

# Sustaining Stakeholders' Performance and Commitment in the Workplace

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**ABSTRACT:** *The main purpose of this study is to explore on sustaining the development of performance and commitment of the education stakeholders as regards to their experiences in the workplace. Specifically to determine the level of performance of the teachers, school heads, and staff along with; perceived competence, work ethics, job attitudes, and job satisfaction. Also, this study is to determine their level of commitment based on; affective, continuance, and normative. Finally, the study will find out if there is a significant correlation between the level of performance and the level of commitment of the respondents. The study uses a descriptive-correlational research design with the use of questionnaires and interviews. Quantitative and qualitative data are analyzed and interpreted to answer specific problems. The quantitative data is then treated using Pearson's Product Moment Correlation Coefficient to assess the correlation between independent and dependent variables. For the qualitative data, the thematic analysis is applied to depict the opportunities and challenges for improvements from the utterances of the participants. The findings of the study revealed that the level of performance concerning personal factors of perceived competence, work ethics, and job attitude had no significant relationship with the level of commitment. However, job satisfaction was the only factor that had a significant relationship with the level of commitment. The level of performance of the respondents concerning personal factors of perceived competence, work ethics, and job attitude was very high and outstanding but the level of satisfaction of the respondents was in the level of moderately satisfied. The level of commitment of the respondents was only average. The level of performance concerning personal factors of perceived competence, work ethics, and job attitude had no significant relationship with the level of commitment. However, job satisfaction was the only factor that had a significant relationship with the level of commitment. The opportunities identified by the respondents during the FGD were; strong religious beliefs and practices, localization law, positive school environment, and culture of academic excellence. On the other hand, the challenges identified were; unfairness by the school head in promotion and training opportunities among the respondents, lack of transparency in financial matters, absence of an award of recognition of good performance, and financial literacy and management. An action plan is formulated as an output of the study.*

**Keywords:** *Level of performance, perceived competence, work ethics, job attitude, job satisfaction, Level of commitment*

## INTRODUCTION

Many kinds of research always associate that performance and commitment are related. A school with high performance would be given the justification due to the good performance of the people who were involved in running the organization. High commitment among the education stakeholders would give and produce quality performance and produce quality students in the process of delivery of instruction.

The results of the Programme of International for Students Assessment (PISA) 2018 divulged the poor state of quality of education the Philippines. Out of 79 countries who participated in the program, the Philippines was at the bottom in Reading and second to the last in Mathematics and Science. With a sense of urgency, the Department of Education (DepEd) made a call to push for reforms in the four key areas, and the engagement of education stakeholders must be supported and collaborated with their battlecry *Sulong Edukalidad*. Further, DepEd Order No. 39, series 2016 made the same call to all its stakeholders at all levels and expressed its interest in sustaining the level of performance and commitment to deliver quality education and service to the field.

The issue of performance and commitment were the two significant factors on our government that could make policy and programs to achieve the challenge to *Sulong Edukalidad*.

The research intended to find out what were the best practices these schools had which could be duplicated

by other non-performing schools. Best practices would become the benchmark for other education leaders so that they could learn and adapt based on this study and what else and how else should be done to sustain the development of performance and commitment of education stakeholders to serve the DepEd organization better. Further, this research would help monitor the academic performance of the school in terms of exploring the level of performance and commitment of the education stakeholders. In the process, the organization's degree of engagement in the performance of their work would be at their best. This research would help monitor the academic performance of the school in terms of its people's level of commitment.

The commitment of all education stakeholders produced an efficient performance to achieve good quality education. This was supported by John Maxwell (1999) who said without commitment desire, influence and prospects might be lost.

Thus, this study to sustain the development of performance and commitment among education stakeholders would become the cornerstone to achieve the goals of SBM and SulongEdukalidad.

