

## Organizational Awareness, Identification And Commitment Of Higher Education Instructors

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### *ABSTRACT*

The main thrust of the study was to investigate the interrelationship among organizational factors of the faculty members in Bohol Island State University for school year 2018-2019. The study employed quantitative correlational research design. There were 240 respondents who are instructors of Bohol Island State University. The random sampling technique was used to choose the respondents among the 6 campuses. The questionnaires used to gather data were adopted from different researchers with reliability of the items after pilot testing was conducted. Spearman rank was employed to see if there are interrelationships among variables. The result showed that many instructors are between ages 20-27 years old. Majority are female and many are permanent followed by contract of service. Majority are new in the institution serving between 1-7 years. Some instructors are in Instructor level without designations. The organizational goals are clearly known and familiar to the instructors. The instructors have high commitment in the university along with the organizational identification. The three variables are interrelated to each other. The instructors are committed in carrying their duties and responsibilities to realize the institutional vision, mission, goals and mandates with integration of their personal and the institution's values. Further, employees have very high organizational identification and are more committed to work when organizational goals are clearly defined and are integrated in their personal objectives. The institution may conduct school-family day to foster relationships among colleagues. To maintain the level of commitment and organizational identification among faculty members, the school will continue to integrate the vision, mission, goals and mandates

in the academic activities especially in their lessons as reflected in their learning plan and in the school activities.

### **I. Rationale and Literature Background**

The school's operation is generally realized by the faculty who implements the different activities and processes in an institution based on its set goals, objectives and mission. The United Nation Children's Fund (UNICEF) has its focus on improving the capacity of the education system to address major barriers, scale-up tested and appropriate innovations, develop joint mechanisms among key stakeholders, and develop an integrated school-community monitoring and evaluation systems. In this manner, the instructor's awareness on school's vision, mission, goals and mandates can address some issues and concerns that need to be attended for a better educational system.

Goals in an organization are set as direction of its operations. Dosi (2003) mentioned that organizational goals are determined by knowing company's performance especially problem-specific events. With employees' clear views of the organizational objectives and goals, they will perform tasks to the realization of the institution's goals.

On the other hand, Delery and Shaw (2001) argued that due to the ownership sense of the organizational vision and mission by the its employees, integration of an individual goals will enhance the capacity of a firm to execute its business strategies. It is then important that goals are clearly defined not only by an organization but also by every employee to contribute success in the operation.

A related view pointed out by Miller and Lee (2001) states that organizational commitment is employee's acceptance of the organizational goals and their initiative to exert effort for the organization. Dorenbosch and Veldhoven (2006) emphasized that organizational commitment is the involvement of an employee to perform tasks with energy and enthusiasm. As a result, Bragg (2002) found out that committed employees exceeds the management's expectations to perform the job.

Shamir and Kark (2004) mentioned that organizational identification is a key and a strong connection that show a psychological situation between employee and organization with a potential to account for many important attitudes and behaviors in the organization. Edwards and Peccei (2007) specified that organizational identification is a status of psychological connection

for the organizational goals, values, sense of belongingness, and attachment relationship. This identification is connected with organizational goals where the awareness level of the goals may have effect to their level of identification based on their attitudes and behaviors to the institution.

## **II. Objectives**

The main thrust of the study was to investigate the interrelationships among variables as perceived by the faculty members in Bohol Island State University for school year 2018-2019. Specifically, it sought to answer the following questions:

1. What is the profile of the respondents in terms of :
  - 1.1 age;
  - 1.2 gender;
  - 1.3 civil status;
  - 1.4 work status;
  - 1.5 years in teaching;
  - 1.6 ranks or position; and
  - 1.7 designation?
2. What is the perception of the faculty members on the level of :
  - 2.1 awareness to organizational goals;
  - 2.2 organizational commitment; and
  - 2.3 organizational identification?
3. Is there a significant interrelationship among variables such as level of organizational awareness, identification and commitment?
4. What action plan may be proposed based on the result of the study?

## **III. Methodology**

**Design-** The study employed quantitative correlational research design. The profile of the respondents were analyzed if it predicted to the level of job demand expectations, level of work engagement and level of job satisfaction. Also, variables were measured and assessed for statistical relationship among themselves.

