

THE CORRELATIONS OF THE ETHICAL PRACTICES, ORGANIZATIONAL COMMITMENT AND JOB PERFORMANCE OF THE TEACHERS OF CEBU TECHNOLOGICAL UNIVERSITY

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Abstract

This study determined the level of ethical practices, organizational commitment, and job performance of the teachers. A descriptive method was used. RA 6713 is always complied with. The level of organizational commitment is to a high extent. Job performance is very satisfactory. Profiles are not correlated with the levels of organizational commitments. There is a correlation between the level of ethical practices and organizational commitment. Job performance is not correlated to the ethical practices and to the organizational commitment. The majority of the profile has no relationship towards the level of ethical practices. Only age is correlated to their level of job performance. Cebu Technological University should maintain the best practices.

Keywords: *Ethical Practices, Organizational Commitment, Job Performance, Provisions of RA 6713*

INTRODUCTION

Ethical Practices

According to Section 1, Article XI of the 1987 Philippine Constitution, a public office is a public trust. Public officers and employees must, at all times, be accountable to the people, serve them with utmost responsibility, integrity, loyalty, and efficiency; act with patriotism and justice, and lead modest lives. This mandate which is reflective of the country's quest for an honest service among government employees embodies the true ideals expected of a public servant. Far and wide, this expectation has become more pressing especially in today's modern time, due to the rising cost of taxes, tax payers demand for an honest, prompt, effective and efficient delivery of government services. Thus, the government creates measures, statutes and laws in order to address this call. One of these is the implementation of Republic Act (RA) 6713, also known as the "Code of Conduct and Ethical Standards for Public Officials and Employees" which is based on the premise that it is the policy of the

State to promote a high standard of ethics in public service. Hence, public officials and employees should be taken into consideration. Work ethics therefore is necessary in every organization. Coupled with organizational commitment and commendable job performance, every employee is expected to deliver quality service among his clientele (Denhardt & Grubbs 2013). Within this view, the faculty of Cebu Technological University (CTU), being public officials and employees are no exemption to this mandate. As public servants, they are bound to adhere to the standards set forth by the government as embodied in RA 6713.

Moreover, the loyalty towards the organization as well as their job performance, need to be assessed in order to create a productive working atmosphere. Thus, the extent to which Cebu Technological University faculty discharge and execute their duties based on the code of conduct and ethical standards provided in RA 6713, their organizational commitment as well as their job performance are areas that are taken into account in this study.

Organizational Commitment

According to Jewel (2008), organizational commitment is a variable reflecting the degree of connection an individual perceives himself to have with the particular organization in which he is employed. 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, (Noveno, 2006).

According to Ivancevich and Matteson (2013), commitment to an organization involves three attitudes namely; a sense of identification with the organization’s goals, a feeling of involvement in organizational duties, and a feeling of loyalty for the organization. Research evidence indicates that the absence of commitment can reduce organizational effectiveness. Meyer, Allen and Gellatly (2012) opined that there are three distinct bases of organizational commitment. First is the continuance commitment which refers to the strength of person’s tendency to need to continue working for an organization because he cannot afford to do otherwise. The second basis is affective commitment. This refers to the strength of a person’s desire to continue working for an organization because he agrees with it and wants to do so. The third basis for commitment is normative commitment which refers to the employee’s feelings of obligation to stay with the organization because of pressures from others.

Job Satisfactions

According to Greenberg and Baron (2013), many people believe that “happy or satisfied workers are productive workers”. In order for employees to perform well in their jobs, they must be first satisfied with their jobs. Infesto (2011) cited that, during the 1950’s Herzberg proposed a theory of employee motivation based on satisfaction. His theory implied that a satisfied employee is motivated from within to work harder and that a dissatisfied employee is not self-motivated. Herzberg’s research uncovered two classes of factors associated with employee satisfaction and dissatisfaction. As a result, his concept has come to be called Herzberg’s two-factor theory.

Job satisfaction is the composite blending of physiological, physical and environmental factors that had contributed to an employee’s perceived satisfaction with his work. It is determined to the extent of how the job satisfies the different needs of an employee. The degree of satisfaction is determined by the ratio between what employee has and what he wants.

Four theories have been used to determine whether people will feel satisfied or not in a particular situation. The Fulfillment Theory states that job satisfaction is a function of need satisfaction. It is indicated by the degree of correspondence between an individual’s needs and the extent to which the needs are satisfied. Insofar as the individual needs are fulfilled, that person will experience job satisfaction. Dissatisfaction occurs when important needs are not met. Although this explanation seems plausible, it is not useful in predicting job satisfaction.

