the teaching assignment of teachers involves guiding the students and declaring to them the truth (LeBar and Plueddemann 1995, 167). Therefore, teachers who are involved in the teaching process must be continually filled and guided by the Holy Spirit (Pazmiño 1997, 39). Moreover, in Romans: The Moody Bible Commentary by Michael Rydelnik and Michael G. Vanlaningham, it was stated that even Jesus called Himself teacher (Matthew 10:25; 26:18; John 13:13), as did His followers (Mark 4:38; 9:38; 10:35) and opponents (Matthew 9:11; 12:38; 22:16) (Rydelnik and Vanlaningham 2014, 1183). Rydelnik and Vanlaningham even added that of the 90 times Jesus was addressed directly in the gospels, 60 times He was called “teacher.” Based on the key verses mentioned in this commentary, the researcher considered Jesus as a perfect representation of a great teacher who guided the disciples toward the truth.

Maria Theresa Barberos, Arnold Gozalo, and Euberta Padayogdog mentioned in their research that teachers play varied and vital roles in the classroom because they are entrusted with so many responsibilities that range from the very simple to most complex and challenging everyday tasks as part of their work and mission (2009, 1). Hence, the researcher believes that teachers are tasked to instruct and guide students and that effective guidance is concerned with the student as a person and with their optimal

development. For this reason, every society needs competent, dedicated, and innovative teachers who can develop and challenge students to make a difference in their lives and in the larger society in which they are parts (Pimentel 2017, 29). Therefore, since teachers play a vital role in effecting classroom changes as mentioned above, it is then rightful to say that whatever happens in the classroom depends on teacher factors such as organizational commitment and organizational behavior. The given statement motivated the researcher, who is also a teacher, to pursue this scholarly work. It is in this light that this study attempted to discover how teachers' organizational commitment and organizational behavior (work values) differ between two groups of teachers based on their years in service. Moreover, the researcher is keenly interested in understanding if a relationship exists between the organizational commitment and the working values of teachers. The result of this study aims to provide decision-makers at all levels from governments, non-governmental organizations, school administrators, and advocacy groups with evidence on the situation of the new and experienced group of teachers in Rizal High School that might use as a basis to give more support to teachers.

### **The Context of Rizal High School**

In Edna Algarne's thesis entitled *Leadership Styles of Administrators of Rizal High School*, she mentioned that Rizal High School, located at Dr. Sixto Antonio Ave., Pasig City, Metro Manila, Philippines, is acclaimed as the "Largest Secondary School in the World" in terms of the number of students enrolled by the Guinness Book of World Records since 1993 (Algarne 2003, 3–4). According to Algarne, during 1993, Rizal High School had 19,738 pupils, which is far from its initial enrollment of 28 students when it

opened on October 1, 1902, during the incumbency of Governor Ambrocio Flores. On the year 2005, Rizal High School's reign as the largest secondary school in the world ended when the City Montessori School in Lucknow, India, held the title when it enrolled 29,212 pupils (Consunji et al. 2017, 10).

According to Algarne, Rizal High School, named after Dr. Jose Rizal, owes its fame and glory to its thousands of graduates who have contributed much to the socio-economic progress of the Philippines. Through its portals have passed men and women who hold or have held distinguished positions in the government and private sector (Algarne 2003, 4). Algarne also mentioned some notable figures who are alumni of RHS, including former Senator Neptali Gonzales, former Senator Jovito Salonga, former Senator Rene Saguisag, Maestro Lucio San Pedro, and National Artist Carlos "Botong" Francisco, to mention a few (Algarne 2003, 4).

The success of Rizal High School as an institution is the fulfillment of its school motto, mission, and vision as a learning institution during that time before it adapted the Department of Education's Mission and Vision in 2017. Algarne noted the school motto of Rizal High School states: "Strive for Excellence for the Glory of God" (2003, 6).

Furthermore, the mission of Rizal High School states that:

Rizal High School is committed to provide equal and equitable access to relevant quality education for all to produce God-loving, nationalistic, disciplined, productive and competent Pasigueños responsive to the demands and challenges of the 21st century.

Rizal High School's mission statement is to upgrade academic, technological, cultural, and artistic and leadership skills and capabilities of students as well as to strengthen their Filipino values towards the achievement of the country's national development goals (Algarne 2003, 5).

Furthermore, the vision of Rizal High School states that:

Education in Rizal High School shall produce citizens of Pasig City who are God-loving, nationalistic, disciplined, productive, competent, and ready to meet the technological demands and industrial challenges of the 21st century.

As it enters the Third Millennium, it is envisioned that Rizal High School shall have:

- a. fully-equipped buildings with modern facilities and multi-media equipment that can compete globally;
- b. highly-qualified teachers committed to service and possess moral strength and stability;
- c. empowered students who are creative, inventive, and inquisitive who work towards progress and development in the next millennium;
- d. advanced research and development program that would totally eradicate illiteracy in Pasig City; and
- e. extensive moral training that would impart proper values, attitudes, and outlook in life within the school and the community as well (Algarne 2003, 5–6).

As Rizal High School entered the new millennium, much change is expected to happen for an improved high school in Pasig City. At present, Mr. Gilberto O. Inocencio is the school Principal.

### **Theoretical Framework**

The study is based on Meyer and Allen's Three-Component Model of Organizational Commitment. Organizational commitment is the attachment to the organization, characterized by an intention to remain in it, identification with the values and goals of the organization, and willingness to exert extra effort on its behalf (Porter et al. 1974, 604). It is an emotional response that can be measured through people's behaviors, beliefs, and attitudes and can range anywhere from very low to very high (Starnes and Truhon 2006, 3). John Meyer and Natalie Allen have identified three types of organizational commitment: affective, continuance, and normative (Starnes and

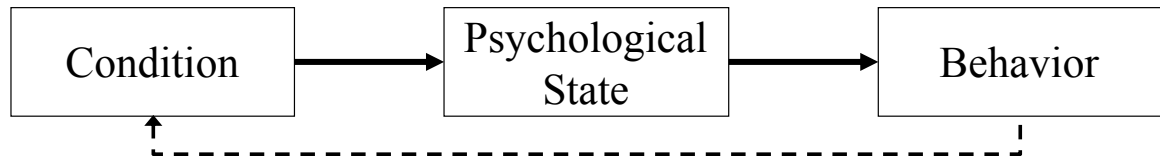
Truhon 2006, 3). According to Meyer and Allen, “The affective component of organizational commitment refers to the employee’s emotional attachment to, identification with, and involvement in, the organization. The continuance component refers to commitment based on the cost that employees associate with leaving the organization. Finally, the normative component of commitment refers to employees’ feelings of obligation to remain with the organization” (Meyer and Allen 1990, 1).

In addition, the study followed the attitudinal approach for organizational commitment. Meyer and Allen stated that “Attitudinal nature of commitment focuses on the process by which people come to think about their relationship with the organization. In many ways, it can be thought of as a mindset in which individuals consider the extent to which their own values and goal are congruent with those of the organization” (1991, 62). Furthermore, they argue that “The concept of organizational commitment as a mindset, or psychological state, need not be restricted to value and goal congruence; rather, it can reflect a desire, a need, and/or an obligation to maintain membership in the organization” (1991, 62). In the attitudinal approach, research has been directed mainly at the identification of the antecedent conditions. These antecedents contribute to the development of commitment and at the behavioral consequences of this commitment (Meyer and Allen 1991, 62).

A schematic representation of the basic postulates of the attitudinal approach was presented in Figure 1. The solid arrows show the primary causal relations, and the broken arrow shows secondary relations, which imply that a complementary set of processes may be involved in the commitment-behavior link (Meyer and Allen 1991, 62). Moreover, Meyer and Allen stated that “In the attitudinal approach, the behavioral



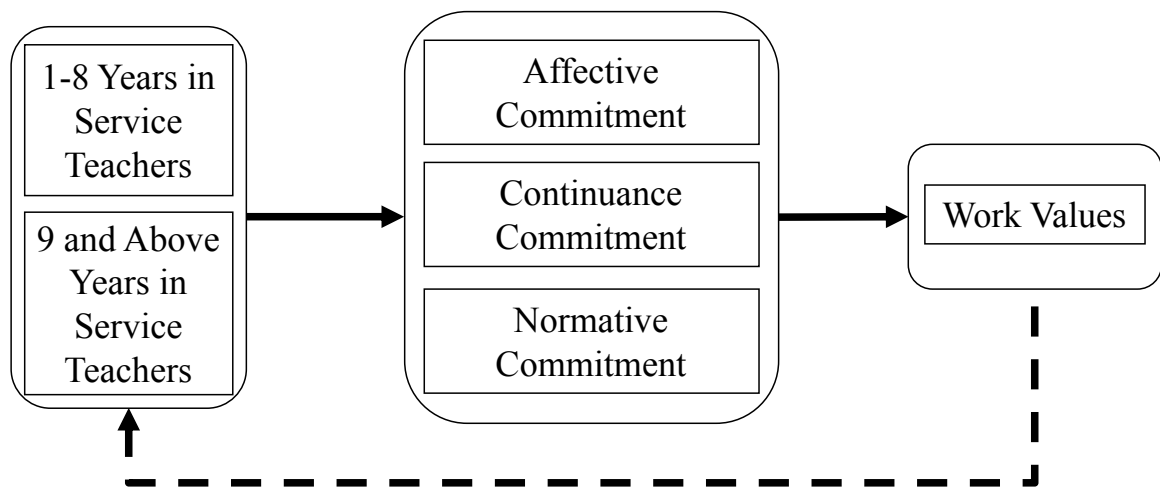
consequences of commitment are likely to have an influence on the conditions that contribute to stability or change in commitment” (1991, 62).



**Figure 1: Attitudinal Approach** (Adapted from Meyer and Allen 1991, 63).

### Conceptual Framework

The conceptual framework of this study was shown in Figure 2. Following the theoretical framework of Meyer and Allen’s Three-Component Model of Organizational Commitment (Attitudinal Approach), the condition is the years of teaching, the psychological state is the three components of organizational commitment, and the behavior is the work values, which is a facet of organizational behavior. Furthermore, the arrows show the hypothesized relationship between the variables involved in the study.



**Figure 2: Research Paradigm based on Attitudinal Approach**

Figure 2 starts with the identification of the condition in the attitudinal approach, which is the year in service of teachers. The condition variable in this present study involved demographic profiling the teachers into two groups in terms of their years in teaching through stratified random sampling. The solid arrow from the condition to the psychological state, which is the organizational commitment, shows a possible relationship that could affect the level of organizational commitment. Furthermore, the solid arrow from the organizational commitment to the organizational behavior indicates the perceived effect of commitment to the work values of the teachers. The broken arrow from the organizational behavior to the demographics of teachers suggests a secondary relationship, but this was not treated in this study.

### **Statement of the Problem**

This study of Grade 7 teachers of Rizal High School attempted to answer how teachers' organizational behavior and organizational commitment differ between two groups of teachers based on their years in service, and the relationship between the three dimensions of organizational commitment and work values. The sub-problems through which the main problem will be reached are as follows:

1. What are the demographic characteristics of the Grade 7 teachers of Rizal High School in terms of the following:
  - a. Sex;
  - b. Age; and
  - c. Years in service?

2. Is there a measurable difference between 1-8 years in service and 9 and above years in service teachers regarding their organizational commitment?
3. Is there a measurable difference between 1-8 years in service and 9 and above years in service teachers regarding their work values?
4. Is there a significant relationship between the organizational commitment of teachers and their work values?

### **Null Hypotheses**

This study of Rizal High School's Grade 7 teachers attempted to test the following research null hypotheses:

- H<sub>0</sub>. There is no significant statistical difference between 1-8 years in service and 9 and above years in service teachers regarding their organizational commitment.
- H<sub>0</sub>. There is no significant statistical difference between 1-8 years in service and 9 and above years in service teachers regarding their work values.
- H<sub>0</sub>. There is no significant relationship between the organizational commitment of teachers and their work values.

### **Significance of the Study**

This study aims to contribute to educational research concerning teacher development in the Philippines. As the researcher dug into the pool of knowledge, he realized that this study is one of the very few studies in the Philippine public schools concerning the organizational behavior and organizational commitment of teachers since

most similar studies are conducted in foreign countries, and Western context and are more focused on the corporate business world context. Also, there had been several studies conducted on topics like work values, and even on organizational commitment and its components, but a comprehensive study on these topics combined in one research concerning teachers, specifically in Rizal High School and its teachers, has not been found by the researcher to existing. The researcher consulted the National Library of the Philippines, Asia-Pacific Nazarene Theological Seminary Library, and Rizal High School Library, as well as online platforms like Google Scholar, Education Resources Information Center (Eric), Wesleyan-Holiness Digital Library (WHDL), Research Gate, and Ebscohost, regarding this issue.

Different groups within public school academia can benefit in different ways from the results of this study, especially resolving the increasing number of school teachers who are leaving the field of education, stressed, and disillusioned because of teacher burnout. For teachers, the results of the research could serve to potentially help them to identify and develop a specific personal strategy on how they can improve their organizational behavior and organizational commitment to become more effective influencers of their students. Also, the results of the study may assist school administrators to create an atmosphere and environment that might improve the organizational commitment of teachers, and enhance their values inside the classroom. Government officials and agencies in education could also benefit from this study through the development of desirable teacher characteristics and emphasis regarding support strategies that might assist teachers in becoming more committed and motivated

in their work. They can initiate and support activities that might train teachers and help them to become more positive in the learning environment.

### **Assumptions**

In conducting the present research, the researcher had taken into consideration the following assumptions to ensure the objectivity of the results of the study:

1. The respondents of the study are generally reflective of the Rizal High School population. They came from different departments and have different teacher grade and ranking;
2. Teacher burnout is considered as the primary cause of increasing teacher turnover, lacking commitment, and diminishing work values in Rizal High School; and
3. The respondents answered the research instruments as accurately and as honestly as possible.

### **Definition of Terms**

Specific terms used in this study are explained and defined for a more concise understanding of the investigation.

**Organizational behavior** refers to the behavior and actions of teachers that encompass values. Organizational behavior involves the study and application of knowledge about how people act within organizations, as individuals and within the group (Newstrom and Davis 2002; cited by Thakur 2014, 7)

**Organizational commitment** refers to the attachment to the organization, characterized by an intention to remain in it, identification with the values and goals of the

organization, and willingness to exert extra effort on its behalf (Porter et al. 1974, 604).

**Rizal High School (RHS)** refers to a public secondary high school located at Caniogan, Pasig City, Metro Manila, Philippines.

### **Scope and Delimitations of the Study**

There are three limitations to this study. First, this study was limited to Rizal High School in Pasig City. The field research was conducted last November of the school year 2019–2020. Moreover, the study does not include students of Rizal High School, teachers of other grade levels aside from Grade 7, school administrators, and the non-teaching staff. Other teachers or admin responsibilities are not considered in, but only that they are teaching. Furthermore, other factors surrounding teachers' lives are not included in this study. There is no consideration of the various subjects taught by teachers. This study does not cover other problems related to instruction, supervision, and facilities. The sampling procedure for the respondents is limited to their sex. The research used the term sex to indicate the physiological difference between male and female since this study did not deal with the sex issue beyond the traditional understanding of biological sexuality. Overall, therefore, there were 61 respondents for the present study.

Second, the researcher adapted three research-gathering instruments, namely: Personal Data Sheet for the teacher's demographic characteristics, Organizational Commitment Questionnaire (OCQ) for organizational commitment, and Portrait Values Questionnaire (PVQ-21) for work values. The Organizational Commitment Questionnaire (OCQ) supports the Three-Component Model of Organizational

Commitment (Attitudinal Approach). The Portrait Values Questionnaire was proposed by Shalom Schwartz and was the shortened version of PVQ-40. Also, these instruments from other studies were found valid and reliable since it came from published scholarly works by Schwartz and Meyer and Allen.

Lastly, in terms of validity and reliability, since the present study is purely quantitative, the triangulation strategy was not used in this study. However, the researcher utilized other validity and reliability strategies based on the book entitled *Qualitative Research: A Guide to Design and Implementation* by Sharan B. Merriam. A thorough discussion of this will be in Chapter 3. The next chapter offers a comprehensive analysis of related literature and studies related to the present study.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE AND STUDIES**

This chapter presents a comprehensive review of the foreign and local literature and studies gathered through electronic and conventional databases that have a significant relationship to this present study. The information generated from these literature and related studies were presented and briefly expounded in the following sections following the conceptual framework of the present study based on the attitudinal approach of Meyer and Allen's Three-Component Model of Organizational Commitment.

#### **Rizal High School**

The researcher is a graduate of Rizal High School, batch 2012, which made the mentioned school close to his heart. When he was still a student at Rizal High School, he noticed the different approaches of the teachers in regards to their work. This experience made him eager to study the teachers of Rizal High School in particular. However, to fully have a grasp of the background of Rizal High School as an institution, the researcher consulted the thesis of Edna F. Algarne, wherein she narrated in full detail the rich history of Rizal High School, the first secondary school in the province of Rizal.

Algarne narrated in her thesis that:

Before the school got its present name, Rizal High School is known as the Pasig Secondary School, established on October 1, 1902, during the incumbency of Governor Ambrocio Flores with an enrolment of 28 intermediate pupils which then increased to 80 pupils in February 1903.



The students came from the neighboring towns, including Pasig proper. Classes were held in a room of a rented building, 30 meters by 30 meters, which cost \$15, local currency, and was paid from the provincial board. In the beginning, the Provincial Board was against the establishment of a provincial school in Pasig because of the closeness of the adjacent towns of Pasig to Manila; plus, the fact that the provincial aid was very limited. The increase in financial support by the provincial government that time was subject to the condition that the pupils from adjoining towns would prefer to attend classes in the provincial school rather than seeking enrollment in Manila.

Immediately after the military post occupied by American soldiers was vacated, it was turned over to the provincial government for the use of the Pasig Secondary School in November 1902. The building, although quite spacious, was old and dilapidated with a badly damaged roof. In addition, Algarne documented that the first batch of teachers assigned to this school were all Americans, namely: Messrs. Laughlin, Click, and Scruton. The Superintendent of schools was Mr. Charles Rummer (Algarne 2003, 6-8).

As Algarne continued, she detailed that the name “Pasig Secondary School” was changed to “Rizal Provincial High School” sometime in 1907, when the first-year class of eleven pupils was organized and when the province was already putting up the greater bulk of the financial support for the school. The first graduating class was in 1918, and 27 were eligible for graduation from the 30 fourth-year students for the month of March” (Algarne 2003, 8-9). Furthermore, the change of name from Rizal Provincial High School to the present name Rizal High School was made in 1915 when the new building was completed and occupied by the school (Algarne 2003, 8).

Algarne stated that “For many years since its establishment in 1902, the intermediate classes were under the supervision and administration of the secondary school principal. These classes were considered a preparatory department of the secondary school. The gradual change in administration started with the school year 1920–1921. The complete separation of the intermediate classes as a preparatory

department to the high school took effect during the school year 1924-1925” (Algarne 2003, 9).

Algarne narrated the history of the administration of Rizal High School based on Rizal High School Handbook 2007–2008 (30th ed.). She wrote:

The first principal of Pasig Secondary School was Mr. Steward Laughlin, who also served as one of its earliest teachers. The first Filipino principal was Mr. Marcelino Bautista, who served during the school year 1929-1930, followed by Mr. Ricardo Castro in 1930-1935, Mr. Aquilino Carino in 1935-1936, and Mr. Eufrocino Malonzo in 1936-1939. The years preceding the Second World War saw Elisio Tayao as principal of the Rizal High School from 1939–1941. The school was closed for some time and was reopened in 1943 with Dr. Cesario Bandong as the acting principal until 1950; Nihonggo, the Japanese language, was included in the curriculum as a required subject. Mr. Demetrio M. Suguitan took over from Bandong (1950–1960). Mrs. Modesta T. Javier became the principal in 1960–1974. Mr. Cesar S. Tiangco came in 1975 up to January 1980. Ms. Diana C. Santos became principal from 1980 until 1999. Ms. Josephine M. Cruz, who was then the Schools Division English Supervisor for the secondary level, was installed as Santos’ replacement in 1999-2012. Josephine M. Cruz was the youngest Principal of Rizal High School (Algarne 2003, 9-10).