**Environment and Participants-** The respondents of the study were the 240 faculty members of the six (6) campuses of Bohol Island State University (BISU).

**Data Gathering-** The researcher followed the different phases during the data generation.

Phase I. Seeking Permissions from School Administrators: Permission was sought from the Dean of the College of Advanced Studies to conduct the study. A letter was secured from the university president asking permission that instructors of the different campuses were the respondents. Another letter was presented to the different campus directors for the permission to conduct the study in their campus.

Phase II. Administration of the Instrument and the Collection of Data: With the permission to conduct the study, the questionnaires were given to the respondents and after answering, the questionnaires were collected for consolidation and interpretation.

#### **IV. Results and Discussion**

**1. Profile.** Majority of the instructors are younger ones aging 20 to 27 years old which comprised of 38% of the respondents Majority of them are female that is 63% of the respondents.

At this young age, instructors still have more to explore and discover about working the institution by undergoing experiences that will help them define the true meaning of rendering services to the public.

#### **Table 1 Profile of the Respondents**

**N=240**

Profile	Total	Percent	Rank
<b>Ages</b>			
20-27	92	38.33	1
28-35	74	30.83	2
36-43	50	20.83	3
44-51	11	4.58	4
52-59	9	3.75	5
60-67	4	1.67	6
<b>Total</b>	<b>240</b>	<b>100</b>	
<b>Gender</b>			
Male	89	37.08	2
Female	151	62.92	1
<b>Total</b>	<b>240</b>	<b>100.00</b>	
<b>Civil Status</b>			
Single	124	51.67	1
Married	112	46.67	2
Widow/er	4	1.67	3
<b>Total</b>	<b>240</b>	<b>100.00</b>	
<b>Work Status</b>			
Permanent	99	41.25	1
Temporary	46	19.17	3
Contract of Service	95	39.58	2
<b>Total</b>	<b>240</b>	<b>100.00</b>	
<b>Years in teaching BISU</b>			
1-7	168	70.00	1
8-19	44	18.33	2
14-19	12	5.00	3
20-25	3	1.25	6
26-31	7	2.92	4
32-37	4	1.67	5
38-43	2	0.83	7
<b>Total</b>	<b>240</b>	<b>100.00</b>	
<b>Rank</b>			
Instructor 1-3	207	86.25	1
Assistant Professor 1-4	22	9.17	2
Associate Professor 1,3-5	11	4.58	3
<b>Total</b>	<b>240</b>	<b>100.00</b>	
<b>Designations</b>			
None	173	72.08	1
Adviser	14	5.83	3
Chairperson	20	8.33	2
Supervisor/ Coordinator	13	5.42	4
Dean	5	2.08	6
Focal person	2	0.83	8
Director	4	1.67	7
Office Designate	9	3.75	5
<b>Total</b>	<b>240</b>	<b>100.00</b>	

This 52 % of the respondents are single while 41% are permanent status. Most of the respondents have served the institution for 1 to 6.66 years which is composed of 70%. In addition, 80% of the respondent are instructor 1 in their rank. Instructors may have to attend other personal matters than focusing more on the job while they have less responsibilities to their own families. Finally, most of the instructors under study have no designations that is composed of 72% of the respondents. Being an ordinary instructor will give them a chance to explore others matters not related to their job since they are expected to render teaching services rather than

taking accountabilities of serious tasks assigned to them in the institution.

**2. Level of Respondents’ Organizational Awareness.**

The respondents are very much aware on the Vision and Mission of the school with weighted mean response of 4.73 and 4.66 respectively. They are also very much aware with the schools’ core values, goals and mandates with the means 4.45, 4.38 and 4.44 respectively. The lowest area of the organizational goals’ awareness is in terms of production which has a weighted mean response of 4.17 that is only much aware. There is an overall of very much aware on the organizational goals of the institution based on the overall composite mean response of 4.54. This implies that the instructors have enough background about the purpose and direction of the school and have clear ideas on what the school adheres of its existing. Only in the aspect of production that instructions have little idea on how research outputs become very useful in the institution and the community as well.