## RESEARCH METHODOLOGY

This study used a descriptive-cor relational research design. This aimed to give an accurate description of a situation using complete descriptions of specific cases of the selected subjects (Tejero&Catchillar, 2004). Moreover, Calmorin (2010) indicated that correlational research is used when the researcher wants to assess the relationship between the variables if the perceived independent variables significantly influenced the dependent variable. In the study, correlational research was employed to determine the relationship of the perceived independent variables (e.g perceived competence, work ethics, job attitude, & job satisfaction) and the dependent variable which is the level of commitment.

### Research Environment

This study was conducted in the selected public schools of Division of Cebu City of the Department of Education. The schools which were pre-selected were those considered as top-performing public schools based on the information obtained from the School Governance Operations Department; there were five schools under its jurisdiction that were rated as Outstanding Schools using the criteria-selection of Performance-Based Bonus as the bases. Out of one hundred ten (110) elementary schools and seventy-five (75) secondary schools, only five schools were rated as High-performing schools in the area.

The criteria included; drop-out rate, academic performance, fiscal management, and Organization Performance Commitment Rating Form (OPCRF). The selected schools were located in the different areas in the City of Cebu, Cebu, Philippines.

### Research Participants

The participants of the study were the school heads, teachers, and non-teaching staff of the five (5) selected public schools. All five school heads from the selected schools were included as the first group of participants in the study. Also, 120 teachers and two (2) non-teaching staff (per school) were selected as another group of participants. To sum it all, there were 135 participants in the study.

The participants' consent was asked before they participated in the study. All of the selected participants were informed that their participation in the study should be completely voluntary and they were allowed to withdraw or withhold information if necessary. As proof of their participation, the researcher let them sign the implied consent attached to the survey questionnaire.

TABLE 1, Distribution of Participants

Participants	Frequency	Percentage (%)
School Head	5	3.70
Teachers	120	88.89
Non-teaching Staff	10	7.41
Total	135	100.00

### Sampling Technique

The researcher employed two different sampling strategies in choosing the different groups of participants.

First, the researcher used the total enumeration of school heads as participants of the study. This indicated that all the five school heads of the selected five public schools were included in the study. For the teacher-participants, the stratified sampling technique or also known as proportionate sampling was employed. This denoted that for schools with more teachers, more teacher-participants were also selected to participate in the study. Lastly, the simple random sampling was utilized in selecting the two (2) non-teaching staff per school as participants of the study. This connotes that every teacher and non-teaching staff in the selected five performing schools had an equal chance to be part of the study.

### Research Instruments

This study utilized a survey questionnaire. The survey questionnaire contained five (5) adapted Likert scales and an interview guide. This questionnaire was used to get all the data needed in the study were adopted from the source.

*Tool for Perceived Work Competence.* The tool that was used to determine the perceived competence of the participants was adapted from the University of Victoria (2006) in their self-assessment tool on the core competencies. The tool had three parts: personal effectiveness; commitment to quality; and service focus.

*Tool for work ethics.* The tool that was utilized to determine the work ethics of the participants was adapted from Ral (2015) in her study titled "A Study to Develop an Instrument to Measure Work Ethics". The tool had 10 indicators and had a reliability coefficient of 0.87.

*Tool for job attitude.* The tool that was utilized to determine the job attitude of the participants was adapted from Birkland (1995) in her study titled "An assessment improving employee attitudes and job satisfaction through Total Quality Management implementation". The tool had 6 indicators.

*Tool for job satisfaction.* The tool that was utilized to determine the job satisfaction of the participants was adapted from Paul E. Spector (1994) of the Department of Psychology at the University of South Florida. The tool had 18 indicators

*Tool for the level of commitment.* The tool that was utilized to determine the level of commitment of the participants was adapted from Mayer and Allen on the three (3) Levels of Organizational Commitment. There were three (3) parts of the tool: part I was for affective commitment; part II was for continuance commitment, and part III was for normative commitment.