Algarne’s narrative ends there; however, Ms. Virginia R. Membrebe became the principal from 2012-2018. Now, the school is under the management of Mr. Gilbert O. Inocencio, a former MAPEH teacher of Rizal High School.

### **Importance of the Teaching Profession**

The teaching profession can be defined as an occupation-based upon specialized intellectual study and training (Renthlei and Malsawmi 2015, 30). Lal and Shergill mentioned in the abstract of their research that teaching is regarded as the noblest profession (2012, 57). Indeed, the teaching profession is an undeniably and indispensable profession. The importance of the teaching profession is recognized by the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the

International Labour Organization (ILO). Such recognition is articulated in the “Recommendation Concerning the Status of Teachers” which was signed by the UNESCO and ILO on October 5, 1966, which states that:

Teaching should be regarded as a profession. It is a form of public service which requires of teachers expert knowledge and specialized skills, acquired and maintained through rigorous and continuing study; it calls also for a sense of personal and corporate responsibility for the education and welfare of the pupils in their charge (Hernandez 2008, para. 2).

Dr. Israel G. Entima, in his dissertation entitled *Circumventing the Exodus: A Correlational Study of Workplace Factors Affecting Teaching Inclination to Retain*, cited M. B. Allen who specified that the effectiveness of teachers is regarded as the only important educational determinant which contributes to the academic achievement of the students (2016, 20). Indeed, one of the duties of teachers is to contribute to the educational success of their students. It is the quality of both the teachers and teaching that significantly influence student’s growth and education (Ingersoll 2007; cited by Entima 2016, 20). This idea is supported by Entima who stated that part of the nature of the teachers’ work is the responsibility to transfer knowledge and to develop the whole aspects of the person, which are essential for educational successes and attainments of the students (Entima 2016, 20). Hence, the need for retention and commitment of teachers is, therefore, significant and is notable in the business world and educational institutions. It is, then, necessary that those individuals who join the teaching profession be dedicated and competent in their work (Lal and Shergill 2012, 57). Furthermore, the researcher agrees with the concept mentioned by Michelle M. Fleig-Palmer in the abstract of her dissertation, “The Impact of Mentoring on Retention through Knowledge Transfer, Affective Commitment, and Trust,” that regarding organizational commitment, “key

knowledge workers” are essential for the organizational performance because knowledge transfer, which assists employees in improving their skill sets, amongst employees is crucial for organizational productivity (Fleig-Palmer 2009, i).

Although the given arguments above indicated how important the teaching profession is, especially in organizational productivity and student’s quality, teachers’ retention or organizational commitment and their work values are real issues in the educational setting. Thus, the bottom line question that the researcher wants to raise because of the given facts and arguments is whether the teachers are performing their duties as professionals or not. Hence, the distressing reality of increasing numbers of teachers leaving the profession strengthened the desire of the researcher to at least make a bridge and give a stepping stone in resolving this evolving issue in the Philippine educational setting.

### The Teacher Burnout Phenomenon

The researcher chose to look at the conceptualization of burnout, in teacher context, as the leading cause of why they choose to leave the profession. This is to establish the need to bring back the positive commitment that might eventually lead to reinforcement of the positive organizational behavior of teachers, both new and experienced, towards the teaching profession. The burnout phenomenon is defined as a chronic state of physical, emotional, and mental exhaustion that arises in personnel from the increasing demands of their work (Goddard, O’Brien, and Goddard 2013, 857). Many parts of a teacher’s day or job can become stressful, and if this is not adequately identified and dealt with, it can lead to burnout (Curtaz 2009, 13). Furthermore, “Despite the large personal investment in training for teaching, many teachers choose to leave the

profession and pursue other occupations and careers. Such decisions are not made lightly and are likely to be informed by a wide array of factors, including the individual work contexts and teacher's experience. The circumstances of teaching are created partly by extrinsic factors such as pay levels and partly by intrinsic factors such as the strength of the desire to help children learn" (Rhodes, Nevill, and Allan 2004, 76). Research conducted at the University of the Philippines Los Baños found that Filipino teachers leave the country and teach in other countries and sometimes give up their profession for the caregiver or domestic helper jobs because of burnout from the Philippine educational field (Jobo 2009, 8). The fact that the number of professional teachers who quit their job, based on the mentioned studies, must raise the alarm towards the administrators and educational departments.

In accordance with the statement of Diana Michele Curtaz, a scholar from California State University–Sacramento, Jollie Alson from the University of Perpetual Help System DALTA in Calamba City identified in her study entitled "Stressors of Public School Teachers" that stress may be divided into eustress and distress. According to the study, eustress is positive or good stress that results from the striving and challenges that are the spices of life, whereas distress is the stress reactions to those events or actions appraised as being negative (Alson and Tiqui 2016, 1). Henceforward, it is rightful to say that if teachers do not properly handle the stress in their field of work, it might result in distress rather than eustress, which is undesirable. If this event happens, especially to the Filipino teachers, problems will inevitably arise in the educational field of the Philippines. Furthermore, to support this claim, a journal article from Research in Education confirms that if stress becomes chronic, it can lead to burnout which decreases

teacher effectiveness in the classroom and can lead to teachers leaving the field of education altogether (Rhodes, Nevill, and Allan 2004, 71).

Reynaldo P. Pagayanan presented a study in International Conference on Research in Social Sciences, Humanities and Education (SSHE-2016) about the stress profile of public elementary school teachers in Tacloban City Division regarding the proposed Classroom Intervention Program. He mentioned that:

Under RA 1800, the Civil Service Commission requires government employees, to include the public school teachers, to render eight hours of service per day. However, aside from the eight hours of actual teaching with a usually large number of students, there are other specific school-related tasks that teachers perform. Teachers have to write lesson plans every day in all learning areas, prepare instructional materials, attend faculty and staff meetings, prepare, conduct periodic evaluations or tests, and record and compute results of tests. In addition, to keep teachers abreast of modern developments, especially in pedagogy, teachers need to read books and magazines, attend seminars and trainings, and enroll in advance degree programs (Pagayanan 2016, 126).

The increasing requirements on the part of the teachers may often have a negative impact on their organizational commitment. Furthermore, it is saddening to know that it was found out by Donna Ault Jacobson from Walden University that in reality, there are thousands of teachers every year who are leaving the field of education, stressed and disillusioned as a result of teacher burnout (2016, 1).

A study conducted by Marivic Mendoza Pimentel concerning the factors affecting social science teachers' burnout in selected state universities in the Philippines revealed that the level of teacher burnout on the three components, namely: (1) reduced self-efficacy; (2) exhaustion; and (3) pessimism and negativity towards other people and work is within the tolerable level. Her findings show that while the average burnout level of teachers appears to be tolerable, it may indicate a tendency for burnout to escalate to a

more severe level and, therefore, may need to be addressed by the institutions (Pimentel 2017, 29). In support of Pimentel's work, Christina Maslach, in her book entitled *Burnout: The Cost of Caring*, stated that a commonly accepted portrayal of burnout is a three-dimensional syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that occurs among individuals who work with people in some helping capacity. She noted that: "First, emotional exhaustion centers around the feeling of being overextended and exhausted by one's work. Second, depersonalization or cynicism is a feeling of ill-will and indifference toward the receivers of one's service. Lastly, reduced personal accomplishment or reduced efficacy refers to feelings of incompetence, reduced ability to do the job, and lack of accomplishment (Maslach 1982, 3). Maslach added that personal accomplishment hinges on the positive feeling of competence, meaningfulness, and achievement in one's work with people (1982, 3). Considering the statements above, therefore, burnout is a challenge that a person faces both intrinsically and extrinsically. Moreover, to support the argument, it was mentioned in the study conducted by Anil Shukla and Tripta Trivedi concerning Burnout in Indian Teachers that burnout occurs at the individual level and involves feelings, motives, attitudes, and expectations (2008, 321). According to these authors, burnout is a negative feeling for the individual that leads to exhaustion (both physical and emotional), a feeling of lack of energy, a tendency to view the individuals in a disinterested manner (depersonalization), and the perception of a lack of personal achievement (Shukla and Trivedi 2008, 321). Consequently, they also mentioned that an individual who is undergoing burnout might not be able to execute the role of teacher effectively (Shukla and Trivedi 2008, 332). Hence, the study conducted by Shukla and Trivedi gave us a

strong guiding groundwork about the relationship between burnout and teacher's effectiveness in the Indian culture. The existence of the burnout phenomenon is important in establishing the foundation of the present study since a high correlation between burnout and organizational commitment was found by Chavez, Jr. among Filipino teachers (Chavez, Jr. 2012, 137).

The present study is concerned with teachers of different ranges in terms of years in service. When it comes to this aspect of burnout, Diana Michele Curtaz conducted a study on the perceived causes of stress and burnout as reported by elementary teachers at an urban school, and she cited Patricia Albjerg Graham who, in her book entitled *Understanding and Preventing Teacher Burnout* (1999), said that "The longer a teacher has been in the field of teaching, the more apt they are to experience burnout over beginning teachers. It is usually because the longer the years of a teacher in the profession, the more one takes on added responsibility at the school" (Curtaz 2009, 13). This result is analogous with the findings of Cohen, indicating that the relationship between organizational commitment and age was strongest for the youngest subgroup (Cohen 1993, 143). Also, Butucha implied that teachers who belong to the group below 26 years of age indicated a higher level of commitment than those who are older (Butucha 2013, 369). These findings argue with the conclusions of the study conducted by Gloria P. Gempes at the University of Mindanao. Gempes found that faculty who were in the Baby Boomers generation in Davao City were more committed than the Generation X generation faculty (2008, 104). The same results were reported by Hanlon that older workers who were indeed more committed to their jobs than were their younger counterparts (Hanlon 1986, 1). Brimeyer, Perrucci, and Wadsworth also stated that older



workers are more committed than those younger workers (Brimeyer, Perrucci, and Wadsworth 2010, 511). The findings were also parallel to Kadyschuk, who mentioned that those who have been teaching for less than ten years are highly committed than those with more than ten years (Kadyschuk 1997, 207). Furthermore, Christina Maslach, in her book about burnout, contested the claim of Curtaz when she reported that young people are more burned out compared to their older counterparts (Curtaz 2009, 26). Maslach has the same result as Carmen Kanapi, as cited by Dr. Israel G. Entima (2016, 40), who found that those teachers who left the school were those who had served the school for less than five years. Thus, it is rightful to say that teachers of different tenure in service tend to have different levels of commitment. Looking deeper, one might notice that there is a direct correlation between years in service, which is a significant factor of this study, and burnout, which the researcher thinks as a major factor why teachers choose to leave the field of education. If this is the case, then one should seriously consider the burnout phenomenon as an important issue on how teachers commit and perform their given tasks in the long run. Thus, school administrators and other organizations that have direct influence with the teachers should develop interventions to resolve the issue.

In relation to the studies of burnout based on years in teaching, the study conducted by Anthony Gary Dworkin was the basis of how the researcher established the groupings of the respondents of the present study. Dworkin found that the sample groups with ten or fewer years teaching displayed significantly more burnout than those with more than ten years of teaching. He also said that burnout was most often the malady of the less experienced (Dworkin 2001, 76). In light of the stated studies by Kanapi and Dworkins, the researcher conducted this study by statistically comparing 1-8 years in

service and 9 and above years in service teachers regarding the dimensions of their organizational commitment and organizational behavior. The researcher chose 1-8 years in service teachers as the first group because that is the middle of Kanapi's five years in service and Dworkin's 10 years in service. Furthermore, Jacobson said that some teachers quit within the first few years of entering the field of education, while others exit only after many years of practice; teacher burnout may play a role in attrition (2016, 2). However, she added that burnout and attrition are not limited to new teachers; veteran teachers also succumb to them (Jacobson 2016, 2).

Teachers are clearly not exempted from burnout; though teaching is often referred to as a labor of love, it is indeed a stressful occupation (Pishghadam et al. 2013, 2). Shukla and Trivedi mentioned that the teacher burnout has an additional impact on society, in that the teacher's state of mental health has a direct influence on the educational process. A teacher who is low on morale, high on frustration, and is detached from the students is not able to be effective in the classroom (Shukla and Trivedi 2008, 321). Based on this, the researcher realized that teachers' behavior and commitment are, indeed, important aspects affecting teachers in the educational field. This is why, ideally, these should be kept at a high level. Nevertheless, teachers can also take action to heal themselves when they are experiencing burnout by being proactive about setting limits to the amount of time they invest in work (Brown and Roloff 2011, 470).

Summarizing the given arguments above assisted the researcher in understanding that one of the most significant problems when it comes to sustaining committed and well-rounded teachers in the teaching field, which is the burnout phenomenon. Furthermore, one must have to do something about it.

## Organizational Commitment

Organizational commitment is the individual's desire to remain focused and attached to his work (Abdullah 2011, 81). Likewise, organizational commitment is the relative strength of an individual's identification with and involvement in an organization (Arnold and Randall 2016, 625). These are parallel to how Charles A. O'Reilly viewed commitment as an individual's psychological bond to the organization, including a sense of job involvement, loyalty, and belief in the values of the organization (O'Reilly 1989, 17). From the given definitions, one can say that organizational commitment is the desire of an individual to dedicate himself or herself to the organization. According to Aaron Cohen in his book *Multiple Commitments in the Workplace: An Integrative Approach*, organizational commitment "As a research topic is important regardless of its setting because a better understanding of the phenomenon may help us to better understand the nature of the psychological process through which people choose to identify with different objects in their environment and how they find purpose in life" (2003, 3).

According to Joshua Miller, a professor and Chair of Policy Sequence at Smith College School of Social Work, the organizational commitment is a state in which an employee identifies with a particular organization and its goals and wishes to maintain membership in the organization (Miller 2003, 73). It is related to how Cohen defined organizational commitment as a force that binds an individual to a course of action of relevance to one or more targets (2003, ix). Moreover, Clifford J. Mottaz described organizational commitment in his paper *Determinants of Organizational Commitment* as an effective response or attitude resulting from an evaluation of the work situation which links or attaches the individual to the organization (1988, 468). Thus, John Meyer and

Natalie Allen defined organizational commitment as “A psychological state that characterizes the employee’s relationships with the organization and has implications for the decision to continue membership in the organization” (Meyer and Allen 1997, 67).

Furthermore, Teofilo Francisco González and Mauro F. Guillén, in their paper “Organizational Commitment: A Proposal for a Wider Ethical Conceptualization of Normative Commitment,” came up with interesting questions concerning the definitions of commitment. They mentioned that

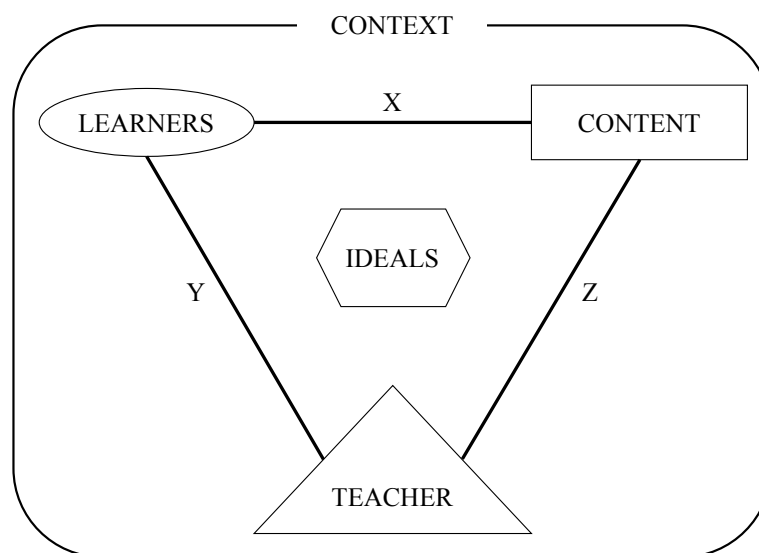
If commitment is described as a frame of mind or psychological state that compels an individual towards a course of action, should we make a more emphasized distinction between intentions and actions in this conception? Is the final action a necessary outcome of a psychological-state, and then, as a consequence, something mechanistic, or the result of a free decision, a consequence of human will? If the free human will be not explicitly included in the definition of commitment, can we really talk about a moral dimension? (González and Guillén 2008, 404)

The individual differences among the employees should be recognized if human free will is included. If management wants to redesign work to get a more satisfied workforce, they have to acknowledge the individual differences (Drenth 2009, 13).

According to J. Richard Hackman and Greg R. Oldham, authors of “Development of the Job Diagnostic Survey,” “A job high in motivating potential will not affect all individuals in the same way. In particular, people who strongly value and desire personal feelings of accomplishment and growth should respond very positively to a job which is high on the core dimensions: individuals who do not value personal growth and accomplishment may find such job anxiety arousing and may be uncomfortably ‘stretched’ by it” (Hackman and Oldham 1975, 160).

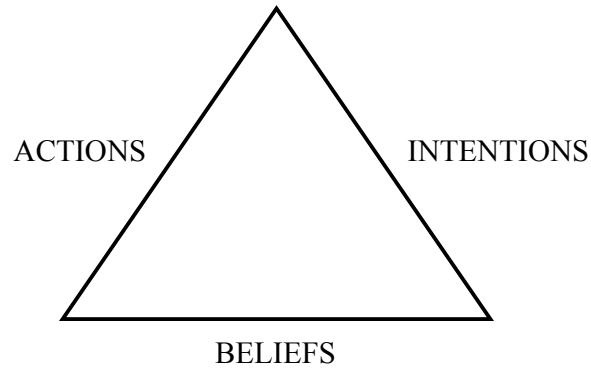
In education, according to Daniel D. Pratt in his book *Five Perspectives On Teaching in Adult and Higher Education*, commitment is defined as a sense of loyalty,

duty, responsibility, or obligation associated with one or more elements within the General Model of Teaching (1998, 7). Figure 3 exhibits The General Model of Teaching.



**Figure 3: The General Model of Teaching** (Pratt 1998, 4).

The model above contains five elements (teacher, learners, content, context, and ideas) and three relationships (lines X, Y, and Z). The model identifies the elements and relationships that may be important to teaching, but it does not suggest relative importance or significance; no element or relationship is more dominant than the others. However, the fundamental difference between perspectives rests upon the belief that some elements (and relationships) are more important than others (Pratt 1998, 7). Pratt also stated that the commitment in teaching is revealed through the way a person teaches (actions), what a person is trying to accomplish (intentions), and statements of why those actions and intentions are reasonable, important, or justifiable (beliefs) (Figure 4). Thus, commitment is pivotal for understanding perspectives on teaching (Pratt 1998, 7).



**Figure 4: Aspects of Commitment** (Pratt 1998, 7).

A widespread agreement in the related literature said that organizational commitment is based on attitude and individual behavior (Iden 2014, 14). In fact, in the year 1991, Meyer and Allen recommended that employee's commitment be studied from both the attitudinal and behavioral perspectives (1991, 82). They differentiated the two, as they mentioned that the attitudinal perspective focuses on identifying the events that contribute to the development of commitment. In contrast, the behavioral perspective focuses on identifying the conditions where behavior, once exhibited, tends to be repeated, along with its effects on changes in attitudes (Meyer and Allen 1991, 82). In addition, commitment develops within an individual by as a series of self-reinforcing cycles of attitudes and behaviors that evolve on the job and, over time, strengthen employee commitment to the organization (Mowday et al. 1982, 47; Beck and Wilson 2000, 115). Conclusively, commitment includes both attitudinal and behavioral aspects, but emphasizing the course of action, and then describing the final objective or objectives (Meyer and Herscovitch 2001, 299).