The Discrepancy Theory asserts that job satisfaction is influenced by the expectations of employees. Discrepancy theory claims that job satisfaction results from a comparison between what ought to be and what are. A favorable compensation, showing that employees received more than they expected, creates high job satisfaction. However, an unfavorable comparison showing that “what is” falls short of “what ought to be” leads to dissatisfaction. This theory emphasizes the importance of understanding employee expectations when examining job satisfaction.

The Facet Model of job satisfaction focused primarily on work situation factors by breaking a job into its component elements or job facets and looking at how satisfied workers are with each facet. Some of these are achievement, ability utilization, activity, recognition, security, variety and others. The facet model is useful because it forces managers to recognize that jobs affect workers in multiple ways. However, managers who use this model to evaluate the work situation’s effect on job satisfaction always need to be aware for any particular job, they might inadvertently exclude an important facet that strongly influences a worker’s job satisfaction.

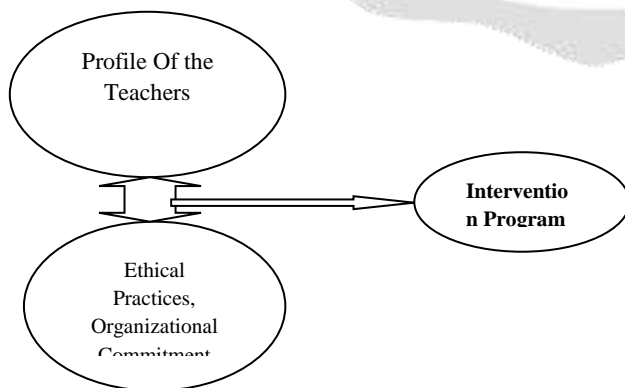


Fig.1. Research Framework

Methods

This research utilized the descriptive and correlation survey method with the use of a questionnaire as the main tool in gathering the necessary data which was analyzed and interpreted and the basis of an intervention program. This was conducted in all campuses of Cebu Technological University, Cebu, Philippines.

Participants

Participants were 285 organic teachers of Cebu Technological University campuses (male, n = 137; female, n = 148). Participants ranged in age from 20 – 65 years old. Table I presents the age group, gender, civil status, highest educational attainment, length of service and number of relevant seminars and trainings attended.

Materials

Modified-adopted questionnaire was the main data gathering tool of this research. The questionnaire had three parts: Part I, questions on the respondents' socio-demographic profile such as age, gender, civil status, highest educational attainment, length of service in the school and the number of relevant trainings and seminars attended by the respondents.

Part II was the respondent's level of ethical practices with the use of Compliance with RA 6713 Questionnaire (Palang 2004). The questionnaire had eight dimensions such as commitment to public interest, professionalism, justness and sincerity, political neutrality, responsiveness to the public, nationalism and patriotism, commitment to democracy and simple living. Each factor relates situations for the respondents to answer by simply checking the number corresponding of every category with 4 - point Likert type response format.

Part III contained questions pertaining to the respondent's organizational commitment using the Organizational Commitment Questionnaire (Noveno 2006). This instrument had three dimensions. The first dimension is on Affective Commitment. This dimension had 7 indicators. The second dimension was on Compliance Commitment. This dimension included 7 indicators. Finally, the third dimension was on Normative Commitment. Normative Commitment had only 6 indicators. Each indicator relates situations for the respondents to answer by simply checking the number corresponding of every category with 4 - point Likert type response format.

Table I. Demographic data of participants

Demographic Variables	n	%
Age		
20 - 29 years	61	21.4
30 – 39 years	97	34.03
40 – 49 years	63	22.11
50 - 59 years	48	16.84
60 years and Above	16	05.61
Sex		
Males	137	48.07
Females	148	51.93
Civil Status		
Single	83	29.12
Married	191	67.02
Widow/er	11	03.86
Highest Educational Attainment		
Doctoral degree	66	23.16
Master's degree with doctoral units	93	32.63
Master's degree Bachelor's degree with masters units	49	17.19
Bachelor's degree	59	20.70
Bachelor's degree	18	06.32
Length Of Service		
4 years and below	142	49.82
5 – 9 years	51	17.89
10 – 14 years	20	07.02
15 – 19 years	23	08.07
20 – 24 years	12	04.21
25 – 29 years	10	03.51
30 years and above	27	09.47

Number Of Relevant Seminars and Trainings Attended

4 and below	165	57.89
5 – 9	54	18.95
10 – 14	15	05.26
15 – 19	17	05.96
20 – 24	13	04.56
25 – 29	3	01.05
30 and above	18	06.32

Results And Discussion**Respondents' Level of Ethical Practices in Relation to RA 6713**

There were seven areas in which the provisions of RA 6713 are always complied (table II). These are on Professionalism, Justness and Sincerity, Political Neutrality, Responsiveness to the Public, Nationalism and Patriotism, Commitment to Democracy and Simple Living. Only in the area of Commitment to Public Interest with the mean ($M = 2.94$) that the provision of RA 6713 is often complied. The grand mean in table II ($M = 3.53$) presented that the entire provisions of RA 6713 were always complied by the respondents.