As in Edwin Locke’s Goal Setting Theory, it emphasizes that specific goals that lead to a higher performance than generalized goals and the performance generally increases in direct proportion to goal difficulty when the goals are accepted by the workers (Locke, 1968). Besides, instructors are expected to be dedicated and engaged as Marrelli (2011) noted that individuals are more dedicated and engaged when they are involved in organization goal attainment which affects their work. It is also supported by Kimotho, Charity (2016) who found out that sharing organizational goals improve employee’s level of engagement at the work.

**Table 2 Level of Respondents’ Organizational Awareness  
N=240**

<b>Level of Awareness of Organizational Goals</b>	<b>WM</b>	<b>DV</b>
<b>Vision.</b> BISU envisioned as a premier Science and...	4.73	Very Much Aware
<b>Mission.</b> BISU is committed to provide quality ...	4.68	Very Much Aware
<b>Core Values</b>		
Search for Excellence in every output and activity ...	4.51	Very Much Aware
Responsiveness to Challenges which beats the odds ...	4.42	Very Much Aware
A university that is open and accessible to ...	4.48	Very Much Aware
Public Engagement. BISU is being proactive in ...	4.45	Very Much Aware

Good Governance. BISU shall strive to institutionalize...	4.41	Very Much Aware
<b>Composite Mean</b>	<b>4.45</b>	<b>Very Much Aware</b>
<b>Goals</b>		
Pursue faculty and education excellence and strengthen...	4.43	Very Much Aware
Promote quality research outputs that respond to the ...	4.40	Very Much Aware
Develop Communities through Responsive Extension Programs	4.44	Very Much Aware
Adopt Efficient and Profitable Income Generating Projects...	4.40	Very Much Aware
Provide adequate, state-of-the-art and accessible...	4.27	Very Much Aware
Promote efficient and effective good governance supportive...	4.35	Very Much Aware
<b>Composite Mean</b>	<b>4.38</b>	<b>Very Much Aware</b>
<b>Mandates</b>		
<b>Instruction</b>		
Perform his/ her duties and responsibilities as ...	4.71	Very Much Aware
Be effective and efficient in providing quality ...	4.73	Very Much Aware
Prepare and update the syllabus and teaching log of ...	4.65	Very Much Aware
Relate the specific objectives of the curricula to the ...	4.63	Very Much Aware
Employ the appropriate approaches, innovative strategies...	4.62	Very Much Aware
Prioritize the use of updated BISU instructional materials ...	4.49	Very Much Aware
Conduct classes in a conscientious manner as scheduled. ...	4.55	Very Much Aware
Admit only the students who are officially enrolled in ...	4.71	Very Much Aware
Provide consultation period for his/her subject	4.64	Very Much Aware
Evaluate the students 'academic performance using valid ...	4.63	Very Much Aware
Submit to the Dean the required reports on prescribed ...	4.67	Very Much Aware
<b>Composite Mean</b>	<b>4.64</b>	<b>Very Much Aware</b>
<b>Research and Development</b>		
Consider research as an integral part of an institution ...	4.39	Very Much Aware
Conduct research as stipulated in (Ra 9722 Section 2) ...	4.28	Very Much Aware
Conduct, publish and seek for patent and technology ...	4.22	Much Aware
Guide students in conducting thesis, dissertation or ...	4.43	Very Much Aware
<b>Composite Mean</b>	<b>4.33</b>	<b>Very Much Aware</b>
<b>Extension and Training</b>		
Participate in the extension and training program ...	4.51	Very Much Aware
Provide the adequate opportunities and motivate students ...	4.48	Very Much Aware
<b>Composite Mean</b>	<b>4.49</b>	<b>Very Much Aware</b>
<b>Production</b>		
Continue to produce outputs, prototypes, gadgets and ...	4.15	Much Aware
Develop, produce and publish scholarly outputs ...	4.19	Much Aware
<b>Composite Mean</b>	<b>4.17</b>	<b>Much Aware</b>
<b>Other Functions</b>		
Uphold the core values of BISU which are anchored on the ...	4.50	Very Much Aware

