

# 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 of Cebu Technological University campuses. The researcher used the descriptive method in conducting the study. There were seven areas in which the provisions of RA 6713 always complied. Only one provision of RA 6713 just often complied. Generally, RA 6713 was always complied with by the respondents. The level of organizational commitment of the teachers was to a high extent. The job performance rating of the respondents was very satisfactory. Age, gender, civil status, highest educational attainment, and length of service were not significantly correlated with the level of ethical practices. The profiles of the respondents were not significantly correlated with their levels of organizational commitments. Only age profile was significantly correlated with their level of job performance. There was a correlation between the level of ethical practices and organizational commitment. Job performance was not correlated to the ethical practices and the organizational commitment of the teachers. Significant differences were noted in the level of ethical practices, level of organizational commitment, and level of job performance among the teachers. Age and the number of relevant seminars and pieces of training attended influenced the level of ethical practices and level of job performance. The results show that majority of the teachers' profile has no significant relationship to their level of ethical practices and profiles had no bearing on their organizational commitment. Finally, only age was significantly correlated to their level of job performance. This recommends that the school administration of Cebu Technological University Campuses should maintain their potential and best practices and strategies to maintain and enhance the teachers' level of ethical practices concerning RA 6713, level of organizational commitment, and level of job performance.

**Keywords:** Ethical Practices, Organizational Commitment, Job Performance, Teachers, Cebu Technological University

## 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 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, taxpayers demand an honest,

prompt, effective, and efficient delivery of government services. Thus, the government creates measures, statutes, and laws to address this call. One of these is the implementation of the 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 for every organization. Coupled with organizational commitment and commendable job performance, every employee is expected to deliver quality service to his clientele (Denhardt & Grubbs 2013). Within this view, the faculty of Cebu Technological University (CTU), being public officials and employees are not an exemption from 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 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 to 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 a 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 the normative commitment which refers to the employee's feelings of obligation to stay with the organization because of pressures from others.

### **Job Satisfaction**

According to Greenberg and Baron (2013), many people believe that "happy or satisfied workers are productive workers". For employees to perform well in their jobs, they must be first satisfied with their jobs. Infiesto (2011) cited that, during the 1950s 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.

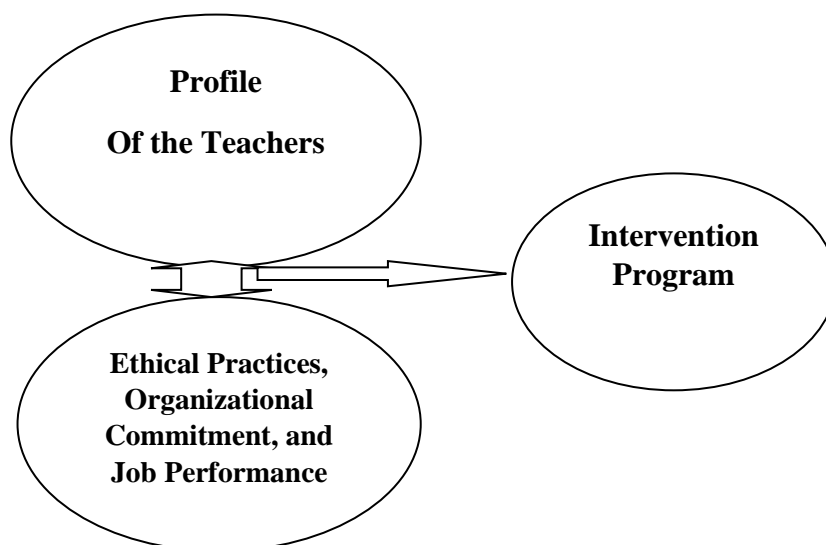
Job satisfaction is the composite blending of physiological, physical, and environmental factors that had contributed to an employee's perceived satisfaction with his work. It is determined to the extent how the job satisfies the different needs of an employee. The degree of satisfaction is determined by the ratio between what an 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 is. 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 as the basis of an intervention program. This was conducted on 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 the number of relevant seminars and pieces of training attended.

### Materials

The 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 pieces of training and seminars attended by the respondents.

Part II was the respondent's level of ethical practices with the use of the Compliance with RA 6713 Questionnaire (Palang 2004). The questionnaire had eight dimensions such as commitment to the public interest,

professionalism, justness, sincerity, political neutrality, responsiveness to the public, nationalism, patriotism, commitment to democracy, and simple living. Each factor relates situations for the respondents to answer by simply checking the number corresponding to every category with 4 - a point Likert type response format. Part III contained questions about the respondent's organizational commitment using the Organizational Commitment Questionnaire (Noveno 2006). This instrument had three dimensions. The first dimension is Affective Commitment. This dimension had 7 indicators. The second dimension was 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 to every category with 4 - a point Likert type response format.

**Table I. Demographic Data of Participants**

Demographic Variables	n	%
<b>Age</b>		
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
<b>Sex</b>		
Males	137	48.07
Females	148	51.93
<b>Civil Status</b>		

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	49	17.19
Bachelor's degree with masters units	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 pieces of training 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 concerning RA 6713

There were seven areas in which the provisions of RA 6713 are always complied with (table II). These are Professionalism, Justness, Sincerity, Political Neutrality, Responsiveness to the Public, Nationalism, 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 often complied. The grand mean in table II ( $M = 3.53$ ) presented that the entire provisions of RA 6713 were always complied with 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 the organizational commitment of the teachers was to a high extent.

### Respondents' Level of Job Performance

The job performance of the teachers is presented in table IV. The grand mean ( $M = 3.85$ ) indicated that the 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 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 the 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 for the number of pieces of training 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 the number of relevant seminars/pieces of training attended are not significantly correlated with the level of job performance (table V).

On the other hand, the 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, that 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 to the level of the 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 of their level of ethical practices, organizational commitment, and job performance.

**Table II. Respondents' Level of Ethical Practices concerning 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	Very Satisfactory
Student's Evaluation	3.80	Very Satisfactory
Superior's Evaluation	3.66	Very Satisfactory
Grand Mean	3.85	Very Satisfactory

**Table V. Results of Tests of Significant Correlations**

Variables	Chi-Square/Pearson r	P – Value
<b>Profile and Level of Ethical Practices</b>		
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
<b>Profile and Organizational Commitment</b>		
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
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### Level Of Ethical Practices and Job Performance

0.065	0.274
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### Organizational Commitment and Job Performance

0.048	0.419
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**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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