Respondents' Level of Organizational Commitments

The level of organizational commitment of the teachers of Cebu Technological University campuses is presented in Table III. The grand mean ($M = 2.91$) indicated that organizational commitment of the teachers was to a high extent.

Respondents' Level of Job Performance

Job performance of the teachers is presented in table IV. The grand mean ($M = 3.85$) indicated that level of performance of the teachers was very satisfactory. It is presented in table IV that the teachers obtained a very satisfactory performance based on their self-rating ($M = 4.08$) and on their superior's rating ($M = 3.66$). The student's evaluation indicated that the teacher's performance is only satisfactory ($M = 3.80$). It is indicated that the respondents performed well in the three aspects of evaluation. This means that the teachers are equipped with the knowledge, skills and attitude necessary for them to effectively and efficiently carry out their duties and responsibilities.

Results of Tests of Significant Correlations

The profile variables such as age, gender, civil status, highest educational attainment and length of service were not significantly correlated with the level of ethical practices except the number of trainings and seminars attended (chi-square test = 3.357, $p < 0.05$) No significant correlation between the level of organizational commitment and the demographic profiles of the teachers (table V). Only age was significantly correlated to the job performance of the teachers (chi-square test = 8.031, $p < 0.05$). Other profile variables such as gender, civil status, highest educational attainment, length of service and number of relevant seminars/trainings attended are not significantly correlated with the level of job performance (table V).

On the other hand, significant correlation between the level of ethical practices and organizational commitment is further presented in table V (chi-square test = 0.233, $p < 0.05$). This means, as the level of ethical practices increases, the level of organizational commitment also increases. Insignificant correlation is seen for both level of ethical practices and the level of organizational commitment on the level job performance of the teachers

Results of the Test of Significant Differences

It is presented in table VI the Significant differences on the level of ethical practices (t statistics value = 191.448, $p < 0.05$), level of organizational commitment (t statistics value = 94.342, $p < 0.05$) and level of job performance (t statistics value = 75.958, $p < 0.05$) among the teachers. This result implies that the teachers of Cebu Technological University campuses had different perceptions on their level of ethical practices, organizational commitment and job performance.

Table II. Respondents' Level of Ethical Practices in Relation to RA 6713

Areas	Mean	Interpretation
Commitment to Public Interest	2.94	often
Professionalism	3.63	always
Justness and Sincerity	3.77	always

Political Neutrality	3.56	always
Responsiveness to the Public	3.45	always
Nationalism and Patriotism	3.54	always
Commitment to Democracy	3.76	always
Simple Living	3.65	always
Grand Mean	3.53	always

Table III. Respondents' Level of Organizational Commitments

Areas	Mean	Interpretation
Affective Commitment	3.19	high extent
Continuance Commitment	2.59	high extent
Normative Commitment	2.95	high extent
Grand Mean	2.91	high extent

Table IV. Respondents' Level of Job Performance

Job Performance	Mean	Interpretation
Self-Rating	4.08	VS
Student's Evaluation	3.80	VS Superior's Evaluation 3.66 VS
Grand Mean	3.85	Vs

Table V. Results of Tests of Significant Correlations

Variables	Chi-Square/ Pearson r	P - Value
Profile And Level Of Ethical Practices		
Age	1.892	0.380
Sex	83.886	0.989
Civil Status	1.016	0.991
Highest Educational Attainment	1.943	0.287
Length of Service	2.496	0.871
No. of trainings/ seminars attended	3.357	0.008
Profile And Organizational Commitment		
Age	5.634	0.235
Sex	4.273	0.997
Civil Status	3.300	0.562
Highest Educational Attainment	5.453	0.428
Length of Service	8.758	0.064
No. of trainings/ seminars attended	7.755	0.803
Profile And Job Performance		
Age	8.031	0.030
Sex	13.134	0.964
Civil Status	24.490	0.927
Highest Educational Attainment	9.867	0.792
Length of Service	7.640	0.101
No. of trainings/ seminars attended	8.900	0.199

Level Of Ethical Practices And Organizational Commitment	0.233	0.000
Level Of Ethical Practices And Job Performance	0.065	0.274
Organizational Commitment And Job Performance	0.048	0.419

Table VI. Results of the Test of Significant Differences

Variables	Computed t-value	P - Value
Level of Ethical Practices	191.448	0.000
Organizational Commitment	94.342	0.000
Job Performance	75.958	0.000

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