According to John Meyer, Natalie Allen, and Ian Gellatly, organizational commitment as an attitude is "Characterized by favorable positive cognitive and affective components about the organization" (1990, 711). Also, Paula C. Morrow, in her book *The*

*Theory and Measurement of Work Commitment*, described that organizational commitment as an attitude reflects feelings such as attachment, identification, and loyalty to the organization as an object of commitment (Manetje and Martins 2009, 92). The attitudinal commitment comprehends the process by which people come to think about their relationship with the organization (Mowday, Porter, and Steers 1982, 26). Dr. Joshua Miller, a professor in the School for Social Work at Smith College, describes an attitude as evaluative statements or judgments, either favorable or unfavorable, concerning a phenomenon (2003, 22).

In his thesis entitled “Locus of Control, Personal Commitment and Commitment to the Organisation,” P. W. Best indicated that organizational commitment as behavior is evident when committed individuals enact specific behaviors due to the belief that it is morally correct rather than personally beneficial (1994, 69). Arnon Elaine Reichers believes that organizational commitment as behavior is visible when organizational members are committed to existing groups within the organization (1985, 468).

### Three-Component Conceptualization of Organizational Commitment

More than 50 years ago, Howard Becker presented the side-bet theory of commitment, and he defined side-bets as the commitment that comes into being when a person, by making a side-bet, links extraneous interests with a consistent line of activity (1960, 1). The purpose of Becker’s research was to provide an analysis of how the side-bet theory increases commitment. The book, *Employee-Organization Linkages: The Psychology of Commitment, Absenteeism, and Turnover*, written by Richard T. Mowday, Lyman W. Porter and Richard M. Steers supports the “side-bet” theory by describing organizational commitment as a behavior relating to the process by which individuals

become locked into a certain organization and how they deal with this problem (Mowday, Porter, and Steers 1982, 26).

The side-bet theory of commitment is not a stand-alone theory but is a major influential component of Meyer and Allen's three-component model (Scales 2018, 16). The three components represent different psychological states, which are affective, continuance, and normative (Starnes and Truhon 2006, 3). According to Meyer and Allen, "The affective component of organizational commitment refers to the employee's emotional attachment to, identification with, and involvement in, the organization. The continuance component refers to commitment based on the cost that employees associate with leaving the organization. Finally, the normative component of commitment refers to employees' feelings of obligation to remain with the organization" (Meyer and Allen 1990, 1).

The three-component model is a diverse model that incorporates different forms of attitudinal commitment, in which each element has some form of influence on turnover (Meyer and Allen 1997, 67). Thus, researchers have termed the model employee retention; meaning employees remain with the organization for the reason that they want to (affective), they need to (continuance), or feel obligated to (normative) (Meyer, Allen, and Smith 1993; cited by Scales 2018, 17). The researchers found that the three-component model is the best-suited model to study organizational commitment, and it developed a greater curiosity on the side of the present researcher. These dimensions will be briefly discussed in the following sections.



## **Affective Commitment**

The first construct of Meyer and Allen's three-component model is the affective commitment. Affective commitment refers to the employee's emotional attachment to, identification with, and involvement in the organization (Meyer and Allen 1990, 1). Thus, organizational members who are committed to an organization on an affective basis, continue working for the organization because they want to (Meyer, Allen, and Smith 1993; cited by Scales 2018, 17). Meyer and Allen mentioned that affective commitment considers three main aspects, namely: (1) the development of psychological affinity to a firm; (2) association with the organization; and (3) the wish to remain as a member of the organization. Individuals tend to associate themselves with the objectives of the firm and support the firm in achieving these objectives by developing an emotional affinity toward a firm (Noraazian and Khalip 2016, 19). Organizational members with a strong affective commitment continue working for the organization because they want to do so (Meyer and Allen 1991, 67). Lois E. Tetrick described the affective commitment as a value rationality-based organizational commitment, which refers to the degree of value congruence between an organizational member and an organization (1995, 589). When the employees' own values are consistent with the organization's values, then the employees are able to identify with the organization, and this will enable the individuals to assimilate the values and goals of the organization (Noraazian and Khalip 2016, 19). According to John Meyer and Lynne Herscovitch, affective commitment has been linked to a wide range of positive outcomes in relation to absenteeism, turnover, organizational behavior, and job performance (Noraazian and Khalip 2016, 19).

Storey, as cited by Dr. M. Ravichandran and V. Kodian, mentioned that the strength of affective organizational commitment is influenced by the extent to which the individual's needs and expectations about the organization are matched by their actual experience (2017, 1315). Meyer and Allen explained that "Affective commitment development involves identification and internalization. Individuals' affective attachment to their organizations is firstly based on identification with the desire to establish a rewarding relationship with an organization. Secondly, through internalization, this refers to congruent goals and values held by individuals and the organization. In general, affective organizational commitment is concerned with the extent to which an individual identifies with the organization" (Meyer and Allen 1990; cited by Ravichandran and Kodian 2017, 1315). According to Stephen J. Jaros, John M. Jermier, Jerry W. Koehler, and Terry Sincich, affective commitment is identified with desirable workplace behaviors, such as lower absenteeism rate, job satisfaction, increased productivity, personnel stability and organizational citizenship behavior (Jaros et al. 1993, 984).

### **Continuance Commitment**

Continuance commitment is the second construct of organizational commitment propounded by Meyer and Allen's three-component model. According to Meyer and Allen, the strength of continuance commitment, which implies the need to stay, is determined by the awareness of the perceived costs of leaving the organization (Meyer and Allen 1997, 11). According to continuance commitment, when an individual works for several years in an organization, he or she tends to accumulate investments in the form of time, job effort, and organization-specific skills that are too costly to lose (Noraazian and Khalip 2016, 20). Furthermore, Meyer and Allen stated that employees

whose primary link to the organization is based on continuance commitment remain because they need to do so (1991, 67). The need of an individual to stay in the organization because they want to set the distinction between the continuance commitment and the other two domains of commitment: affective and normative commitment.

P. W. Best, in his thesis, indicates that continuance organizational commitment will, therefore, be the strongest when the availability of alternatives is few, and the number of investments is high (1994, 71). The argument of Best supports the view that employees may leave the organization when given better alternatives. Consequently, the fewer viable alternatives employees believe are available, the stronger will be their continuance commitment to their current employer (Meyer and Allen 1990, 4). The assumption of Best is strengthened by Meyer, Allen, and Gellatly who noted that accrued investments and inferior employment alternatives tend to force individuals to maintain their line of action and are responsible for these individuals being committed because they need to (1990, 715). Henceforth, Komal Nagar, an Assistant Professor at the University of Jammu, mentioned in her paper on Organizational Commitment and Job Satisfaction among Teachers during Times of Burnout that an employee with continuance commitment finds it difficult to give up his organization due to the fear of the unknown “opportunity cost” of leaving the organization or having few or no alternatives (2012, 47). Employees with a high level of this type of commitment, therefore, remain a member of the organization because they need it (Nagar 2012, 47). Thus, she then added that the need to stay is “profit” associated with continued participation and termination of service is a “cost” associated with leaving. Lois E. Tetrick, in his paper entitled “Developing and

Maintaining Union Commitment: A Theoretical Framework,” supported the profit notion by describing the concept continuance organizational commitment as an exchange framework, whereby performance and loyalty are offered in return for material benefits and rewards (1995, 590).

Meyer and Allen proposed that the continuance dimension of organizational commitment will develop based on two factors: the magnitude and/or the number of investment (side-bets) that individuals make and the perceived lack of alternatives (Meyer and Allen 1990, 4). Therefore, it implies that the continuance commitment is built upon the Becker’s side-bet theory. According to this theory, when an individual works for several years in an organization, he or she tends to accumulate investments in the form of time, job effort, and organization-specific skills which are too costly to lose (Noraazian and Khalip 2016, 20). According to Becker, as cited by Meyer and Allen, the likelihood that employees will stay with the organization will be positively related to the magnitude and the number of side-bets they recognize (1990, 4). Hence, in this study, it is fair to mention that since individuals like teachers are lured by their investments or side-bets such as financial loans, they tend to stay working in the organization and teaching field. Therefore, if the organization desires the continuance committed employees, especially teachers, to remain in the organization and their field of work, the organization that has direct contact with the employees must allocate greater attention and acknowledgement to things that enhance the employee’s drive to be affectively committed.

## **Normative Commitment**

Meyer and Allen defined the last dimension of the organizational commitment model, which is the normative commitment as a feeling of obligation to continue employment (Meyer and Allen 1997, 11). At the same time, Yoash Wiener and Yoav Vardi described the normative commitment as the work behavior of individuals, guided by a sense of duty, obligation, and loyalty towards the organization (1980, 86). It is interesting that through the given definitions of normative commitment, one can say that normative commitment, compared to affective commitment and continuance commitment, is focused on obligation why an employee chooses to stay in service in a certain organization.

Meyer and Allen, in their paper on “The Measurement and Antecedents of Affective, Continuance and Normative Commitment to the Organization,” cited Weiner who proposed that the individual’s experiences will influence normative commitment both prior to (familial or cultural socialization) and following (organizational socialization) entry to the organization. He then said that “In the aspect of familial or cultural socialization, one might expect that an employee would have a strong normative commitment if the significant others like their parent have been long-term employees of an organization and/or have stressed the importance of organizational loyalty (Meyer and Allen 1990, 4).” Moreover, Meyer and Allen mentioned that with respect to organizational socialization, it is proposed that those employees who have been led to believe—via various organizations expect their loyalty would be most likely to have a strong normative commitment (1990, 4).

According to Meyer and Allen, employees with normative commitment feel that they ought to remain with the organization because that is the “right and moral” thing to do (Meyer and Allen 1991, 67). It is for this reason that, according to Donna M. Randall and Joseph A. Cote in their paper “Interrelationships of Work Commitment Constructs,” employees feel that when an organization has invested a lot of time and money in training and developing them, they have a moral obligation to continue to provide their services to the company (Noraazian and Khalip 2016, 21). For instance, when a school where a teacher is working sent him or her to a fully-paid international conference overseas, he or she might develop a sense of obligation to repay the organization by continuing his or her teaching commitment to the school although the school does not verbally say something about it.

### **Organizational Behavior**

Organizational behavior is the psychological state in the attitudinal approach of Meyer and Allen’s Three-Component Model of Organizational Commitment. Authors of the book *Organizational Behavior* (2nd Edition), Steven McShane and Mary Von Glinow, as cited by Thakur, mentioned that organizational behavior involves what people think, feel, and do in and around organizations (Thakur 2014, 7). Correspondingly, the study conducted by Geeta R. Thakur, cited Newstrom and Davis who wrote in their book entitled *Organizational Behavior: Human Behavior at Work* that organizational behavior involves the study and application of knowledge about how people act within organizations, both as individuals and within the group (Thakur 2014, 7). Comparing these definitions, organizational behavior involves understanding how human beings—individually and grouped—behave based on a certain organizational setting.

In a section of the paper “A Primer on Organizational Commitment” by Becky J. Starnes and Stephen A. Truhon, they defined organizational behavior as the study of beliefs, attitudes, and behaviors displayed by people in the workplace (2006, 1). Moreover, they said that “The first organizational behavior researches focused on improving worker productivity. Later studies focused on examining the relationships between job satisfaction and job performance, and it was found that this relationship was not very strong. Researchers then began to look at other attitudinal concepts, such as organizational commitment” (2006, 2). In this light, this study looked at the attitudinal perspective of organizational commitment following the framework made by Meyer and Allen in 1991. Meyer and Allen reported that they started to conduct research on commitment in the early 1980s. Their interest was stimulated initially by practical considerations: “What made some volunteers in nonprofit organizations so highly committed to their work, and how might this sense of commitment be instilled in others?” (Meyer and Allen 1997, viii).

According to Sapna Suri, who made a study concerning the organizational behavior of employees in pharmaceutical companies in India, organizational behavior can then be defined as the study of human behavior in organizational settings, the interface between human behavior and the organizational context, and the organization itself (2012, 23). The given definition above has three facets: the individual behavior, the organization, and the interface between the two. Suri added that every individual brings a unique set of beliefs, values, attitudes, and other personal characteristics to an organization, and these characteristics of all individuals must interact with each other to

create organizational settings. The organizational behavior is concerned explicitly with work-related behavior, which takes place in organizations (Suri 2012, 23).

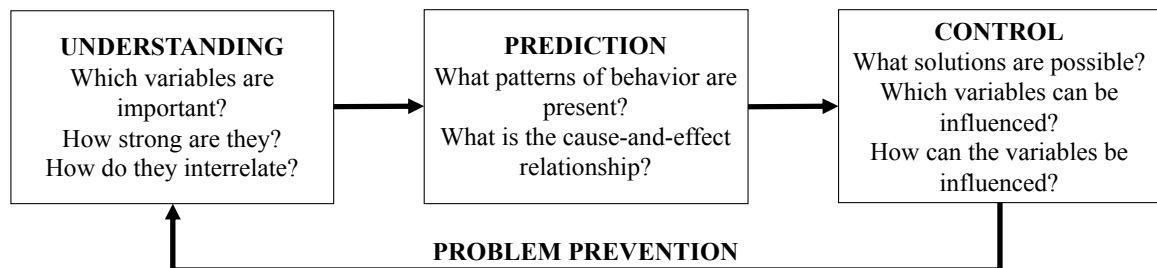
Suri mentioned that in considering the people working in an organization, the organizational behavior must look at the unique perspective that every individual brings to the work setting. However, she then emphasized that individuals do not work in isolation for they come in contact, in a variety of ways, with other individuals and the organization, which include managers, co-workers, formal policies and procedures of the organization, and various changes implemented by the organization. Over time, the individual, too, changes as a function of both the personal experiences and the organization (Suri 2012, 25).

According to V. G. Kondalkar, in his book entitled *Organizational Behaviour*, values, attitudes, and behavior are interlinked with each other, and all these factors decide the personality of an individual (2007, 83). In addition, he mentioned that job satisfaction is related to the general attitude of someone towards the job (Kondalkar 2007, 87). Thus, in educational contextualization, a teacher can perform to the maximum of his capacity if he or she is satisfied with his or her job (Lal and Shergill 2012, 57). To strengthen this argument, in the study conducted by Mose Kerubo Linet, concerning the effect of teacher motivation on student performance in Kenya Certificate of Secondary Education (K.C.S.E.) in public secondary schools in Manga Sub County, Nyamira County, Kenya, it was mentioned that “It is essential that the teachers understand the role of values and the drive to be motivated in doing their work well. Hence, the motivation level of the teachers directly influences his or her desire to participate in the instructional processes and urge to share acquired knowledge with their learners” (Linet 2015, 3). Thus, the



researcher believes that teachers must be morally upright and competent enough not just to impart knowledge but also to influence the attitudes of their students (Barberos, Gozalo, and Padayogdog 2009, 1).

Becky J. Starnes and Stephen A. Truhon stated that the behavioral scientists argue that managers who know why workers behave the ways they do are better equipped to motivate employees to contribute to the achievement of organizational goals (2006, 1). Jerry L. Gray and Frederick A. Starke explained in their book *Organizational behavior: Concepts and Applications* that the process for obtaining this knowledge involves understanding, prediction, and control, which Figure 5 displays. Gray and Starke stated that “Understanding is aimed at identifying and measuring, as accurately as possible, the major factors affecting a situation. If understanding is successful, that patterns of behavior may emerge, and one can make certain predictions about behavior in light of acquired knowledge. Therefore, the ability to understand then predict makes it possible to control behavior” (Gray and Starke 1988, 6). The structure of the model by Gray and Starke is somehow consistent with the theoretical framework model of this present study, which is based on the attitudinal approach of Meyer and Allen’s Three-Component Model of Organizational Commitment.



**Figure 5: The Basic Process of Organizational Behavior** (Gray and Starke 1988, 6).

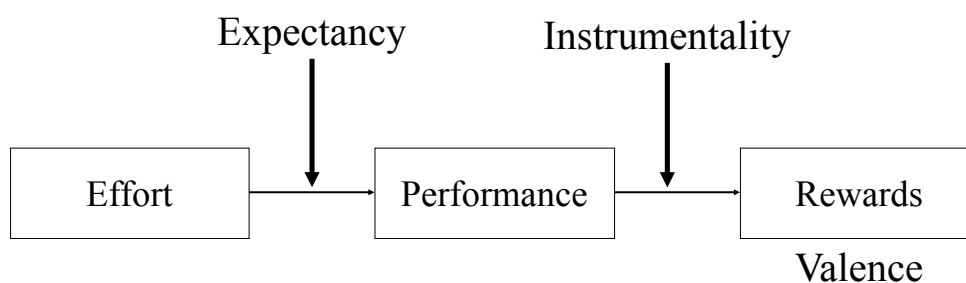
Furthermore, to have an in-depth understanding of organizational behavior, especially in the area concerned in this study, one must consider a governing theory of organizational behavior, the Vroom's Expectancy Theory. This theory was presented and briefly explained in the following section.

### Vroom's Expectancy Theory

The proponent of the expectancy theory, Victor Vroom of Yale School of Management, mentioned that people are motivated to work if they expect increased effort to lead to desired outcomes or rewards (Inuwa 2015, 8). Mohammed Inuwa stated that Vroom's Expectancy Theory's claim is centered on the conviction that employee effort will result in performance and performance will lead to rewards that are valued (2015, 290). In addition, expectancy theory argues that the strength of one's tendency to behave in a certain way depends on the expectation of the outcome of the behavior or action as well as how attractive it is (Robbins et al., 2013; cited by Inuwa 2015, 290). Here, one can observe that in Vroom's Expectancy Theory, input greatly affects the output. Furthermore, Inuwa then stated that, according to Fred Lunenburg from Sam Houston State University, expectancy theory is a cognitive process theory of motivation that is based on the idea that employees perceive that there are links between the effort they put forth at work, the performance they achieve from that effort, and the rewards they obtain from their effort and performance (Lunenburg 2011, 1).

Furthermore, Teresa Kemunto Nyakundi, in her thesis "Factors Affecting Teacher Motivation in Public Secondary Schools in Thika West District, Kiambu County," said that the three factors of the expectancy theory identified by Vroom are expectancy, instrumentality, and valence (2012, 8). According to Vroom, "Expectancy is the extent of

the individual's perception or belief that a particular act or effort will produce a specific outcome, while instrumentality is the extent to which the individual perceives that effective performance will lead to desired rewards. Moreover, valence is the strength of the belief that attractive rewards are potentially available; it is the power to motivate, which varies from individual to individual" (cited by Nyakundi 2012, 8). The relationship between the three key elements was presented in Figure 6.



**Figure 6: Basic Expectancy Model** (Lunenburg 2011, 2)

Furthermore, Victor Vroom mentioned that these three factors combine to create a driving force, which motivates the individual to put in an effort, achieve a level of performance, and obtain rewards at the end (cited by Nyakundi 2012, 8–9). Lunenburg stated that “Vroom suggested that motivation, expectancy, instrumentality, and valence are related to one another by the equation:  $Motivation = Expectancy \times Instrumentality \times Valence$ . The multiplier effect in the equation is significant, which means that higher levels of motivation will result when expectancy, instrumentality, and valence are all higher than when they are all low. The multiplier assumption of the theory also implies that if any one of the three factors is zero, the overall level of motivation is zero” (Lunenburg 2011, 3). Hence, one can notice that their prior expectations greatly influence the motivation for an individual to do or to commit to a particular work.

The researcher's previous claim is supported by the results of the subsequent studies cited in this section. Furthermore, the underlying assumption of expectancy

theory, according to Baron et al., as cited by Faruk Maksić, is that people's behavior is based on their beliefs and expectations regarding future events, especially ones that provide them maximal advantages (2016, 11). At the same time, Paul E. Spector, in his book *Industrial and Organizational Psychology: Research and Practice*, publicized that the expectancy theory explains how rewards lead to behavior by focusing on internal cognitive states that lead to motivation (Spector 2012, 210). Thus, people are motivated to certain activities if they believe that such behavior will lead to the wanted outcomes (Maksić 2016, 11). Moreover, according to Frederik Anseel and Wouter Duyck,

There were several important factors that affect a potential job applicant's attraction and subsequent intentions and behavior. Vroom's expectancy theory best described the factor of attraction and that potential employees specifically looked for employment that was significant and substantive, provided chances for advancement and a stable future, and an atmosphere of amiable peers in a workspace where good training was provided. The most important aspect of analyzed expectancy theory, with regard to attraction, was that there are plenty of empirical proof to contend that the acknowledgment of the job candidate of these attributes, pertaining to the actual job description and the nature of the organization, has a positive, direct effect on applicant intentions and choices (2009, 208–9).