To determine the opportunities and challenges a one-on-one interview with the school heads in the five (5) selected schools was employed. On the other hand, Focus Group Discussion with the randomly selected teachers and non-teaching staff was made.

### Methods of Data Collection

The researcher applied various methods to acquire all the data needed in the study. However, before the data collection permissions from the different authorities were acquired. The approval from the dean of the Graduate of School of the College of Teacher Education was asked to allow the researcher to start the data gathering. Then, the researcher sent a letter to the Schools Division Superintendent of Cebu City Division asking for approval to conduct the study to the selected five (5) top-performing schools. After the approval was granted, the researcher sent a letter to the school heads attached with the signed letter of the superintendent asking their final approval to conduct the study in their respective schools. The school heads and the researcher planned when to execute the data gathering in which the working time of the participants would not be compromised. However, before the participation of the participants, they were asked to sign an implied consent as proof for their voluntary participation in the study. The school heads, teachers, and non-teaching staff were given a questionnaire that they would answer for a day. This questionnaire contained questions on their perceived competence, work ethics, job attitude, job satisfaction, and commitment level towards their work. After the questionnaire was returned, the respondents were provided with a token of appreciation.

Moreover, the researcher did a one-on-one interview with the school heads to ask their perceptions of the opportunities they had in school and the challenges for improvement of the workplace. This was one way of getting ideas from the school heads of the school on the current situations in the workplace which might have a direct connection with the commitment of the stakeholders. Furthermore, to get more ideas on their opportunities and challenges for improvements of the workplace and on how to sustain one's commitment to the organization, the researcher conducted a Focus Group Discussion (FGD) with the teachers and the non-teaching staff. There were 12

participants in the FGD that was conducted.

After the thorough data gathering process, the researcher organized the data and subjected these to data analysis.

## RESULTS AND DISCUSSIONS

This chapter contained the results of the data on sustaining the commitment of the school teachers, school heads, and non-teaching staff with regards to their experiences in the workplace in the selected public schools in Cebu City Division, School Year 2018-2019. Thus, the respondents' level of performance, organizational commitment, and the identified strengths, as well as areas for improvement in the workplace, are presented in this chapter

### Level of Performance

The level of performance of the respondents was determined which included the perceived competence, work ethics, job attitude, and job satisfaction. The weighted mean and standard deviation were utilized and the results were shown in the succeeding tables.

Table 2, Summarized Data on the Perceived Competence

Indicators	Factor Mean	SD	Descriptive Equivalent
Commitment to Quality	4.34	0.77	Outstanding
Personal Effectiveness	4.23	0.60	Outstanding
Service Focus	4.09	0.70	Very Satisfactory
Grand Mean	4.22	0.68	Outstanding

Note. n = 135. 1.00-1.80 – Not at All (Poor); 1.81-2.60 – Rarely (Fairly Satisfactory); 2.61-3.40 – Sometimes (Satisfactory); 3.41-4.20 – Often (Very Satisfactory); 4.21-5.00 – Very Often (Outstanding).

The tabular values revealed that most of the respondents performed outstandingly concerning personal effectiveness, commitment to quality and very satisfactory performance on service focus.

Table 3, Summarized Result of the Level of Performance

Indicators	Weighted Mean	SD	Descriptive Equivalent
Perceived Competence	4.22	.77	Outstanding
Work Ethics	3.75	.46	Very high
Job Attitude	3.53	1.20	Positive
Job Satisfaction.	3.66	1.36	Moderately satisfied

Note. n = 135. 1.00-1.82 – Strongly Disagree (Not Satisfied); 1.83-2.65 – Disagree (Negligible Satisfied);

With work ethics at a very high level, the respondents revealed they value hard work, sincerity, and integrity and were committed to their job. They regarded that having a job well done is a reward in itself. The job attitude of the respondents is also positive which would mean they have a positive view and perception of their job description. The level of job satisfaction is only at the moderate level which explains that these respondents have dissatisfaction due to the issue of communication, salary paid to their work, fairness in promotion, no recognition of good performance.