Conduct oneself in the manner that shall keep the prestige ...	4.58	Very Much Aware
Adhere to BISU policy such as code of discipline, rules ...	4.55	Very Much Aware
Show concern for the welfare of each student by making ...	4.57	Very Much Aware
Strive for professional growth and development as ...	4.51	Very Much Aware
Perform willingly and efficiently on academic tasks and ...	4.55	Very Much Aware
Serve as designated/elected adviser, consultant and mentor. ...	4.54	Very Much Aware
<b>Composite Mean</b>	4.54	Very Much Aware
<b>Composite Mean Mandates</b>	4.44	Very Much Aware
<b>Overall Composite Mean</b>	4.54	Very Much Aware

### 3. Level of Respondents' Organizational Commitment.

The instructors have high commitment in terms of affective and normative domain with the composite means of 3.74 and 3.63 which emphasizes that instructors have embodied the duties and responsibilities of the institution in their personal interest and concerns. Also, they already lived out the norms and standards of the institution as their way of living. On the other hand, they have moderate commitment in continuance domain at 3.38 which is not a strong assurance that instructors will last in serving the institution but may consider the opportunities when offered to them from other institution or industries. However, the overall level of commitment is 3.58 which is high commitment which generally give an overall idea that instructors are very committed in performing their responsibilities in the institution.

**Table 3 Level of Respondents' Organizational Commitment  
N=240**

Organizational Commitment	WM	DV
<b>Affective</b>		
I get upset when the athletics teams at BISU lose.	3.21	Moderate Commitment
I will feel a sense of loss when I leave BISU.	3.84	High Commitment
I am proud to wear clothing with BISU logo.	4.36	Very High Commitment
I feel it is important to attend university-sponsored events.	4.31	Very High Commitment
I enjoy discussing my university with people outside of it.	4.05	High Commitment
I could easily become attached to another university.	2.69	Moderate Commitment



I feel emotionally attached to BISU.	3.87	High Commitment
I do not feel a strong sense of belonging to BISU.	3.54	High Commitment
<b>Composite Mean</b>	<b>3.73</b>	<b>High Commitment</b>
<b>Continuance</b>		
It would be very hard for me to leave BISU right now,...	3.75	High Commitment
Right now, staying at BISU is a matter of necessity as ...	3.48	High Commitment
The opportunities at BISU are not worth staying for.	3.42	High Commitment
The opportunities offered at BISU would make me hesitate...	3.47	High Commitment
The negative consequences of leaving BISU are too high to...	3.26	Moderate Commitment
I am afraid of what might happen if I leave BISU.	3.22	Moderate Commitment
I believe my progress toward a degree would be disrupted...	3.10	Moderate Commitment
<b>Composite Mean</b>	<b>3.38</b>	<b>Moderate Commitment</b>
<b>Normative</b>		
In the future, I see myself contributing time and money to...	3.82	High Commitment
Instructors ought to support BISU student organizations ...	4.01	High Commitment
Supporting BISU rival university would seem disloyal to me.	3.29	Moderate Commitment
If I were to attend another university, I would feel...	3.66	High Commitment
There is value in remaining loyal to one university.	3.94	High Commitment
Staying loyal to only BISU is not sensible.	3.04	Moderate Commitment
<b>Composite Mean</b>	<b>3.63</b>	<b>High Commitment</b>
<b>Overall Composite Mean</b>	<b>3.58</b>	<b>High Commitment</b>

The result is in accordance with the study of Miller and Lee (2001), who mentioned that organizational commitment is employee's acceptance of the organizational goals and their initiative to exert effort for the organization. In addition Dorenbosch and Veldhoven

(2006) emphasized that organizational commitment is the involvement of an employee to perform tasks with energy and enthusiasm. As a result, committed employees exceeds the management’s expectations to perform the job (Bragg, 2002).

**4. Level of Respondents’ Organizational Identification.**

There is high organizational identification in the aspect of connection to organizational goal and sense of organizational care with the composite means of 4.12 and 3.73 while very high organizational identification in identification with organizational values as indicated in the composite mean of 4.29. The overall level of organizational identification is 4.05 that is high.