The arguments above tell us that the administration influences teachers' motivation to stay in their job. In this present study, motivation is studied to learn more about how three facets of organizational behavior affect the teacher's organizational behavior. Hence, it might be important in determining the teacher's level of work values.

### Work Values

The aspect of organizational behavior that the researcher will investigate is the work values, particularly in the teaching context. Values are important to study organizational behavior in the educational context because the values of teachers might be the basis for understanding the attitudes and motivations. These affect individual

perceptions into the organization that conceptualized the idea in advance about what an individual “should” and “should not” (Apurba 2013, 5). Ranjan Paul Apurba, from the University of Dhaka, Bangladesh, stated on his paper that values represent an individual’s standards, faith, ideas, or even events and activities. He explained that values are the universal principles or beliefs that people implicitly accept as guidelines for action, and represent basic convictions, a specific mode of conduct, or end-state of existence, which is personally or socially preferable to an opposite or converse mode of conduct or end-state of existence. Values, moreover, contain a judgmental element that carries an individual’s ideas about what is good or desirable (Apurba 2013, 5). It is coherent to what R. Jayaprakash Reddy, as mentioned by Thakur, said that values represent basic convictions that a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or end-state of existence (2014, 14). Values, therefore, reflects the fundamental dogmas of behavioral patterns that a person exhibits concerning social preferences. Values are an essential part of the present study for as what is stated by Aquino on the first part of this paper, teachers are expected and mandated by the Constitution to take the lead in the formation and development of religious values in Filipinos because the government believes that it will contribute to higher social consciousness and moral truthfulness. By addressing the moral integrity of the Filipinos, they will gain proper perspectives and direction in life (Andres 1992, 17).

Apurba revealed that value attribution has both content and intensity attributes. Attribute’s content says that the form or forms of behavior are the existence of an important end, while the attribute’s intensity explains how vital it is (2013, 7). Dr. Geeta

R. Thakur said, “Values are classified as personal and organizational value. Personal values list included honesty, love, peace of mind and happiness, whereas organizational value list included success, efficiency, power, competitiveness, and productivity” (2014, 14). Moreover, Apurba stated that “The value of objectivity and rationality generally influence attitudes and behavior. For instance, when anyone enters an organization with the view that allocating pay based on performance is right while allocating pay based on seniority is wrong, anyone can react to this because a person’s value does not fit with the organization’s value system. Consequently, this could lead to dissatisfaction” (2013, 7).

In the study conducted by Shalom H. Schwartz entitled A Proposal for Measuring Value Orientations across Nations, he derived “Ten, motivationally distinct, broad, and basic values from three universal requirements of the human condition: needs of individuals as biological organisms, requisites of coordinated social interaction, and survival and welfare needs of groups. These ten basic values were intended to include all the core values recognized in cultures around the world” (Schwartz 2002, 267). This instrument was already used in the Philippines; thus, this made it suitable to study Filipino values (Liem et al. 2011, 149). Furthermore, Schwartz, together with Lilach Sagiv, gave a comprehensive definition of each basic values. This study examined these ten basic work values as the basis of teacher’s work values presented in Table 1.

**Table 1: Basic Work Values Type** (Sagiv and Schwartz 1995, 438–39)

Value types	Motivational Goal
Universalism	UNI: adhesion to this value determines the importance of assuming a tolerant, understanding, appreciative and protective position towards others (e.g., broadminded, wisdom, social justice, equality, a world at peace, a world of beauty, unity with nature, protecting the environment).

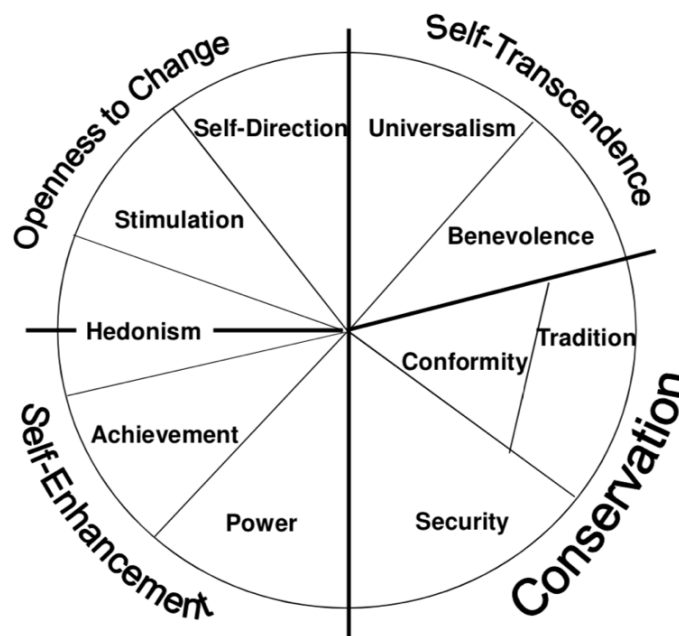
Benevolence	BEN: adhesion to this value type reflects the importance of actively committing to favoring the well-being of all those one encounters during one's professional activities, thus demonstrating oneself as honest, sincere, open to helping and responsible (e.g., forgiving, loyal).
Tradition	TRA: this value considers as central the contextual habits and customs, adhesion to ways of thinking and consolidating commitment to preserving cultural tradition (e.g., humility, devout, respect for tradition, moderate).
Conformity	CON: this value involves the adhesion to rules, expectations and social pressure, thus demonstrating self-discipline and "loyalty" to elders' suggestions but also restricting one's network of actions and/or conditioning one's choices, inclinations, impulses and desires (e.g., politeness, obedient, self-discipline, honoring parents and elders).
Security	SEC: adhesion to this value refers to the importance of preserving order, stability, harmony and security within the physical environment, work-related relationships, and professional activities (e.g., family security, national security, social order, clean, reciprocation of favors).
Power	POW: adhesion to this value involves placing importance on one's social status and on the attainment of a prestigious or authoritative position, interest in increasing one's influence or in the ability to control other members of the organization and the acquisition of resources (e.g., wealth, preserving public image).
Achievement	ACH: adhesion to this value implies interest in obtaining personal success and growth and the demonstration of one's competence in accordance with cultural and contextual standards (e.g., capacity, experience, ambition).
Hedonism	HED: this value places importance on aspects of gratification, satisfaction, entertainment, and pleasantness which are possible within one's work life and ensuring that one's work does not interfere with one's private or leisure time (e.g., pleasure, self-indulgence).
Stimulation	STI: this value emphasizes the importance of challenge, novelty, curiosity, exploration all of which makes one's work life exciting and generates new sources of interest (e.g., daring, a varied life, an exciting life).

Self-direction	SDI: this value attributes importance to the possibility that, while at work, individuals may openly express themselves, engage in autonomous thinking, make independent choices, utilize one's creativity and fully use and demonstrate one's intelligence (e.g., creativity, freedom, curious, choosing own goals).
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In terms of the demographic characteristics of teachers and their work values, Zytowski concluded that almost all the work values levels decline with increasing age (2006, 29). Furthermore, Schwartz, who made the instrument used for work values, also concluded that younger people tend to have higher levels of values compared to the older ones (Schwartz 2006, 10). However, it is in contrast with a study conducted by Cherrington, Condie, and England, which indicated that older workers place a greater level of importance on work values than with younger workers (Cherrington, Condie, and England 1979, 617). Also, Zytowski mentioned that males place higher importance on work values than females (2006, 29). Also, Schwartz and Rubel concluded the same thing, saying that males are consistently giving higher importance to work values than females (2005, 2). In Kaushal and Janjua's study, it was also shown that males had shown higher inclination to work values than females (2011, 3). However, the result of the present study counters Zabala Jr. and Lachica's conclusion, wherein they said that females have higher work values levels than males (2018, 46).

The circular structure in Figure 7 portrays the total pattern of relations of conflict and congruity among the ten basic values. Schwartz stated that "The circular arrangement of the values represents a motivational continuum. The closer any two values in either direction around the circle, the more similar their underlying motivations, and the more distant any two values, the more antagonistic their underlying motivations" (2002, 268–69).





**Figure 7: Structure of Value Types and Dimensions** (Sagiv and Schwartz 1995, 439)

Schwartz's Value Theory further postulates that, at a more basic level, values form a continuum of related motivations. To clarify the nature of the continuum, Schwartz himself noted the shared motivational emphases of adjacent values:

- a) Power and Achievement - social superiority and esteem;
- b) Achievement and Hedonism - self-centered satisfaction;
- c) Hedonism and Stimulation - a desire for affectively pleasant arousal;
- d) Stimulation and Self-Direction - intrinsic interest in novelty and mastery;
- e) Self-Direction and Universalism - reliance upon one's own judgment and comfort with the diversity of existence;
- f) Universalism and Benevolence - transcendence of selfish interests and enhancement of others;
- g) Benevolence and Tradition - devotion to one's in-group;
- h) Benevolence and Conformity - normative behavior that promotes close relationships;
- i) Conformity and Tradition - subordination of self in favor of socially imposed expectations;
- j) Tradition and Security - preserving existing social arrangements that give certainty to life;
- k) Conformity and Security - protection of order and harmony in relations;
- l) Security and Power - avoiding or overcoming threats by controlling relationships and resources (Schwartz 2012, 9–10).

The ten basic values can be group into four higher-order values. Each of the four higher-order values expresses a broad motivational goal shared by the basic values that compose it. Of course, these motivational goals are more general than those defining the ten basic values. Table 2 shows the set of higher-order values, each with its motivational goal. Furthermore, this structure can be summarized with two orthogonal dimensions.

Self-enhancement vs. self-transcendence: On this dimension, power and achievement values oppose universalism and benevolence values. Both of the former emphasizes pursuit of self-interests, whereas both of the latter involve concern for the welfare and interests of others.

Openness to change vs. conservation: On this dimension, self-direction and stimulation values oppose security, conformity, and tradition values. Both of the former emphasizes independent action, thought and feeling and readiness for new experience, whereas all of the latter emphasize self-restriction, order and resistance to change. Hedonism shares elements of both openness and self-enhancement (Schwartz 2002, 269).

**Table 2: Higher-Order Values** (Sagiv and Schwartz 1995, 438–39)

Self-enhancement (SEN)	Enhancing one's own personal interests (even at the expense of others).
Self-transcendence (STR)	Transcending one's selfish concerns and promoting the welfare of others, close and distant, and of nature.
Openness to change (OTC)	Pursuing whatever intellectual or emotional directions one wishes, however unpredictable or uncertain the outcomes.
Conservation (CON)	Preserving the status quo and the certainty it provides in relationships with close others, institutions, and traditions.

To fully understand and utilize working values in the Filipino context, one must look deeper into the Filipino root. In a book section written by Tomas D. Andres in his book *Filipino Behavior at Work: Human Relations and Organizational Behavior in the Philippine Setting*, he claimed that the Filipino religious values are the missing dimension in increasing employees' productivity (2001, 43). He mentioned that pre-historic Filipinos already worshipped a superior God. With the advent of Christianity, other

Filipinos unwittingly fitted external practices of Christianity to suit their original pagan patterns of belief and practices like using religious medals and the crucifix (Andres 2001, 43–44). To support this statement, Jannel N. Abogado wrote in her thesis that Filipinos venerate a variety of saints. There are special saints for every purpose, and religious practices are deeply rooted in the cultural and religious sensibility of the Filipinos (Abogado 2006, 508). Because of the religious beliefs of Filipinos, the way they approach work is deeply affected. For instance, the “parusa” theory tells Filipinos to obey people in authority, respect elders, waste no food, and avoid what is forbidden; otherwise, punishment will be inflicted on them by their gods (Andres 2001, 44). Andres continued by pointing out any adverse events in their lives are almost often correlated to the wrath of the divine beings making them cautious not to be inflicted by their god’s ire. As observed, some religious Filipino behaviors and motivation are affected by their beliefs. Andres believed that if only these religious Filipino values are properly understood and integrated with the human behavior context of the Filipino in the organization, employers can harness completely the productivity of the Filipinos (2001, 44). Andres then noted that the inability of organizational management and productivity experts to understand the Filipino religious values incapacitate them from integrating these resources at a deeper level with productivity. Side by side with the exigency of understanding and harnessing the Filipino religious values, it is imperative that management must not hesitate to translate the productivity concepts in Filipino terms—terms which are meaningful to Filipino people (Andres 2001, 45). Furthermore, Artemio Seatriz stated in his study concerning the work values of Mathematics High School teachers that Filipino workers, including teachers, have the following seven weaknesses when it comes to work

values: (1) no confidence to oneself, (2) colonial mentality, (3) overly relaxed, (4) not a follow-up people, (5) holiday mentality, (6) lack of managerial and organizational effectiveness, and (7) lack of self-reliant tenacity (Seatriz 1998, v).

In a study conducted by Elizarda L. Santos about the work values and attitudes toward the teaching profession among selected secondary teachers in the Division of Bataan, she declared that work values are deep-seated pervasive standards that influence not only almost every aspect of teachers' lives but also the choices they make, the people they trust, and the way they invest their time and energy (Santos 1996, 9). Therefore, values are the perception of what is desirable that individuals hold with respect to their work tasks. When it comes to the factors affecting the work values of the Filipino teachers, it was discovered by Irma Mariano that the personal characteristics of teachers such as their marital status, educational attainment, length of service, family income, and salary grade have a high correlation with their work values (Mariano 1994, iv). Furthermore, according to Regula Schmid, a scholarly author of *Pockets of Excellence: Teacher Beliefs and Behaviors that Lead to High Student Achievement at Low Achieving Schools*, "The high work values of teachers imply that their students may achieve at higher levels. The effective work values in appropriate instruction include giving students opportunities for practice, providing corrective feedback, holding students accountable, assessing students frequently, praising and redirecting students, and differentiating instruction" (2018, 7–8). Knowing all the arguments stated in this section gave a great reason, the researcher has the desire to help teachers to develop positive work values.

In terms of the relationship between organizational commitment and organizational behavior (work values), a study conducted at the Queensland University of

Technology revealed that the more the employees place importance on work values, the higher their organizational commitment, and that the higher the commitment to an organization the greater the importance of these values in their various life on work roles (Ho 2006, 2). This was affirmed by the study of Maria Joanna Gomez-Manongsong from Lyceum of the Philippines University-Batangas suggesting that employees' organizational commitment is in correlation with their work values (Gomez-Manongsong 2015, 93).

In summary, all the presented review of related literature and studies are crucial to the discussion of the current research. The next chapter discusses the research methodology and procedures of the present study.

## **CHAPTER III**

### **RESEARCH METHODOLOGY AND PROCEDURES**

This chapter describes the method of the study, the sources of data, research-gathering procedure, data-gathering instruments, and the statistical treatment of data to fulfill the objectives of the study. The overall research methodology is quantitative, which involves hypothesis testing and statistical treatment of data.

#### **Method of the Study**

This study utilized the descriptive method of research, specifically a causal-comparative research design. The whole study is purely quantitative in nature. It is descriptive in the sense that it seeks to identify and determine the work values and the teacher's organizational commitment: affective, continuance, and normative commitment considering their years in service. Additionally, the present study seeks to understand if a relationship exists between the three facets of the teacher's organizational commitment and work values of teachers. The researcher used questionnaires as the main instrumentation method because it involves the purposive process of gathering, analyzing, classifying, and tabulating data about prevailing conditions, practices, beliefs, processes, trends, and cause-effect relationships (Calderon and Gonzales 1993, 62). Afterward, the data gathered from the questionnaires are subjected to adequate and accurate statistical interpretation by a statistician and counterchecked by an internal statistician from Rizal High School and the thesis adviser.

There are two different variables in this study: organizational behavior and organizational commitment. Organizational behavior encompasses the work values, which contain a judgmental element that carries an individual's ideas about what is good or desirable. On the other hand, organizational commitment is composed of three facets. The first facet is the "Affective component of organizational commitment which refers to the employee's emotional attachment to, identification with, and involvement in the organization. The second one is the continuance component that refers to commitment based on the cost that employees associate with leaving the organization. Finally, the normative component of commitment refers to employees' feelings of obligation to remain with the organization" (Meyer and Allen 1990, 1).

The validity and reliability of the present study lie in two major strategies. First is the peer review or examination which involves discussions with colleagues, research adviser, and statisticians (from Polytechnic University of the Philippines and from Rizal High School) regarding the process of study, the congruency of emerging findings with the raw data, and tentative interpretations (Merriam 2009, 229). Second, the validity and reliability of this scholarly work also lie on the instruments used. Thorough explanations of these instruments are found on the Data-Gathering Instruments section of this chapter.

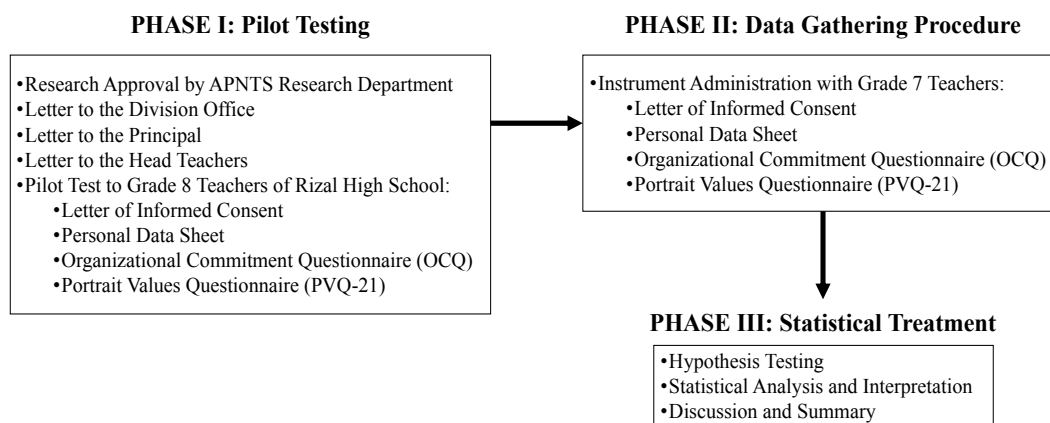
### **Sources of Data**

The study was conducted at Rizal High School (RHS). The respondents of the study are composed of Grade 7 teachers from RHS because Grade 7 is one of the most crucial stages in students' lives since it is where the transition from elementary to junior high school happens. According to the study conducted by the United Nations Population Fund (UNFPA)–Population Council in the Philippines, during the transition phase

between childhood and adolescence, learning occurs more intensely than during other phases of life (2009, 15). Susan B. Bastable and Michelle A. Dart stated in their book *Developmental Stages of the Learner* that the educational needs of adolescents are broad and varied, and the potential topics for teaching are numerous, ranging from sexual adjustment, contraception, nutrition, and substance abuse (2011, 24).

The researcher used Slovin's Formula to determine the number of respondents based on sex from Rizal High School. From there, a stratified random sampling procedure was utilized to determine who are the final respondents for the present study. This method is used in such a way that all individuals in the population have an equal chance of being selected for the sample (Del Mundo 2016, 66). The respondents were composed of 15 males and 46 females, with a total of 61 out of 68 RHS Grade 7 Teachers for the school year 2019-2020. They belonged to different subject areas and were also of different civil status.