The level of performance of the respondents concerning perceived competence, work ethics, and job attitude is very high and outstanding but the level of satisfaction of the respondents is in the moderate level which was affected by the organization's problem in communication, salary rate for their job, recognition of their good performance.

### Organizational Commitment

The organizational commitment of the respondents was determined which was categorized into three (3): affective, continuance, and normative commitments. The weighted mean and standard deviation were employed and the results are shown in succeeding tables.

### Summarized Data on the Organizational Commitment of the Respondents

Table 4 shows the summarized data on the perception of the respondents on their organizational commitment.

Table 4 Summarized Data on the Organizational Commitment

Indicators	Weighted Mean	SD	Descriptive Equivalent
Continuous Commitment	3.27	1.20	Average
Normative Commitment	3.21	1.11	Average
Affective Commitment	3.18	1.14	Average
Grand Mean	3.22	1.12	Average

Note. n = 135. 1.00-1.80 – Very Low; 1.81-2.60 – Low; 2.61-3.40 – Average; 3.41-4.20 – High; 4.21-5.00 – Very High.

The results show that the respondents have an average level of affective commitment, continuance commitment, and normative commitment to the organization with a total grand mean of 3.22. The highest level is continuous, with 3.27, followed by normative with a weighted mean of 3.21 and the affective with 3.18. The result illustrates that affective commitment is the lowest, respondents are not emotionally attached to their organization.

In general, the three-level commitment theory developed by Meyer and Allen (1997), which are the affective, continuance, and normative commitment, associated with it seemed to more accurately predicted the concept of organizational commitment than other uni-dimensional conceptualization. The commitment to these three components indicated the level of job satisfaction and explained the work performance and productivity of the employee. Furthermore, the results showed that there was a congruence among affective, continuance, and normative commitment of the employees.

#### Correlation between the Level of Performance and the Level of Commitment

The correlation between the level of performance and the level of commitment was assessed. Pearson's Product Moment Correlation Coefficient with  $\alpha$  (0.05) was employed and the results are shown in Table 8. The table below showed that perceived competence has no significant relationship on the level of commitment. This is related to the study

which stated that perceived competence is related to commitment when motivation is high (Kolibáčová, 2014; Zghidi, 2016). One of the reasons for the contrary result is the difference in the level of motivation among the respondents. According to Michael Steger in his book *Creating Meaning and Purpose at Work* (2016), poor motivation among the employees causes high turn-over, low level of engagement, poor communication, and reduces performance, and the workplace becomes a toxic environment to stay.

Table 8 Correlation between the Level of Performance and the Level of Commitment of the Respondents

Variables	r-value	p-value	Decision	Interpretation
Level of Performance (Perceived Competence) and Level of Commitment	0.056	0.689	Fail to Reject $H_0$	Not Significant
Level of Performance (Work Ethics) and Level of Commitment	0.079	0.573	Fail to Reject $H_0$	Not Significant
Level of Performance (Job Attitude) and Level of Commitment	0.180	0.196	Fail to Reject $H_0$	Not Significant
Level of Performance (Job Satisfaction) and Level of Commitment	0.446	0.001	Reject $H_0$	Significant

Significant if  $p\text{-value} < \alpha$  (0.05)

This phenomenon is posited in their level of commitment, in which respondents felt that they were not satisfied with several issues that included communication in the organization, the salary they received, lack of recognition for their good performance, and practices of school management in a promotion.

This was the same as the result of the study of Simonson, Bender, Fetherolf, and Hancock (2017). Work ethics is not significantly related to the level of commitment, the respondents' perception towards was their understanding that their work was a personal goal to them, a Divine calling and had felt belonging in their workplace. These factors gave the study a different twist because their level of commitment was only average but



they perceive their work as a mission given to them by God. Although they had low motivation for their performance, their religious orientation had affected their attitude towards their job. The sense of belongingness was a very significant factor why respondents stayed in their work. According to Abraham Maslow (1943) on his Hierarchy of Needs, the need to belong as part of human need that affected human motivation.