**Table 4. Level of Respondents’ Organizational Identification**

<b>Organizational Identification</b>	<b>WM</b>	<b>DV</b>
<b>Sense of connection to organization’s goals(SCOG)</b>		
I can make full use of my personal strengths in institution...	4.27	Vey High Identification
The instition's prospect is mine as well.	4.01	High Identification
My educational philosophy is consistent with institutions's...	4.06	High Identification
The institution and I have the same educational goals.	4.11	High Identification
Both the institution and I hope our institution is emerged ...	4.19	High Identification
The institution's task is also mine.	4.09	High Identification
<b>Composite Mean</b>	<b>4.12</b>	High Identification
<b>Sense of identification with organization’s values</b>		
Both institution and I value social responsibility	4.31	Vey High Identification
Institution and I emphasize on the scientific working ...	4.25	Vey High Identification
Both institution and I value teaching(or administrative) ...	4.33	Vey High Identification
Both institution and I value team spirit.	4.26	Vey High Identification

<b>Composite Mean</b>	<b>4.29</b>	Vey High Identification
<b>Sense of organization care(SOC)</b>		
Institution respects my personal feelings	3.79	High Identification
Institution cares for the instructors' health condition	3.72	High Identification
Institution cares instructors who has accidental event in...	3.93	High Identification
Institution cares for the instructors' welfare	3.83	High Identification
Institution can understand the situation when I can...	3.59	High Identification
Institution cares and mentors the new instructors.	3.54	High Identification
<b>Composite Mean</b>	<b>3.73</b>	High Identification
<b>Overall Composite Mean</b>	<b>4.05</b>	High Identification

The instructors' good attitude to the school is highly expected as Shamir and Kark (2004) mentioned that organizational identification is a key and a strong connection that show a psychological situation between employee and organization with a potential to account for many important attitudes and behaviors in the organization. The instructors also have very high connection to the school as Edwards & Peccei (2007) specified that organizational identification is a status of psychological connection for the organizational goals, values, sense of belongingness, and attachment relationship.

##### **5. Interrelationships among Variables.**

The organizational awareness, commitment and identification are interrelated to each other. At p value of 0.00 that is less than 0.05, there is significant relationships between two variables. Specifically, there is slight relationship between awareness and commitment but moderate relationship between awareness and identification. Also, commitment is related to Identification.

**Table 6 Interrelationships among Organizational Awareness, Commitment and Identification**

Variable 1	Variable 2	Spearman rho	Level of Relationship	p-value	Result
Awareness	Commitment	0.363	Slight relationship	.000	Significant; Ho: Rejected
	Identification	0.511	Moderate relationship	.000	Significant; Ho: Rejected
Commitment	Identification	0.614	Moderate relationship	.000	Significant; Ho: Rejected

It means that when the instructor is fully aware of the institution's goals and mandates, then they become deeply committed to work with high attachment of institutions' goals and values to their personal goals and interest.

#### V. Conclusions

Therefore instructors showed sincere delivery of their services based on their level of awareness in institutions' goals and mandates which developed them to work with commitment and deep ownership of institution's goals and values into personal life. The commitment will increase when faculty have high awareness on organizational goals and Identification level. Also, the level of identification will increase when the faculty has high level of commitment and more aware on organizational goals.

#### VI. Recommendations

Based on the drawn conclusions of the study, the researcher came up with the following recommendations:

The university will continue the practice on dissemination of organizational goals to the individual through integrating the vision, mission or mandates in their daily encounter with their work. Giving importance on the area of production especially in producing outputs, prototypes, gadgets and materials that are meant for patenting, mass production and income generation in various technological fields and develop, produce and publish scholarly outputs (ie, books, magazines, journals, research articles, and monographs, lectures, modules, instructional materials, etc) that showcase ones 'expertise and generate additional income for the institution shall be given emphasis through allotting time instead of focusing to purely instruction.

The Human Resource Officer shall continue to monitor and follow up instructors for them to continuously perform their duties with sincerity for the realization the institution's vision, mission, goals and mandates giving regular feedbacks in their performance.

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