### Research-Gathering Procedure



**Figure 8: Research-Gathering Procedure**

Figure 8 shows the complete research-gathering procedure that has three phases. The first phase of the study is pilot testing. Prior to the administration of the study, the



researcher applied for an initial review of human subjects research that was conducted by the Institutional Review Board (IRB) of Asia-Pacific Nazarene Theological Seminary and was found acceptable (Appendix A). Then, the researcher prepared a letter addressed to the Office of the School Division Superintendent for the Department of Education—Division Office of Pasig (Appendix B). After the approval of the Department of Education—Division Office of Pasig (Appendix C), the researcher's request was endorsed to the principal of Rizal High School (Appendix D). Then, the principal introduced the researcher to the head teachers of every subject department since the present study involves teachers from all subject areas (Appendix E). A pilot testing was conducted to selected Grade 8 teachers of Rizal High School, Pasig City, Metro Manila, Philippines, as advised by the thesis panelists. This pilot testing helped the researcher evaluate, ensure, and avoid any possible ambiguity and error in the measurement to be used.

The second phase of the study is the data gathering, which involves the administration of the validated instruments to the research sample group. All the Grade 7 teachers who have been selected by stratified sampling were asked to complete the Informed Consent Statement for Participants 18 Years Old and Above (Appendix F), teacher's profile (Appendix G), organizational commitment questionnaire (OCQ) (Appendix H), and portrait values questionnaire (PVQ-21) (Appendix I). The survey questionnaires are in paper and placed inside a brown envelope to ensure its confidentiality. The survey is expected to take sixty (60) minutes to complete.

The third phase of the study is the statistical treatment. The researcher then tabulated the responses in the completed forms. The data gathered in the first phase were

subjected to appropriate statistical analyses with the help of the thesis adviser and two statisticians. From these data, the summary of the study was produced, conclusions were established, and implications and recommendations were subsequently formulated.

### **Data-Gathering Instruments**

Three instruments were utilized in the present study to identify the teacher's demographic characteristics, organizational commitment, and working values of the Grade 7 teachers of RHS. These tools are taken from other studies and are validated and found reliable.

The first instrument is the Personal Data Sheet (Appendix E) that the researcher used to identify and group the teachers according to their sex, age, and years in service. The second instrument is the Organizational Commitment Questionnaire (OCQ) (Appendix F) by Meyer, Allen, and Smith. The Organizational Commitment Questionnaire (OCQ) is a self-scoring questionnaire. Responses to each of the six items are rated using a 5-point Likert scale with anchors scored: 0 = strongly disagree, 1 = disagree, 2 = neither agree nor disagree, 3 = agree, 4 = strongly agree. Scoring of this research instrument involves obtaining the arithmetic mean for each facet of commitment, namely: affective, continuance, and normative commitment. All sub-scales obtained high level of reliabilities: the value of coefficient alpha for affective commitment scale was  $\alpha = 0.86$ ; for continuance commitment  $\alpha = 0.76$ ; for normative commitment  $\alpha = 0.88$  (Wolowska 2014, 137). Convergence and discriminant validity are supplemented by internal reliability. Cronbach's alpha coefficients for the three new scales are found to be in the acceptable range, which shows that the scales exhibited internal reliability along with instrument validity (Abdullah 2011, 86). Table 3 lists the

recommended items for each type of organizational commitment. An “(R)” denotes a negatively phrased and reverse-scored item.

**Table 3: List of Organizational Commitment Questionnaire (OCQ) Items**

<b>AFFECTIVE COMMITMENT</b>
1. I do not feel like ‘part of the family’ at my organization. (R)
4. I really feel as if this organization’s problems are my own.
7. I do not feel ‘emotionally attached’ to this organization. (R)
10. I would be very happy to spend the rest of my career with this organization.
13. I do not feel a strong sense of belonging to my organization. (R)
16. This organization has a great deal of personal meaning for me.
<b>CONTINUANCE COMMITMENT</b>
2. It would be very hard for me to leave my organization right now, even if I wanted to.
5. Too much of my life would be disrupted if I decided I wanted to leave my organization now.
8. Right now, staying with my organization is a matter of necessity as much as desire.
11. One of the few negative consequences of leaving this organization would be the scarcity of available alternatives.
14. I feel that I have too few options to consider leaving this organization. (R)
17. If I had not already put so much of myself into this organization, I might consider working elsewhere.
<b>NORMATIVE COMMITMENT</b>
3. I owe a great deal to this organization.
6. Even if it were to my advantage, I do not feel it would be right to leave.
9. I would feel guilty if I left this organization now.
12. This organization deserves my loyalty.
15. I would not leave my organization right now because of my sense of obligation to it.
18. I do not feel any obligation to remain with my organization. (R)

The third instrument is the Portrait Values Questionnaire (PVQ-21) (Appendix G) from The European Social Survey (ESS). The Schwartz Value Survey is currently the most widely used by social and cross-cultural psychologists for studying individual differences in values (Schwartz 2002, 266). There are five possible responses to each item as follows: 5 very much like me, 4 like me, 3 somewhat like me, 2 not like me, and 1 not like me at all (Güngör, Bornstein, and Phalet 2012, 5). Then, the score for each respondent is calculated by averaging the responses on the items defining each value. Ten subscale scores are constructed by computing the mean of items that measure each one (Charalampi, Michalopoulou, and Richardson 2016, 590). Furthermore, the ten basic values are summarized in terms of a two-dimensional structure composed of four higher-order values, namely: conservation (tradition, conformity, and security), openness to change (hedonism, stimulation, and self-direction), self-transcendence (universalism and benevolence), and self-enhancement (power and achievement). To test the validity of the instrument, “Each sample was split randomly into two halves, and Exploratory Factor Analysis (EFA) was performed on one half-sample to assess the construct validity of the scales. The structure was validated by carrying out Confirmatory Factor Analysis (CFA) on the second half” (Charalampi, Michalopoulou, and Richardson 2015, 589). Moreover, in test-retest reliability, the reliability of the instrument has been found to be moderate to high (Simón et al. 2017, 41). Table 4 lists the recommended value items for each basic value. These items are phrased for a first-person respondent; however, the original instrument is completely in the male version. The researcher made noticeable minor changes.

**Table 4: List of PVQ-21 Items (Schwartz 2002, 284–86)**

<b>BENEVOLENCE (BEN)</b>
12. It is very important for me to help the people around me. I want to care for their well-being. 18. It is important for me to be loyal to my friends. I want to devote myself to people close to me.
<b>UNIVERSALISM (UNI)</b>
3. I think it is important that every person in the world be treated equally. I believe everyone should have equal opportunities in life. 8. It is important for me to listen to people who are different from me. Even when I disagree with them, I still want to understand them. 19. I strongly believe that people should care for nature. Looking after the environment is important for me.
<b>SELF-DIRECTION (SDI)</b>
1. Thinking up new ideas and being creative is important for me. I like to do things in my own original way. 11. It is important for me to make my own decisions about what I do. I like to be free and not depend on others.
<b>STIMULATION (STI)</b>
6. I like surprises and am always looking for new things to do. I think it is important to do lots of different things in life. 15. I look for adventures and like to take risks. I want to have an exciting life.
<b>HEDONISM (HED)</b>
10. Having a good time is important for me. I like to “spoil” myself. 21. I seek every chance I can to have fun. It is important for me to do things that give me pleasure.
<b>ACHIEVEMENT (ACH)</b>
4. It is very important for me to show my abilities. I want people to admire what I do. 13. Being very successful is important for me. I hope people will recognize my achievements.
<b>POWER (POW)</b>
2. It is important for me to be rich. I want to have a lot of money and expensive things. 17. It is important for me to be in charge and tell others what to do. I want people to do what I say.
<b>SECURITY (SEC)</b>
5. It is important for me to live in secure surroundings. I avoid anything that might endanger my safety. 14. It is important for me that the government insures my safety against all threats. I want the state to be strong so it can defend its citizens.
<b>CONFORMITY (CON)</b>
7. I believe that people should do what they are told. I think people should always follow rules, even when no one is watching. 16. It is important for me always to behave properly. I want to avoid doing anything people would say is wrong.
<b>TRADITION (TRA)</b>
9. It is important for me to be humble and modest. I try not to draw attention to myself. 20. Tradition is important for me. I try to follow the customs handed down by my religion or family.

Furthermore, the researcher used a mean range table in interpreting the data from the OCQ and PVQ-21 instruments. Table 5 shows the mean range interpretation table.

**Table 5: Mean Range Interpretation Table**

<b>Numerical Scales</b>	<b>Statistical Limits</b>	<b>Verbal Description</b>
4	3.200 - 4.000	Very High (VH)
3	2.400 - 3.199	High (H)
2	1.600 - 2.399	Moderate (M)
1	0.800 - 1.599	Low (L)
0	0.000 - 0.799	Very Low (VL)

### **Treatment of Data**

Once the quantitative data were collected and tabulated, it was analyzed statistically, employing both descriptive and inferential statistics. With the help of the statisticians and with the use of the tool Statistical Package for the Social Sciences (SPSS) version 25.0, the following statistical treatment was applied in dealing with the sub-problems of this study, as well as the accompanied null hypotheses.

For the sub-problem 1, the demographics of the teachers were determined by getting the arithmetic mean for each category. For sub-problems 2-3, the independent variable is the teacher's years in service, which is in nominal measure while the dependent variables that are all in the ordinal measure, namely: organizational commitment and work values. Then, the statistical difference between the variables was established with the use of the measures of central tendency (sample mean), and a parametric test (independent sample t-test). The t-test is the appropriate hypothesis testing about the average of the population when the standard deviation of the population is

unknown (Rumsey 2010, 109–10). Moreover, the researcher used an independent t-test because the two subsamples are independent of one another (Nardi 2018, 290). Next, the researcher will look at the independent variable, namely: the 1-8 years in service teachers and 9 and above years in service teachers. Pearson-r Moment of Correlation was used to test the significant relationship between the individual groups with the dependent variables.

This chapter discussed the methodology and procedures of the study, including the statistical treatment of data. The next chapter will discuss the presentation, analysis, and interpretation of data.

## CHAPTER IV

### PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter contains the analysis and interpretation of the data findings for the current study, which explores the differences between Rizal High School Grade 7 teachers in terms of their organizational commitment and organizational behavior. Using Slovin's Formula, the respondents in this paper were 61 out of the 68 teachers. The data presented in this chapter uses pie charts and tables and followed by the interpretation.

This chapter is divided into four sections and presents the four research questions asked in the study following the conceptual framework based on Meyer and Allen's Three-Component Model of Organizational Commitment (Attitudinal Approach). In the attitudinal approach, the present study was directed mainly at the identification of the antecedent conditions which contribute to the development of commitment and at the behavioral consequences of this commitment. Section one refers to the demographic characteristics of the respondents and treats the first sub-problem of the study which says, "What are the demographic characteristics of Rizal High School Grade 7 teachers in terms of the following: (a) Sex; (b) Age; and (c) Years in service?" Section two deals with the presentation and analysis of the first null hypothesis, which states, "There is no significant statistical difference between 1-8 years in service and 9 and above regarding their organizational commitment." Section three treats the null hypothesis that states, "There is no significant statistical difference between 1-8 years in service and 9 and

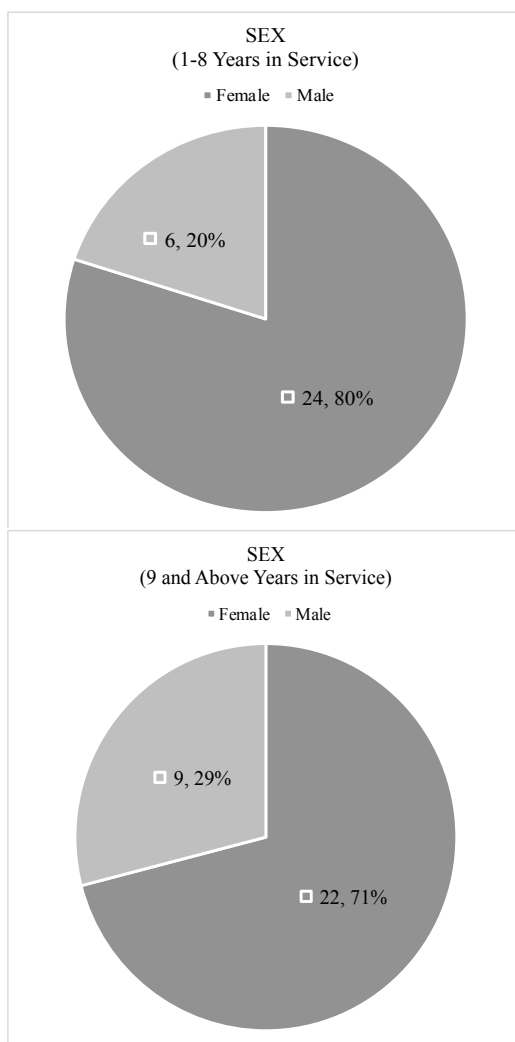


above regarding their work values.” Lastly, section four answers the question, “Is there a significant relationship between the organizational commitment of teachers and their work values?”

### Demographic Characteristics of the Respondents

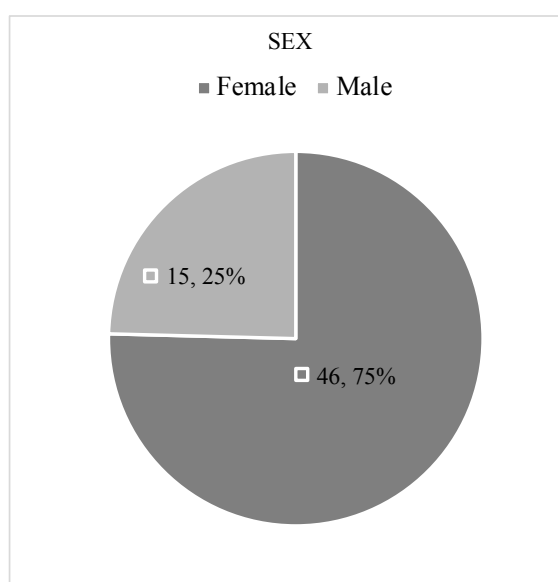
This section shows the demographic characteristics of Rizal High School Grade 7 teachers based on their sex, age, and years in service. Every data was analyzed and discussed below each figure.

#### Sex of the Respondents



**Figure 9: Sex of the Respondents (Years in Service)**

Figure 9 shows the comparative sex distribution of the respondents based on their years in service. For 1-8 years in service Grade 7 teachers, 24 respondents were female (80%) while there were six (6) male teachers (20%). For the group of teachers who have been teaching for 9 and above years, 22 female teachers covered 71% while the remaining 29% belong to the nine (9) male Grade 7 teachers. As the table shows, the total respondents have more female Grade 7 teachers than males. Furthermore, Figure 10 shows the overall sex distribution of the whole sample population.

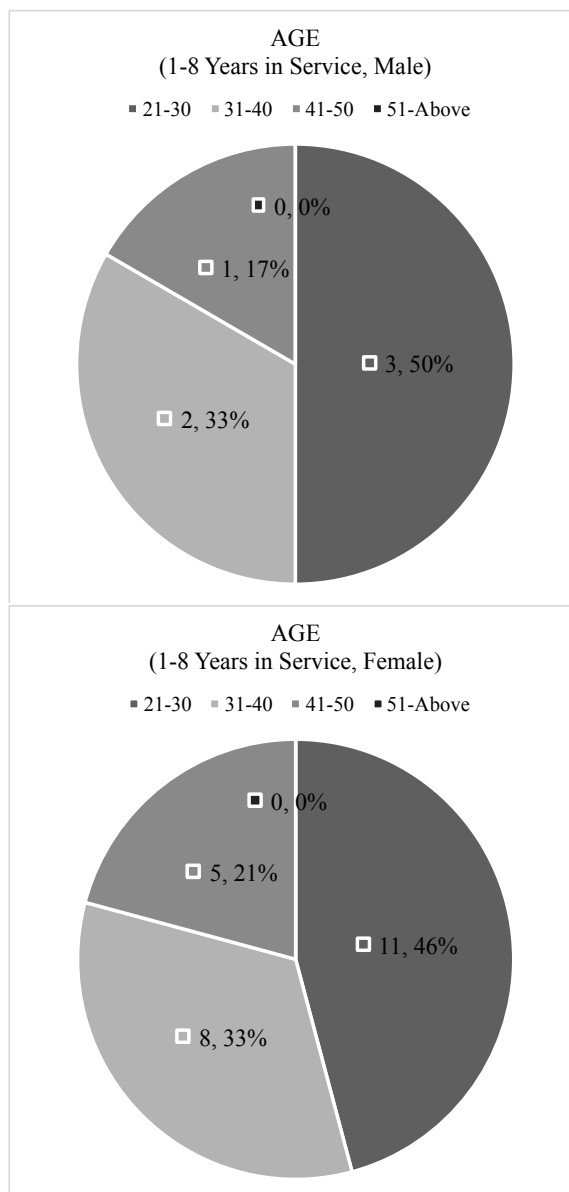


**Figure 10: Sex of the Respondents**

As Figure 10 shows, regarding sex, 46 female teachers covered 75% of the total sample population. The remaining 25% belong to the 15 male Grade 7 teachers. Based on the gathered data, there were almost three times as many female teachers compared to males. As indicated in the study concerning the commitment of the Filipino teachers, Masih Charan John and John Wesley Taylor explained for the Filipino context, “It appears that secondary-level teaching is more attractive to Filipino females than to males, or those male teachers in the Philippines have more options available to them at other

educational levels, such as in tertiary education” (John and Taylor 2014, 42). This finding might help in understanding the results indicated above.

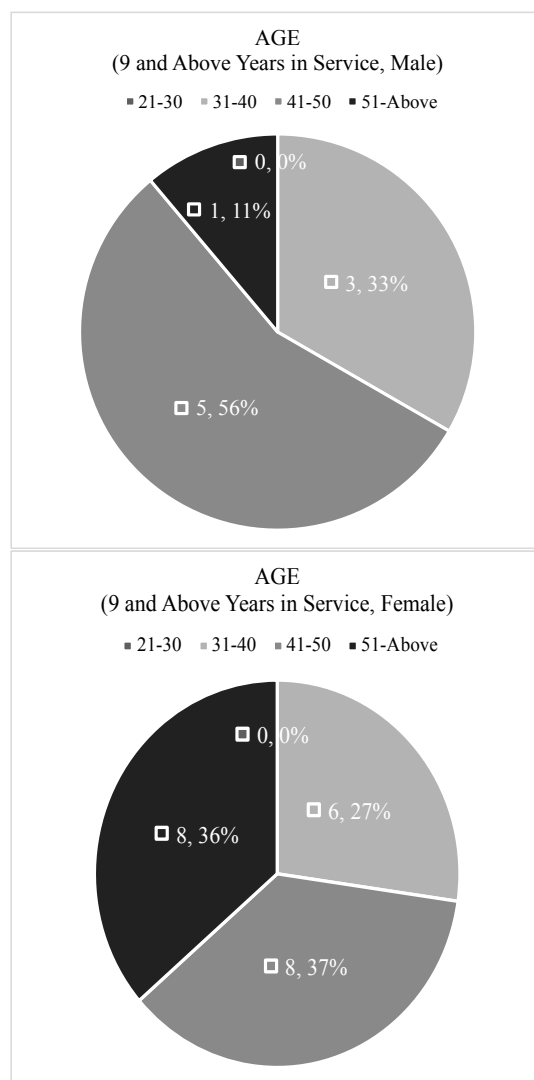
#### Age of the Respondents



**Figure 11: Age of 1-8 Years in Service Teachers**

Figure 11 presents the age distribution for the group of teachers who have been teaching for 1-8 years. For males, there were three (3) male teachers (50%) whose ages were between 21-30 years old. 33% percent belongs to the two (2) teachers whose age

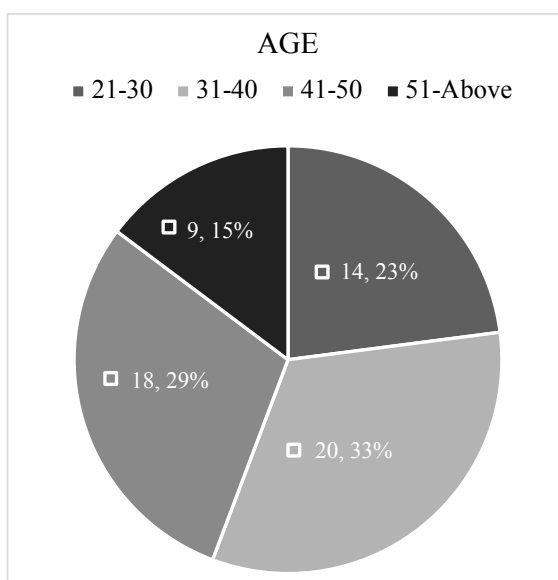
group was from 31-40 years old. The remaining 1% belongs to a male teacher whose age is between 41-50. For females, 11 teachers or 46% were from the age group 21-30 years old. 33% belongs to the eight (8) teachers who were between 31-40 years old. The remaining 21% were the five (5) teachers whose ages from 41-50 years old. Furthermore, both sexes for 1-8 years in service group of teachers did not have any respondents whose ages were 51 years old and above.