Moreover, job attitude was not significant to the level of commitment. This was opposite to the study of Lee and Chen (2013) in which there has been a relationship between job attitude and commitment. Accordingly, employees need to be motivated in a relevant manner. The insignificant relationship means that there has been low motivation among the respondents. The implications of poor **motivation** in the workplace would overwhelm the workplace which could result in poor engagement, poor communication system, and reduced performance. This led to making the working environment deadly. On the other hand, job satisfaction was significantly related to the level of commitment. In a successful organization, job satisfaction and organizational commitment are closely related to each other (Intan et al., 2014). Job satisfaction was caused by different factors such as the working environment and adequate compensation and recognition for the given effort. According to Tan (2013), inherent values and inner motives factors were the actual elements that contributed to the level of satisfaction. The employees who were the intrinsically motivated result in higher job satisfaction. Job satisfaction was significantly connected to continuance commitment. Since the employees are satisfied in their work, it would be extremely difficult to separate from the group thinking that there was a high cost at stake. The high motivation was necessary to sustain the development committee of the school teachers, school heads, and non-teaching staff in regards to their experiences in the workplace. Consecutively, maintaining job satisfaction greatly depends on the motivation of the employees both intrinsically and extrinsically.

The level of performance could not be related to the level of commitment except job satisfaction.

The level of motivation of the respondents was low that was caused by the following factors namely; poor communication, low salary paid, recognition of their good performance, and the chance of promotion. Motivation levels within the workplace had a direct impact on employee productivity. In general, the results indicated the perceived level of performance did not guarantee the level of commitment. It would always boil down to the level of motivation, both extrinsically and intrinsically. Motivation according to Abraham Maslow (1943) could surpass job attitude, commitment, and workplace environment. The organization must create a program to be able to motivate its people to improve their level of commitment where there were a lot of practices in the workplace that hindered its member to become more committed to its group, though their good performance was caused by job satisfaction, this would guarantee and in future, this condition would change over time since the education stakeholders could change. With these, the researcher could only affirm that belongingness, school environment, or culture and accepting their work as God-given thing have pushed the respondents to do good in their workplace. On the other hand, the issues of fairness in ranking and training participation, transparency in fiscal matters, the award of recognition, and financial literacy have affected the performance and commitment of the respondents due to these issues. These challenges must be given due consideration if we want to sustain the development of the performance and commitment of our education stakeholders in their workplace.

## CONCLUSION

This chapter presents the summary of findings and conclusion of the study on sustaining the commitment of the school teachers, school heads, and non-teaching staff with regard to their experiences in the workplace in the selected public schools in Cebu City Division, School Year 2018-2019.

### Summary of Findings

Taking the results of the study, the following findings are made:

The level of performance of the respondents concerning personal factors of perceived competence, work ethics, and job attitude was very high and outstanding but the level of satisfaction of the respondents was in the level of moderately satisfied.

The level of commitment of the respondents was only average.

The level of performance concerning personal factors of perceived competence, work ethics, and job attitude had no significant relationship with the level of commitment. However, job satisfaction was the only factor that had a significant relationship with the level of commitment.

The opportunities identified by the respondents during the FGD were; strong religious beliefs and practices, localization law, positive school environment, and culture of academic excellence. On the other hand, the challenges identified were; unfairness by the school head in promotion and training opportunities among the respondents, lack of transparency in financial matters, absence of an award of recognition of good performance, and financial literacy and management.

#### Conclusion

The education stakeholders have sustained their performance and commitment thus making their school top performers.

The findings negated that theory of Mathieu and Zajac on performance that had a significant relationship to the level of commitment of Meyer and Allen. Poor motivation could affect the level of commitment. Therefore, the level of performance could not predict the level of commitment.

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