**Figure 12: Age of 9 and Above Years in Service Teachers**

According to Figure 12, for males, there were three (3) teachers (33%) from 9-above years in service group were age from 31-40 years old. Moreover, there were five

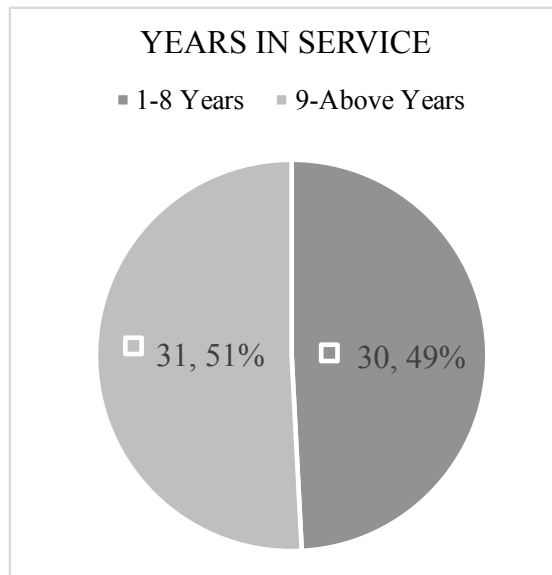
(5) teachers whose ages were between 41-50 years old that comprises 56%. The remaining 1% belongs to a male teacher whose age falls between 51 years old and above. For female teachers, 27% belongs to the six (6) teachers whose age group was from 31-40 years old. 37% percent were the eight (8) teachers whose ages were between 41-50 years old. The remaining 36% belongs to the eight (8) teachers who were between 51 years old and above. Furthermore, both sexes for 9-above years in service group of teachers did not have any respondents whose ages were from 21-30 years old.



**Figure 13: Age of the Respondents**

According to Figure 13, there were 14 teachers or 23% of the respondents whose ages were between 21-30 years old. The majority of the respondents, 20 teachers (33%), ages were between 31-40 years old. There were also 18 teachers whose ages were from 41-50 (29%). The remaining 9 teachers (15%) belong to the 51 years old and above age group.

### Years in Service of the Respondents



**Figure 14: Years in Service of the Respondents**

Concerning the years in service of the Grade 7 teachers based on Figure 14, 31 teachers or 51% of the total population indicated that they were in the teaching service for 9 years and more. The remaining 49% belong to the group of teachers who were teaching between 1 to 8 years. As the figure shows, there is almost an equal division of teachers based on how long they have been involved in the teaching service.

### **Organizational Commitment and the Demographic Characteristics of the Respondents**

This section shows the comparison of Rizal High School Grade 7 teachers based on their age, sex, and years in service in terms of their organizational commitment. All data were analyzed and discussed below in each table.

## Age of the Respondents and Organizational Commitment

**Table 6: Age Comparison for the Organizational Commitment**

Indicators			Affective	VD*	Continuance	VD*	Normative	VD*
Years In Service	Sex	Age						
1-8	Male	21-30	3.444	VH	2.333	M	3.333	VH
		31-40	1.944	M	1.667	M	1.889	M
		41-50	2.333	M	2.000	M	2.167	M
		50-Above	0.000	-	0.000	-	0.000	-
	Female	21-30	2.727	H	2.333	M	2.606	H
		31-40	2.833	H	2.271	M	2.771	H
		41-50	2.700	H	2.233	M	2.633	H
		50-Above	0.000	-	0.000	-	0.000	-
9 and Above	Male	21-30	0.000	-	0.000	-	0.000	-
		31-40	1.333	L	1.333	L	1.833	M
		41-50	1.271	L	1.167	L	1.375	L
		50-Above	2.000	M	2.000	M	2.167	M
	Female	21-30	0.000	-	0.000	-	0.000	-
		31-40	2.388	M	2.194	M	2.389	M
		41-50	2.229	M	2.083	M	2.646	H
		50-Above	2.458	H	2.083	M	2.500	H

\*Verbal Description

In Table 6, the male age groups 31-40 and 41-50 years old under 1-8 years in service obtained a moderately committed remark for all the components of organizational commitment. However, those in the 21-30 years old age group obtained a very high commitment for both the affective and normative components but moderate continuance commitment. For females under 1-8 years in service teachers, all age groups got high commitment remark for affective and normative component while they were all said to be moderately committed under continuance commitment. Moreover, all of the age groups

for both sexes under 1-8 years in service were affectively committed based on their highest mean computed. Males 21-30 years old obtained a higher mean compared to their female counterparts and the highest among all the age groups in both years in service groups. However, the female age groups 31-40 and 41-50 years old have higher means than the same age groups among the male teachers under 1-8 years in service.

Furthermore, one can observe that youngest (21-30) group of male teachers are most likely to commit than other age groups from both sexes, and the youngest (21-30) group of female teachers who have been teaching for 1-8 years are the most committed age group compared to other female age groups. Also, based on the comparative means, all the age groups for both sexes under 1-8 years in service have an affective commitment as their highest component and followed by the normative commitment. However, the continuance commitment got the lowest means for all of these age groups.

In terms of those teachers who have been teaching for more than nine years, the male age groups 31-40 and 41-50 years old obtained a low commitment remark for both affective and continuance components. However, those 31-40 years old male teachers are said to be moderately committed under the normative component, while the 41-50 years old obtained a low commitment remark to the same commitment component. Those male teachers from the 51-above age group have a moderate commitment for all three components of organizational commitment. Thus, this age group of male teachers is most likely to commit (based on means) in all components of commitment compared to all other male age group counterparts under 9-above years in service teachers. For female age groups of teachers who have been in service for nine years, those respondents who belong to the 31-40 age group are moderately committed for all three components, but



the affective commitment obtained the highest mean. Those in the 41-50 female age group have a moderate commitment for affective and continuance components but are said to be highly committed under the normative component. Lastly, those female teachers from 51-above age group under 9-above years in service obtained a high commitment for affective and normative with the normative component as the highest, but moderately committed for continuance component. Furthermore, all the age groups of teachers for both sexes who have been teaching for nine and more years, based on their computed means, are normatively committed while they have continuance commitment as their lowest component.

In summary, the results show that all the age groups for both sexes under 1-8 years in service group are affectively committed while those age groups for both sexes under 9-above years are normatively committed. Older teachers are most likely to commit normatively since, according to Meyer and Allen, they feel that they ought to remain with the organization because that is the “right and moral” thing to do (Meyer and Allen 1991, 67). The reason why all groups of teachers have continuance commitment as their lowest form might be because of many available alternative jobs that offer a higher salary or better working environment (Jobo 2009, 8). Consequently, the fewer viable alternatives employees believe are available, the stronger will be their continuance commitment to their current employer (Meyer and Allen 1990, 4).

Furthermore, according to the comparative mean of all the age groups under both groups of teachers based on their years in service, younger teachers are more committed than those who are older. This result is analogous with the findings of Cohen, indicating that the relationship between organizational commitment and age was strongest for the

youngest subgroup (Cohen 1993, 143). Furthermore, Yucel and Bektas discovered that younger teachers were more likely to feel emotionally attached, identify the organization's problems as their own, and express the desire to spend the rest of their careers at the organization (Yucel and Bektas 2012, 1607). This is consistent to the three main aspects of affective commitment according to the Meyer and Allen, namely: (1) the development of psychological affinity to a firm; (2) association with the organization; and (3) the wish to remain as a member of the organization (Meyer and Allen 1990, 1). Also, Butucha implied that teachers who belong to the group below 26 years of age indicated a higher level of commitment than those who are older (Butucha 2013, 369). However, the findings of the present study talk differently to the results obtained by Brimeyer, Perrucci, and Wadsworth, who stated that older workers are more committed than those younger workers (Brimeyer, Perrucci, and Wadsworth 2010, 511). The same results were reported by Hanlon that older workers who were indeed more committed to their jobs than were their younger counterparts (Hanlon 1986, 1).

#### Sex of the Respondents and Organizational Commitment

**Table 7: Sex Comparison for the Organizational Commitment**

Indicators		Affective	VD*	Continuance	VD*	Normative	VD*
Years in Service	Sex						
1-8	Male	3.083	H	2.333	M	2.972	H
	Female	2.757	H	2.292	M	2.667	H
9 and Above	Male	2.463	M	2.389	M	2.907	H
	Female	2.356	M	2.114	M	2.523	H

\*Verbal Description

Table 7 shows the comparison for both sexes under both teacher groups based on years in service. For 1-8 years in service, both males and females obtained the highly committed remark for both affective and normative commitment while a moderately committed remark for continuance component. Furthermore, both sexes, based on the computed means, were affectively committed. In contrast, both sexes of teachers who have been in service for nine and more years obtained a moderately committed remark for both affective and continuance components while they are highly committed to the normative component. Furthermore, both sexes, based on the computed means, were normatively committed. Also, males and females from both groups of teachers based on their years in service gained the lowest mean for continuance commitment.

Comparing the sexes, male teachers obtained higher means compared to their female counterparts. This result is parallel to Butucha, who found that male teachers indicated higher levels of professional commitment, especially affective, than female teachers (Butucha 2013, 369). Furthermore, the same results were reported by Marsden, Kalleberg, and Cook, saying, “Men have slightly higher overall levels of organizational commitment than women, a difference primarily attributable to gender differences in commitment-related jobs and career attitude” (Marsden, Kalleberg, and Cook 1993, 384). Another study shows that males are more committed because male teachers can adopt the norms and values of the organization easier than females (Aydin, Sarier, and Uysal 2011, 628). However, research conducted in India counters the result of the present study since it shows that female IT employees appear to have a higher level of organizational commitment than their male colleagues (Messner 2017, 188). Also, another study

concerning teachers implied that male teachers were expressing less professional commitment than female teachers.

#### Years in Service of the Respondents and Organizational Commitment

**Table 8: Years in Service Comparison for the Organizational Commitment**

Indicators	Affective	VD*	Continuance	VD*	Normative	VD*
1-8 Years in Service	2.822	H	2.300	M	2.728	H
9 and Above Years in Service	2.344	M	2.177	M	2.597	H

\*Verbal Description

Table 8 displays the arithmetic mean differences between 1-8 years in service and 9 and above years regarding the three components of organizational commitment. As the comparative means on Table 8 implied, those who were teaching for about 1-8 years are highly committed to their jobs affectively (they want to commit) while those who were teaching for 9 years and more were highly committed normatively (they feel obligated to commit). However, those teaching 1-8 years also obtained a high commitment in terms of the normative but moderately committed under continuance. Moreover, those who have been teaching for nine and more years obtained moderately committed remark for both affective and continuance components, having the later as the lowest. Furthermore, looking at the means for both groups of teachers, one can observe that those who have been in teaching for 9 and above years gained lower mean values compared to the 1-8 years in service group. The findings were parallel to Kadyschuk, who mentioned that those who have been teaching for less than ten years are highly committed than those with more than ten years (Kadyschuk 1997, 207). Although other factors might affect the commitment attitude of Rizal High School Grade 7 teachers, this present study

considered burnout as the one that played the greater role in the result of this analysis since it was the top reason why thousands of teachers every year who are leaving the field of education (Jacobson 2016, 1). In the Philippines, “Under RA 1800, the Civil Service Commission requires government employees, to include the public school teachers, to render eight hours of service per day. However, aside from the eight hours of actual teaching with a usually large number of students, there are other specific school-related tasks that teachers perform.” (Pagayanan 2016, 126). Hence, the increasing requirements on the part of the Filipino teachers often lead to burnout that might have negative impacts on their organizational commitment. Consequently, an individual who is undergoing burnout may not be able to execute the role of teacher effectively (Shukla and Trivedi 2008, 332). The obtained results of the present research are also in congruence with the study conducted by Diana Michele Curtaz, wherein it was discovered that the longer a teacher has been in the field of teaching, the more apt they are to experience burnout over beginning teachers. Curtaz points to the cause that the longer the years of a teacher in the profession, the more one takes on added responsibility at the school (Curtaz 2009, 13). Also, a high correlation between burnout and organizational commitment was found by Chavez, Jr. among Filipino teachers (Chavez, Jr. 2012, 137). However, the result of this comparative analysis for organizational commitment counters the studies of Anthony Gary Dworkin (2001), Christina Maslach (2009), Maria Joanna Gomez-Manongsong (2015), and Dr. Israel G. Entima (2016) who all stated that teachers who have been teaching for less than a decade tend to be less committed than those with more than ten years of teaching experience.

**Table 9: Organizational Commitment of the Respondents**

<b>Indicators</b>	<b>t-value</b>	<b>df</b>	<b>Mean Difference</b>	<b>p-value</b>	<b>Decision</b>	<b>Remarks</b>
Affective	36.291	59	2.58950	p<.01	Reject H <sub>0</sub>	Significant
Continuance	44.990	59	2.24000	p<.01	Reject H <sub>0</sub>	Significant
Normative	35.591	59	2.67267	p<.01	Reject H <sub>0</sub>	Significant

Table 9 presents the breakdown of the three indicators (Affective, Continuance, and Normative) as well as its corresponding p-values, decisions, and remarks. Table 9 also shows that the p-value of the difference between 1-8 years in service and 9 and above years regarding their organizational commitment is very small, which makes it very close to zero (0). From that notion, it can be implied that the p-value is smaller than the level of significance (at .01). Thus, heading towards the decision to reject the first null hypothesis, implying that there is a significant difference with the organizational commitment between teachers who have been teaching for 1-8 years and 9 and above years.

### **Organizational Behavior and the Demographic Characteristics of the Respondents**

This section shows the comparison of Grade 7 teachers of Rizal High School based on their age, sex, and years in service in terms of their organizational behavior. Every data was analyzed and discussed below each table.

## Age of the Respondents and Organizational Behavior

**Table 10: Male Age Groups and Work Values (1-8 Years in Service Teachers)**

Basic Values	1-8 Years in Service								
	Male								
	21-30	Rank	VD*	31-40	Rank	VD*	41-50	Rank	VD*
UNI	3.697	1	VH	3.625	1	VH	3.867	1	VH
SEC	3.682	2	VH	3.563	2	VH	3.800	2	VH
CON	3.318	3.5	VH	3.500	3	VH	3.400	3	VH
BEN	3.273	5	VH	3.438	4	VH	3.300	4.5	VH
SDI	3.318	3.5	VH	3.375	5	VH	3.300	4.5	VH
TRA	3.136	7	H	3.188	6	H	3.000	6	H
STI	3.227	6	VH	2.750	7	H	2.900	7	H
HED	3.091	8	H	2.688	8	H	2.600	8	H
ACH	2.636	9	H	2.625	9	H	2.500	9	H
POW	1.864	10	M	1.500	10	L	1.500	10	L

\*Verbal Description

As Table 10 shows, there is an observable analogous ranking for the ten basic values for all age groups. All male teachers who have been teaching for 1-8 years, regardless of their age, placed the highest value (very high) on universalism, security, conformity, benevolence, and self-direction. Moreover, all of these male age groups obtained high values on tradition, hedonism, and achievement. Although both 31-40 and 41-50 age groups have a high value for stimulation, 21-30 years old males placed a very high value on it. Furthermore, all male age groups have hedonism, achievement, and power as their lowest three (3) ranks. However, the 21-30 age group yielded a moderate value on power, but 31-40 and 41-50 got low value regarding power.

In summary, based on comparative means, ages 21-30 have the highest means for stimulation, hedonism, achievement, and power. Furthermore, those who are between 31-40 years old obtained the highest means for conformity, benevolence, self-direction, and

tradition, while the 41-50 age group shows the highest means for universalism and security.

**Table 11: Female Age Groups and Work Values (1-8 Years in Service Teachers)**

Basic Values	1-8 Years in Service								
	Female								
	21-30	Rank	VD*	31-40	Rank	VD*	41-50	Rank	VD*
UNI	3.889	1	VH	3.833	1	VH	4.000	1	VH
SEC	3.833	2	VH	3.750	2	VH	4.000	2	VH
CON	3.333	6.5	VH	3.500	4	VH	3.500	3	VH
BEN	3.667	3	VH	3.500	4	VH	3.000	5.5	H
SDI	3.500	4.5	VH	3.500	7	VH	3.000	5.5	H
TRA	3.333	6.5	VH	3.500	4	VH	3.000	5.5	H
STI	3.167	8	H	3.250	7	VH	3.000	5.5	H
HED	3.500	4.5	VH	3.250	7	VH	2.500	8	H
ACH	2.833	9	H	3.000	9	H	2.000	9	M
POW	2.500	10	H	2.000	10	M	1.500	10	M

\*Verbal Description

In comparison to male age groups for 1-8 years in service teachers, Table 11 shows the female age distributions regarding their basic values. Like the males, all female teachers, regardless of their age group, placed a very high value on universalism, security, and conformity. Although age groups 21-30 and 31-40 obtained high value on benevolence, self-direction, tradition, and hedonism, those who belong to 41-50 show only a high value remark on these basic work values. For stimulation, only the 31-40 years old teachers have a high value on it while the other age groups obtained only a high value. All age groups ranked achievement and power as their lowest values. This is despite the high value mark of 21-30 and 31-40 age groups for achievement, while those who are part of the 41-50 age group got a moderate value remark. For power, both 31-40 and 41-50 age groups have moderate value remark while 21-30 got high value.



In summary, based on comparative means, those in the 21-30 age group have the highest means for benevolence, self-direction, hedonism, and power. Furthermore, those in the 31-40 age group obtained the highest means for conformity, self-direction, tradition, stimulation, and achievement. Lastly, those in the 41-50 age group got the highest means for universalism, security, and conformity.

**Table 12: Male Age Groups and Work Values (9-Above Years in Service Teachers)**

Basic Values	9-Above Years in Service								
	Male								
	31-40	Rank	VD*	41-50	Rank	VD*	51-A	Rank	VD*
UNI	3.778	1	VH	3.467	1	VH	3.667	1	VH
SEC	3.667	2.5	VH	3.300	2	VH	3.500	2	VH
CON	3.667	2.5	VH	3.000	4.5	H	3.000	6	H
BEN	3.500	5.5	VH	3.100	3	H	3.000	6	H
SDI	3.500	5.5	VH	3.000	4.5	H	3.000	6	H
TRA	3.500	5.5	VH	2.700	6	H	3.000	6	H
STI	3.500	5.5	VH	2.600	7	H	3.000	6	H
HED	3.333	8.5	VH	2.500	8	H	3.000	6	H
ACH	3.333	8.5	VH	2.300	9	M	3.000	6	H
POW	2.833	10	H	2.000	10	M	2.500	10	H

\*Verbal Description

Table 12 shows the tabulation for the values of teachers who have been teaching for nine years and more. All of the male age groups have universalism and security as their highest ranks, while achievement and power were the last two ranks. All show a very high remark for universalism and security. Age group 31-40 also obtained very high remarks for other basic values except for power, which only got a high value remark. Furthermore, 41-50 years old age group shows a high remark for other values except for achievement and power, which only obtained a moderate remark. Lastly, those from the 51-Above age group have a high remark for the remaining basic values. In summary,

unlike with 1-8 years in service male age groups, the male age groups under 9-Above years in service only have 31-40 years old as the age group that obtained the highest means for all the basic values.

**Table 13: Female Age Groups and Work Values (9-Above Years in Service Teachers)**

Basic Values	9-Above Years in Service								
	Female								
	31-40	Rank	VD*	41-50	Rank	VD*	51-A	Rank	VD*
UNI	3.333	1.5	VH	3.583	1	VH	3.333	1	VH
SEC	3.333	1.5	VH	3.563	2	VH	3.313	2	VH
CON	3.083	3.5	H	3.313	4	VH	3.125	3	H
BEN	3.083	3.5	H	3.313	4.5	VH	3.063	4	H
SDI	3.083	5	H	3.313	4.5	VH	2.938	5	H
TRA	2.750	7.5	H	3.188	6	H	2.813	6	H
STI	2.750	7.5	H	3.063	7	H	2.750	7	H
HED	2.667	8	H	2.500	8	H	2.688	8	H
ACH	2.333	9	M	2.875	9	H	2.625	9	H
POW	2.250	10	M	1.938	10	M	2.000	10	M

\*Verbal Description

For the teachers who have been in service for nine years and more, Table 13 shows that all of the female age groups have universalism and security as their highest ranks, while achievement and power were the last two ranks. All placed a very high value on universalism and security, while their lowest two ranks were achievement and power. These findings were consistent with other age groups from both sexes under both lengths in service. Furthermore, as Table 13 shows, those respondents who belong to the 31-40 age group have a high value remark for conformity, benevolence, self-direction, tradition, stimulation, and hedonism, while they show a moderate value remark for achievement and power. In comparison, those female teachers under the 41-50 age group, aside from

universalism and security, also gave a very high value remark for conformity, benevolence, and self-direction. This age group also shows a high value remark for tradition, stimulation, hedonism, and achievement, but only a moderate value remark for power. Lastly, the 51-Above age group obtained a high value remark for conformity, benevolence, self-direction, tradition, stimulation, hedonism, and achievement. However, they only got a moderate value remark for power.

In summary, based on comparative means, those in the 31-40 age group have the highest mean for power. Teachers who are ages between 41-50 years old obtained the highest means for universalism, security, conformity, benevolence, self-direction, tradition, stimulation, and achievement, while 51-Above age group got the highest mean only for hedonism.

For all age groups, the results show that as a teacher increases in age, the way they value work in terms of the given variables above seems to weaken. This finding is similar to research conducted by Zytowski, which led to his conclusion that almost all the work values levels decline with increasing age (2006, 29). Furthermore, Schwartz, who made the instrument used for work values, also concluded that younger people tend to have higher levels of values compared to the older ones (Schwartz 2006, 10). However, it is in contrast with a study conducted by Cherrington, Condie, and England, which indicated that older workers place a higher level of importance on work values than with younger workers (Cherrington, Condie, and England 1979, 617).

## Sex of the Respondents and Organizational Behavior

**Table 14: Sex Groups and Work Values**

Basic Values	1-8 Years in Service						9 and Above Years in Service					
	Male	Rank	VD*	Female	Rank	VD*	Male	Rank	VD*	Female	Rank	VD*
UNI	3.907	1	VH	3.730	1	VH	3.637	1	VH	3.417	1	VH
SEC	3.861	2	VH	3.681	2	VH	3.489	2	VH	3.403	2	VH
CON	3.444	3	VH	3.406	3	VH	3.222	3	VH	3.174	3	H
BEN	3.389	4	VH	3.337	4	VH	3.200	4	VH	3.153	4	H
SDI	3.333	5	VH	3.331	5	VH	3.167	5	H	3.111	5	H
TRA	3.278	6	VH	3.108	6	H	3.067	6	H	2.917	6	H
STI	3.139	7	H	2.959	7	H	3.033	7	H	2.854	7	H
HED	3.083	8	H	2.793	8	H	2.944	8	H	2.618	8	H
ACH	2.611	9	H	2.587	9	H	2.878	9	H	2.611	9	H
POW	2.250	10	M	1.573	10	L	2.444	10	H	2.063	10	M

\*Verbal Description

In terms of the sexual distribution of the respondents according to their length in service, Table 14 shows the means, ranks, and verbal description for the ten basic work values. For 1-8 years in service, both sexes got a very high value remark for universalism, security, conformity, benevolence, and self-direction. Both sexes also have a high value remark for stimulation, hedonism, and achievement. In terms of tradition, the male group got a very high value remark while the female group obtained only a high value remark. For power, males have a moderate value remark, while females show a low value remark.

In terms of the sexes under 9 and Above Years in Service teachers, both male and female groups obtained a very high remark for universalism and security. Also, both sexes have a high value remark for self-direction, tradition, stimulation, hedonism, and achievement. For conformity and benevolence, the male group got a very high value

remark while the female group only have a high value remark. Lastly, in terms of power, males obtained a high value remark while females only got a moderate value remark.

In summary, looking at the comparative means and verbal description for all the ten basic work values in Table 14, the results show that Rizal High School Grade 7 male teachers are more committed than their female counterparts. This particular finding is in congruence with Zytowski, who mentioned that males place higher importance on work values than females (2006, 29). Also, Schwartz and Rubel concluded the same thing, saying that males are consistently giving higher importance to work values than females (2005, 2). In Kaushal and Janjua's study, it was also shown that males had shown higher inclination to work values than females (2011, 3). However, the result of the present study counters Zabala Jr. and Lachica's conclusion, wherein they said that females have higher work values levels than males (2018, 46).

#### Years in Service of the Respondents and Organizational Behavior

**Table 15: Comparison of the Arithmetic Means for Work Values**

<b>Indicators</b>	<b>1-8 Years in Service Teachers</b>	<b>Rank</b>	<b>VD*</b>	<b>9-Above Years in Service Teachers</b>	<b>Rank</b>	<b>VD*</b>
Universalism	3.744	1	<b>VH</b>	3.473	1	<b>VH</b>
Security	3.700	2	<b>VH</b>	3.452	2	<b>VH</b>
Conformity	3.400	3	<b>VH</b>	3.194	3	<b>H</b>
Benevolence	3.389	4	<b>VH</b>	3.177	4	<b>H</b>
Self-direction	3.350	5	<b>VH</b>	3.129	5	<b>H</b>
Tradition	3.167	6	<b>H</b>	2.952	6	<b>H</b>
Stimulation	3.033	7	<b>H</b>	2.887	7	<b>H</b>
Hedonism	2.933	8	<b>H</b>	2.677	8	<b>H</b>
Achievement	2.633	9	<b>H</b>	2.661	9	<b>H</b>
Power	1.767	10	<b>M</b>	2.129	10	<b>M</b>

\*Verbal Description

In regards to organizational behavior, the study focused on the work values of the teachers. Table 15 shows the arithmetic mean comparison for teachers who have been teaching for 1-8 years in service and 9 and more regarding their ten basic work values. As Table 15 shows, both groups of teachers have the same ranking for their work values; having universalism as the top rank and power obtained the lowest rank. However, it can be observed that the means of 1-8 years in service teachers are higher compared to the other group. It suggests that teachers who have been teaching for 1-8 years uphold higher work values than with the 9 and above years in service teachers. Furthermore, the three work values obtaining the lowest ranks (hedonism, achievement, and power) indicated in Table 15 are in parallel with the findings of Cajeta in her studies among Filipino teachers saying that teachers do not like power or control over other people (2016, 118).

**Table 16: Higher-Order Values of the Respondents Based on Years of Service**

<b>Indicators</b>	<b>1-8 Years in Service Teachers</b>	<b>Rank</b>	<b>VD*</b>	<b>9-Above Years in Service Teachers</b>	<b>Rank</b>	<b>VD*</b>
Self-transcendence	3.567	1	<b>VH</b>	3.325	1	<b>VH</b>
Self-enhancement	2.444	4	<b>VH</b>	2.489	4	<b>VH</b>
Conservation	3.422	2	<b>VH</b>	3.199	2	<b>VH</b>
Openness to change	3.106	3	<b>VH</b>	2.898	3	<b>VH</b>

\*Verbal Description

The ten basic work values can be summarized into four higher-order values. Table 16 shows the arithmetic mean comparison for teachers who have been teaching for 1-8 years in service and 9 and more regarding their higher-order values. As Table 16 shows, both groups of teachers have the same ranking for the higher-order work values having

self-transcendence as the top-ranking and self-enhancement as the lowest rank. However, it can be observed that the means of 1-8 years in service teachers are higher compared to the other group. It might suggest that teachers who have been teaching for 1-8 years have higher work values than with 9 and above years in service teachers.

**Table 17: Higher-Order Values of the Respondents**

<b>Indicators</b>	<b>t-value</b>	<b>df</b>	<b>Mean Difference</b>	<b>p-value</b>	<b>Remarks</b>	<b>Decision</b>
Self-Transcendence	47.724	9	3.50700	p<.01	Significant	Reject H <sub>0</sub>
Self-Enhancement	16.010	7	2.31250	p<.01	Significant	Reject H <sub>0</sub>
Conservation	38.203	11	3.32750	p<.01	Significant	Reject H <sub>0</sub>
Openness to Change	39.079	11	3.01167	p<.01	Significant	Reject H <sub>0</sub>

Table 17 shows the differences between p-values of the four main indicators concerning the work values of the 1-8 years in service teachers and 9 and more years. The p-values are small enough to be represented by an exponential notation, thus, giving the approaching value ( $p < .01$ ), which implies that it is near that value and can be easily inferred on how small is the value. Based on Table 17, the null hypothesis was rejected, which says that there is a significant difference between the corresponding work values of the 1-8 years in service and 9 and above years.

In relation to Table 17, Table 18 shows the comparison between self-transcendence and self-enhancement as well as conservation and openness to change. Based on Table 18, it can be said that the p-value (at .01) led to the decision to reject the second null hypothesis and infer that there is a significant difference between the two pairs of work values.

**Table 18: Comparison of the Orthogonal Dimensions**

Indicators	t-value	df	Mean Difference	p-value	Decision	Remarks
Self-Transcendence	11.700	7	2.89333	p<.01	Reject H <sub>0</sub>	Significant
Self-Enhancement						
Conservation	43.504	9	3.25650	p<.01	Reject H <sub>0</sub>	Significant
Openness to Change						

These findings conclude that most of Rizal High School's Grade 7 teachers get what they are expected from their work. The teachers valued the welfare and interests of others (self-transcendence) than their individual growth (self-enhancement), which might help in creating an atmosphere that is more family-like and caring. At the same time, it suggests that teachers are more likely to exhibit self-restrictions, order, and resistance to change (conservation) than independent actions, thought and feeling, and readiness for new experiences (openness to change).

### **Organizational Commitment and Organizational Behavior Relationship**

The relationship between organizational commitment and organizational behavior was established using the Pearson-r Moment of Correlation. Table 19 shows the r values for the relationship of the indicators of organizational commitment and the four higher-order work values for combined groups of 1-8 and 9-above years in service teachers.



**Table 19: Organizational Commitment and Higher-Order Values**

Indicators		r-value	Decision	Remarks
Affective Commitment	Self-Transcendence	.582	Strong Positive Correlation	Significant
	Openness to change	.754	Strong Positive Correlation	Significant
	Self-Enhancement	.284	Weak Positive Correlation	Significant
	Conservation	.953	Strong Positive Correlation	Significant
Continuance Commitment	Self-Transcendence	.878	Strong Positive Correlation	Significant
	Openness to change	.723	Strong Positive Correlation	Significant
	Self-Enhancement	.154	Weak Positive Correlation	Significant
	Conservation	.646	Strong Positive Correlation	Significant
Normative Commitment	Self-Transcendence	.404	Weak Positive Correlation	Significant
	Openness to change	.223	Weak Positive Correlation	Significant
	Self-Enhancement	.410	Weak Positive Correlation	Significant
	Conservation	.645	Strong Positive Correlation	Significant

Basing on Table 19, being affective has a strong positive correlation with self-transcendence, openness to change, and conservation while it has a weak positive correlation with self-enhancement. In relation to the respondents of this study, teachers who have been teaching for 1-8 years are found to have an affective commitment and have self-transcendence and conservation as their high ranks in terms of higher-order values; ranks 1 and 2 respectively. This result implied that a strong positive correlation between affective commitment and work values exists even in the actual teacher's context. Furthermore, continuance has a strong positive correlation with self-

transcendence, openness to change, and conservation, while it has a weak positive correlation with self-enhancement. Lastly, normative has a weak positive correlation with self-transcendence, openness to change, and self-enhancement while it has a strong positive correlation with conservation. In relation to the respondents of this study, those who have been teaching for 9 and more years are found to have a normative commitment and have self-transcendence and conservation as their high ranks in terms of higher-order values; ranks 1 and 2 respectively. This result implies that a strong positive correlation between normative commitment and work values exists even in the actual teacher's context. This result affirms the study of Ho, who found that the more the employees place importance on work values, the higher their organizational commitment (Ho 2006, 2). Ho further revealed that the higher the commitment to an organization, the greater the importance of these values in their various life on work roles (2006, 2). This is with conjecture to the findings of Gomez-Manongsong, who found that employees' organizational commitment is in correlation with their work values (Gomez-Manongsong 2015, 93). Therefore, the third null hypothesis was rejected since there is a positive relationship between organizational commitment and work values.

In summary, this chapter discussed the findings utilizing the research methodology and procedures of the study. The next chapter presents a concise summary presentation, conclusion, and recommendations.

## **CHAPTER V**

### **SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS**

This chapter begins with the summary of the problem and background of the study. The findings identified significant aspects of the comparative analysis of the RHS Grade 7 teachers based on the statistical results of the data gathered. From these findings, the conclusions were gleaned. Finally, the recommendations identified several propositions for the decision-makers to help the teachers develop a more positive attitude towards their profession, and for further studies.

#### **Summary**

This study discovered how teachers' organizational commitment and organizational behavior (work values) differ between two groups based on their years in service. Moreover, the researcher explored if a relationship exists between the organizational commitment and the working values of teachers. In addition, this research followed the attitudinal approach of Meyer and Allen's Three-Component Model of Organizational Commitment. The researcher used two data-gathering instruments, namely: Organizational Commitment Questionnaire (OCQ) that supports the Three-Component Model of Organizational Commitment (Attitudinal Approach) for organizational commitment, and Portrait Values Questionnaire (PVQ-21) that was proposed by Shalom Schwartz for work values.

In the process of conducting this study, the researcher sought the permission of the Division Office of Pasig City—Department of Education, the Office of the Principal—Rizal High School, and the offices of the different Subject Head Teachers, and upon their approval, the data-gathering procedures were done with the Grade 7 teachers last November to December 2019. Using the survey method with questionnaire tabulations, it also employed a descriptive method of research, specifically a causal-comparative research design, and purely quantitative.

### **Findings**

The following summarizes the important findings gathered in this study. This section is presented based on the research questions.

RQ 1. What are the demographic characteristics of the Grade 7 teachers of Rizal High School in terms of the following:

- a. Sex;
- b. Age; and
- c. Years in service?

The first part focuses on the demographic characteristics of the Grade 7 teachers. The total respondents were sixty-one teachers determined using the Slovin's Formula.

- a. Sex: There are 46 or 75% out of the 61 respondents that were females, and 15 or 25% were males. Thus, the majority of the respondents were female teachers.
- b. Age: There were 14 teachers (23%) whose ages were between 21-30 years old. 20 teachers (33%) belong to the age group between 31-40 years old.

There were 18 teachers (29%) whose ages were from 41-50. Lastly, the remaining 15% belongs to the 9 teachers whose age group was from 51 years old and above. Therefore, the majority of the respondents came from the middle age groups.

- c. Years in service: 31 teachers or 51% of the total population indicated that they were in the teaching service for 9 years and more. The remaining 49% belongs to the group of teachers who were teaching between 1 to 8 years. Hence, this shows an equal distribution of the respondents.

RQ 2. Is there a measurable difference between 1-8 years in service and 9 and above years in service teachers regarding their organizational commitment?

The second part of the discussion on findings is the treatment of the first null hypothesis, which states, “There is no significant statistical difference between 1-8 years and 9 and above years in service teachers regarding their organizational commitment.” In terms of age, the findings show that younger teachers are more committed than their older counterparts. Thus, there is a difference between the two groups of teachers in terms of their age and commitment in favor of the younger teachers. Furthermore, all the age groups for both sexes under 1-8 years in service group are affectively committed while those age groups for both sexes under 9-above years are normatively committed. Comparing the sexes, male teachers obtained higher means compared to their female counterparts. Thus, males were more committed than females. Moreover, both sexes under 1-8 years in service group are affectively committed while both sexes under 9-above years are normatively committed. Hence, there is a difference between the two

groups of teachers in terms of their sex and commitment in favor of the males. The comparative analysis of the two groups based on their years in service regarding their organizational commitment also revealed that those who have been teaching for about 1-8 years were highly affectively committed to their work affectively (they want to commit) while those who have been teaching for about 9 years and more were highly normatively committed (they feel obligated to commit). Moreover, the computed mean for the 1-8 years in service group is higher compared to the 9 and above years in service group. It suggests that those who were teaching for 1-8 years are more committed than the older group. Furthermore, since the computed p-values for organizational commitment are smaller than the level of significance (at .01), the data gathered led to the decision of rejecting the first null hypothesis since there is a significant difference between teachers who have been in service for 1-8 years and 9 and above years regarding their organizational commitment.

RQ 3. Is there a measurable difference between 1-8 years in service and 9 and above years in service teachers regarding their work values?

The third part of the discussion on findings is the treatment of the second null hypothesis that states, "There is no significant statistical difference between 1-8 years in service and 9 and above years in service teachers regarding their work values." For all age groups, the results show that as a teacher increases in age, the way they value work in terms of the given variables seems to weaken. All age groups show a very high remark for universalism and security, which are the top ranks. However, they least value power and achievement. Thus, there is a difference between the two groups of teachers in terms

of their age and work values. Regarding sex, the results show that Rizal High School Grade 7 male teachers uphold higher importance for values than their female counterparts. Both sexes have a very high remark towards universalism and security, while hedonism, power, and achievement got the lowest ranks, respectively. Hence, there is a difference between the two groups of teachers in terms of their sex and work values in favor of males. Also, the findings suggest that teachers who have been teaching for 1-8 years uphold higher work values than with the 9 and above years in service teachers. Furthermore, the present study shows that both groups have the same ranking for the higher-order work values having self-transcendence as the top-ranking and self-enhancement as the lowest rank. However, it can be observed that the mean of the 1-8 years in service group are higher compared to the other group. It might suggest that those who have been teaching for 1-8 years have higher work values than with 9 and above years. Furthermore, since the computed p-values for work values are smaller than the level of significance (at .01), the data gathered led to the decision of rejecting the second null hypothesis since there is a significant difference between teachers who have been in service for 1-8 years and 9 and above years regarding their work values. Furthermore, the result suggests that Rizal High School Grade 7 teachers valued the welfare and interests of others (self-transcendence) than their individual growth (self-enhancement), which might help in creating an atmosphere that is more family-like and caring. At the same time, it implies that teachers are more likely to exhibit self-restriction, order, and resistance to change (conservation) than independent action, thought and feeling, and readiness for a new experience (openness to change).

RQ 4. Is there a significant relationship between the organizational commitment of teachers and their work values?

The fourth part of the discussion on findings is the treatment of the third null hypothesis that states, “There is no significant relationship between the organizational commitment of teachers and their work values.” The results show that there is a positive correlation between organizational commitment and organizational behavior. Hence, the data gathered led to the decision to reject the third null hypothesis since there is a significant relationship between the three components of organizational commitment and the four higher-order work values. This revealed that Rizal High School Grade 7 teachers’ level of organizational commitment affects their work values; thus, in agreement with the Three-Component Model of Organizational Commitment (Attitudinal Approach) framework proposed by Meyer and Allen in 1991.

### **Conclusions**

In conclusion, the respondents, based on their age, sex, and length in service, with regards to their organizational commitment, have different forms of commitment. All the age groups for both sexes under 1-8 years in service group are affectively committed, while those age groups for both sexes under 9-above years are normatively committed. Therefore, there is a difference between the two groups of teachers in terms of their age and commitment in favor of the younger teachers. Comparing the sexes, male teachers were more committed than females since they obtained higher means compared to their female counterparts. Thus, there is a difference between the two groups of teachers in terms of their sex and commitment in favor of the males. Furthermore, both sexes under 1-8 years in service group are affectively committed while both sexes under 9-above



years are normatively committed. The group who has been teaching for about 1-8 years has an affective form of commitment while those who have been teaching for 9 years and more have a normative form of commitment. However, the result of the data analysis indicates that 1-8 years in service group are more committed compared to the 9 and above years in service group of teachers.

The study also indicates that the two groups of teachers based on their age, sex, and length in service, with regards to their organizational behavior (work values), have the same priorities since both groups have the same ranking of values, both basic and higher-order values. All age groups got very high remarks for universalism and security, which are the top priorities while they least value power and achievement. Hence, there is a weak relationship between the two groups of teachers in terms of their sex and work values. Regarding sex, the results show that Rizal High School Grade 7 male teachers uphold higher importance for values than their female counterparts. Thus, there is a difference between the two groups of teachers in terms of their sex and commitment in favor of the males. However, both sexes have a very high remark towards universalism and security, while hedonism, power, and achievement got the lowest ranks, respectively. Therefore, Grade 7 teachers of RHS placed universalism, security, and conformity (in decreasing order) as their highest basic priorities while they have the lowest ranking when it comes to hedonism, achievement, and power (in decreasing order). This reveals that teachers value the welfare of other people over their personal gains. Thus, this result was also mirrored in their higher-order values. Both groups placed self-transcendence and conservation as their highest priorities when it comes to the orthogonal dimension of higher-order values. However, the result of the data analysis indicates that those in the 1-

8 years in service group uphold higher values than the 9 and above years in service group.

Furthermore, correlating the organizational commitment and organizational behavior of all the respondents revealed the significant relationship between the said variables. The demographic characteristics of teachers treated in the present study affect the establishment of a significant relationship between organizational commitment and organizational behavior. Therefore, the more committed the teachers are to their job, the higher the values they uphold. The data analysis showed that the affective commitment has the strongest positive correlation with the three higher-order values, namely: self-enhancement, openness to change, and conservation. Moreover, continuance commitment attained the strongest positive correlation with self-transcendence. It is also worth noting that normative commitment has a weak positive correlation with self-transcendence, self-enhancement, and openness to change, but a strong positive correlation with conservation. Furthermore, although normative commitment has a weak positive correlation with self-enhancement, its value is the highest compared to the other two components of commitment. This result implied that a strong positive correlation between normative commitment and work values exists even in the actual teacher's context.

The study, therefore, concluded that the comparative analysis that was conducted proved that there were differences concerning organizational commitment and organizational behavior within the two groups of teachers of Rizal High School based on their years in service. Furthermore, these differences might lead the decision-making bodies to help the teachers to perform better in their workplace.

## **Recommendations**

Some recommendations from the findings of this research are here specified for the improvement of the teachers' organizational commitment and organizational behavior. These recommendations are not exhaustive; therefore, this section also proposes some recommendations for further studies.

### Recommendations for the Division Office of Pasig City and Rizal High School Administration

Based on the findings of the study, those teachers who are younger, males, and have been teaching for 1-8 years were identified having higher commitment towards their work compared to those who are older, female, and teachers in service for more than nine years. Though the findings are different, the recommendations for both groups are the following:

- a. Involve the teachers with seminars and workshops as part of the Continuing Professional Development (CPD).
- b. Coordinate with other organizations, like the church, to help the teachers to uphold moral values.
- c. Develop an institutional atmosphere that challenges the teacher's personal growth and development.
- d. Promote gender-empowerment opportunities for the teachers.
- e. Conduct a follow-up analysis if there were changes among the teachers' organizational commitment and organizational behavior.
- f. Give incentives whenever they have either professional or personal achievement.

- g. Increase the support and benefits that teachers receive from the government.
- h. Include organizational commitment and work values enrichment seminars to in-service teacher meetings.

Furthermore, the recommendations specifically for 1-8 years in service teachers are the following:

- a. Encourage this group of teachers to pursue graduate and post-graduate studies.
- b. Provide leadership opportunities for younger teachers in their respective subject departments.

The following recommendations are for those who have been teaching more nine and more years.

- a. Encourage this group of teachers to partner and share their expertise and experiences with the younger teachers and, at the same time, be willing to learn from them.
- b. Encourage this group to take part in the implementation processes of the institution.

#### Recommendations for Further Studies

There are still many things to work on concerning this type of research. Other researchers might consider the following for further studies:

- a. A qualitative analysis of the organizational commitment and organizational behavior of teachers based on their demographic characteristics such as their highest educational attainment, civil status, religious affiliation, and the like.

- b. Extensive research including the effects of school administration policies to the organizational commitment and organizational behavior of teachers.
- c. A follow-up quantitative or qualitative study about this research that would analyze the antecedents of organizational commitment.
- d. A follow-up quantitative or qualitative research about this research concerning the other aspects of organizational behavior, such as job satisfaction and/or teaching attitude.
- e. A follow up quantitative or qualitative research with a larger sample size from various schools, divisions, regions, and/or nations.
- f. A follow up quantitative or qualitative study about this research concerning the effects of organizational commitment and organizational behavior of teachers to the student's achievement, commitment, and/or attitude towards learning.
- g. A production thesis that would construct a handbook that aims to address specific issues among the teachers, such as an increasing number of turnovers, gender-related commitment issues, and age-related concerns regarding commitment and values.

**APPENDIX A**

## Institutional Review Board Notification Approval

**DEPARTMENT**  
*of* **RESEARCH**Asia-Pacific Nazarene Theological Seminary  
Ortigas Avenue Extension, Kaytikling,  
Taytay 1920, Rizal, Philippines**NOTIFICATION OF REVIEW APPROVAL**

September 11, 2019

Glenn Brombuela  
glenn.brombuela@apnts.edu.ph**Protocol Title: ORGANIZATIONAL BEHAVIOR AND ORGANIZATIONAL COMMITMENT:  
A COMPARATIVE STUDY OF GRADE 7 TEACHERS OF RIZAL HIGH SCHOOL****Protocol #: AR-0001****IRB Review Date: September 10, 2019****Effective Date: September 11, 2019****Expiration Date: September 10, 2020****Review Type: Expedited Review****Review Action: Approved**

The IRB made the following determinations:

- Waivers: Waiver of consent documentation
- Risk Determination: No greater than minimal risk

Please contact me at [research@apnts.edu.ph](mailto:research@apnts.edu.ph) if you have any questions.

Sincerely,

Marie Joy D. Pring  
Director of Research  
Asia-Pacific Nazarene Theological Seminary

## APPENDIX B

Letter to the Division Office



Asia-Pacific Nazarene Theological Seminary  
Ortigas Avenue Extension, Kaytikling,  
Taytay 1920, Rizal, Philippines

21 November 2019

**MS. MA. EVALOU CONCEPCION A. AGUSTIN**  
O.I.C. Office of the School Division Superintendent  
Caruncho Avenue, Pasig City, Philippines

Dear Ms. Agustin:

Greetings in the name of our Lord Jesus Christ!

I am a graduating Master of Arts in Religious Education major in Educational Leadership student of Asia-Pacific Nazarene Theological Seminary. I am currently working on my graduate thesis, and I am now in the data gathering process. My research study is about the comparison of the organizational commitment of Grade 7 teachers according to their years in service and its possible relationship to their work values. Furthermore, this research aims to help my fellow teachers to understand the importance of commitment and work values in their chosen field.

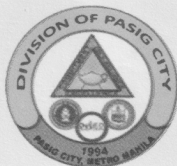
In line with this academic activity, I would like to seek permission from your good office to allow me to conduct my study in Rizal administer a survey to the Grade 7 teachers of Rizal High School through the help of the subject Head Teachers. Rest assured that the data to be gathered from the respondents will be treated with utmost confidentiality. Your approval will be a significant factor in the success of my work. If you have any additional questions about the research to be conducted, you may call 09213738907 or send an email to [glenn.brombuela@apnts.edu.ph](mailto:glenn.brombuela@apnts.edu.ph).

May this request merit your kind consideration and immediate approval, Dr. Agustin. Thank you so much for your anticipated response. I pray that God richly blesses your ministry.

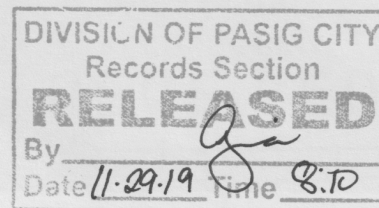
Very truly yours,

**Glenn Brombuela, LPT**  
Researcher  
Master of Arts in Religious Education  
Educational Leadership

Dr. Lynn Schmidt  
Thesis Adviser



Republic of the Philippines  
DEPARTMENT OF EDUCATION  
National Capital Region  
DIVISION OF PASIG CITY  
Caruncho Ave., San Nicolas Pasig City  
Tel: 641-88-85, 628-28-19 /division.pasig2016@gmail.com



### APPENDIX C

November 22, 2019

Approval Letter from the Division Office

#### GLENN BROMBUELA

Researcher  
Asia-Pacific Nazarene Theological Seminary


Dear Researcher:

This is to inform you that your request for permission to gather data relative to your research about the comparison of organizational commitment of Grade 7 teachers of Rizal High School according to years in service and its possible relationship to their work values, **has been approved**. All persons involved in this project are expected to observe the following fundamental research ethics:

- a. Ensure that the data to be gathered is correct, accurate, and validated;
- b. Properly cite all sources of information;
- c. Maintain integrity by avoiding plagiarism, fabrication and falsification of results;
- d. Protect the confidentiality and privacy of the participants;
- e. Explain clearly the objectives of the research to the participants; and
- f. Secure the consent of student-participants and their parents (*if applicable*).

Please take note that participation of school shall be subject to the no disruption of classes policy stipulated in DepEd Order No. 9, s. 2005 entitled *Instituting Measures to Increase Engaged Time-On-Task and Ensuring Compliance Therewith*. Please coordinate with the Principal and School Research Coordinator for the success of this activity.

Furthermore, kindly provide this office with a copy of your completed research/project through the Planning and Research Section at the 3<sup>rd</sup> Floor, Office of the Schools Governance and Operations Division.

  
**MA. EVALOU CONCEPCION A. AGUSTIN**  
Officer In Charge  
Office of the Schools Division Superintendent

sgod/pr\_pamore2019

*Perform high in Academics, Service at its best,  
Inspiring Governance*

WE ♥ PASIG



## APPENDIX D

Letter to the Principal



Asia-Pacific Nazarene Theological Seminary  
Ortigas Avenue Extension, Kaytikling,  
Taytay 1920, Rizal, Philippines

28 November 2019

Dear Mr. Gilbert O. Inocencio  
Principal VI  
Rizal High School  
Pasig City, Philippines

Greetings in the name of our Lord Jesus Christ!

My name is Glenn B. Brombuela and I am a Master of Arts in Religious Education in Educational Leadership student of APNTS. I am currently working on my thesis entitled “Organizational Behavior and Organizational Commitment: A Comparative Study of Rizal High School Grade 7 Teachers,” as part of the requirement to complete the major. The purpose of this research is to present concrete figures that the school administrators and the government could use to give more support to teachers with low organizational behavior and commitment and better sustain those who have high organizational behavior and commitment. In addition, this research also aims to help his fellow teachers to understand the importance of proper behavior and commitment in their chosen field.

In line with this academic activity, I would like to request your favor to permit me to administer a survey (attached in this letter) to the Grade 7 teachers through the help of the subject Head Teachers. Your approval will be a significant factor in the success of my work.

Thank you so much for your anticipated response. I will be providing you with the findings of my research. I will greatly appreciate your kind consideration and support to my requests. I pray that God richly blesses your ministries.

Very truly yours,

**Glenn Brombuela, LPT**  
Researcher  
Master of Arts in Religious Education  
Educational Leadership

**Dr. Lynn Schmidt**  
Thesis Adviser

## APPENDIX E

Letter to the Head Teachers



Asia-Pacific Nazarene Theological Seminary  
Ortigas Avenue Extension, Kaytikling,  
Taytay 1920, Rizal, Philippines

29 November 2019

### Head Teachers

Rizal High School  
Dr. Sixto Antonio Avenue, Caniogan  
Pasig City, Philippines

Good day Madam/Sir,

Greetings in the name of our Lord Jesus Christ!

I am a graduating Master of Arts in Religious Education major in Educational Leadership student of Asia-Pacific Nazarene Theological Seminary. I am currently working on my graduate thesis, and I am now in the data gathering process. My research study is about the comparison of the organizational commitment of Grade 7 teachers according to their years in service and its possible relationship to their work values. Furthermore, this research aims to help my fellow teachers to understand the importance of commitment and work values in their chosen field.

In line with this academic activity, I would like to seek your assistance in the distribution and collection of the survey questionnaires among the Grade 7 teachers under your supervision. Rest assured that the data to be gathered from the respondents will be treated with utmost confidentiality. Your approval will be a significant factor in the success of my work. If you have any additional questions about the research to be conducted, you may call 09213738907 or send an email to [glenn.brombuela@apnts.edu.ph](mailto:glenn.brombuela@apnts.edu.ph).

May this request merit your kind consideration and immediate approval. Thank you so much for your anticipated response. I pray that God richly blesses your ministry.

Very truly yours,

**Glenn Brombuela, LPT**  
Researcher  
Master of Arts in Religious Education  
Educational Leadership

Dr. Lynn Shmidt  
Thesis Adviser

## APPENDIX F

### Informed Consent Statement for Participants 18 Years Old and Above

I, Glenn B. Brombuela, am an MARE student at APNTS. I am conducting a study on the “Organizational Behavior and Organizational Commitment: A Comparative Study of Grade 7 Teachers of Rizal High School” as part of my course of study. The following information is provided for you to determine whether you are willing to participate in the study. You should be aware that even if you agree to participate, you are free to withdraw at any time without penalty.

We want to learn about the current situation of the teachers in Rizal High School, Pasig City. I will be asking you to participate in a survey, which is estimated to take no more than one (1) hour of your time.

The content of the questions concern your own personal experiences as part of this school. It is highly unlikely that you will experience any discomfort or harm from participating. If you are asked any question that you do not wish to answer, you are free to exercise that option. Although participation in our study will not directly benefit you, we believe that the information will be useful for the improvement of this school.

Your participation is solicited, although strictly voluntary. I assure you that your name will not be associated in any way with the research findings. All participants will be assigned pseudonyms. Only my professor, certain members of my panel and I will have the access to the questionnaires.

If you would like additional information concerning this study before or after it is complete, please feel free to contact me by cell phone or email. There is no compensation for your participation, but it is greatly appreciated.

I have read this Consent and Authorization form. I have had the opportunity to ask, and I have received answers to any questions I had regarding the study. I understand that if I have any additional questions about my rights as a research participant, I may call 093213738907 or 09953351378, or send an email to [glenn.brombuela@apnts.edu.ph](mailto:glenn.brombuela@apnts.edu.ph).

I agree to take part in this study as a research participant. By my signature I affirm that I am at least 18 years old, and that I have received a copy of this Consent and Authorization Form.

---

Type/Print Participant's Name

---

Date

---

Participant's Signature

(Adapted from Dr. Clark Armstrong, December 2014)

**APPENDIX G**

## Teacher's Personal Profile

Name (Optional): \_\_\_\_\_

Age:             21-30     31-40     41-50     51 and aboveSex:             Male     FemaleYears in Service:  1-8 years     9 and above years

## APPENDIX H

### Portrait Values Questionnaire

**Instructions:** For each statement, please circle the number to indicate your degree of agreement. There are six possible responses to each item as follows: 5 (very much like me), 4 (like me), 3 (somewhat like me), 2 (not like me), and 1 (not like me at all).

Statements	(5)	(4)	(3)	(2)	(1)
1. Thinking up new ideas and being creative is important for me. I like to do things in my own original way.	5	4	3	2	1
2. It is important for me to be rich. I want to have a lot of money and expensive things.	5	4	3	2	1
3. I think it is important that every person in the world be treated equally. I believe everyone should have equal opportunities in life.	5	4	3	2	1
4. It is very important for me to show my abilities. I want people to admire what I do.	5	4	3	2	1
5. It is important for me to live in secure surroundings. I avoid anything that might endanger my safety.	5	4	3	2	1
6. I like surprises and am always looking for new things to do. I think it is important to do lots of different things in life.	5	4	3	2	1
7. I believe that people should do what they are told. I think people should always follow rules, even when no one is watching.	5	4	3	2	1
8. It is important for me to listen to people who are different from me. Even when I disagree with them, I still want to understand them.	5	4	3	2	1
9. It is important for me to be humble and modest. I try not to draw attention to myself.	5	4	3	2	1
10. Having a good time is important for me. I like to "spoil" myself.	5	4	3	2	1

11. It is important for me to make my own decisions about what I do. I like to be free and not depend on others.	5	4	3	2	1
12. It is very important for me to help the people around me. I want to care for their well-being.	5	4	3	2	1
13. Being very successful is important for me. I hope people will recognize my achievements.	5	4	3	2	1
14. It is important for me that the government insures my safety against all threats. I want the state to be strong so it can defend its citizens.	5	4	3	2	1
15. I look for adventures and like to take risks. I want to have an exciting life.	5	4	3	2	1
16. It is important for me always to behave properly. I want to avoid doing anything people would say is wrong.	5	4	3	2	1
17. It is important for me to be in charge and tell others what to do. I want people to do what I say.	5	4	3	2	1
18. It is important for me to be loyal to my friends. I want to devote myself to people close to me.	5	4	3	2	1
19. I strongly believe that people should care for nature. Looking after the environment is important for me.	5	4	3	2	1
20. Tradition is important for me. I try to follow the customs handed down by my religion or family.	5	4	3	2	1
21. I seek every chance I can to have fun. It is important for me to do things that give me pleasure.	5	4	3	2	1

Portrait Values Questionnaire (Adapted from Schwartz 2002, 313–14)

## APPENDIX I

### Organizational Commitment Questionnaire

**Instructions:** For each statement, please circle the number to indicate your degree of agreement.

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I do not feel like 'part of the family' at my organization.	5	4	3	2	1
2. It would be very hard for me to leave my organization right now, even if I wanted to.	5	4	3	2	1
3. I owe a great deal to this organization.	5	4	3	2	1
4. I really feel as if this organization's problems are my own.	5	4	3	2	1
5. Too much of my life would be disrupted if I decided I wanted to leave my organization now.	5	4	3	2	1
6. Even if it were to my advantage, I do not feel it would be right to leave.	5	4	3	2	1
7. I do not feel 'emotionally attached' to this organization.	5	4	3	2	1
8. Right now, staying with my organization is a matter of necessity as much as desire.	5	4	3	2	1

9. I would feel guilty if I left this organization now.	5	4	3	2	1
10. I would be very happy to spend the rest of my career with this organization.	5	4	3	2	1
11. One of the few negative consequences of leaving this organization would be the scarcity of available alternatives.	5	4	3	2	1
12. This organization deserves my loyalty.	5	4	3	2	1
13. I do not feel a strong sense of belonging to my organization.	5	4	3	2	1
14. I feel that I have too few options to consider leaving this organization.	5	4	3	2	1
15. I would not leave my organization right now because of my sense of obligation to it.	5	4	3	2	1
16. This organization has a great deal of personal meaning for me.	5	4	3	2	1
17. If I had not already put so much of myself into this organization, I might consider working elsewhere.	5	4	3	2	1
18. I do not feel any obligation to remain with my organization.	5	4	3	2	1

A Three-Component Conceptualization of Organizational Commitment Questionnaire  
(Adapted from Abdullah 2011, 82)



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