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Professional Commitment in Relation to Personnel's Organizational Performance

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ABSTRACT

The personnel's professional commitment may affect their work reaction such as their aspirations, reasons, needs, perceptions, personality, ability to learn, creativity, as well as organizational characteristics, including work values and conduct, benefits, colleagues, leading style, company's policy, promotion, and opportunities. The primary purpose of this study was to investigate the professional commitment in relation to the organizational performance of personnel. This was a descriptive-correlational research. This used a questionnaire to gather the necessary data. The respondents were the 168 personnel of Capiz State University, Main Campus. The results showed that the personnel had high level of professional commitment and a very satisfactory organizational performance. On the other hand, there was no significant difference in the level of professional commitment of the respondents when grouped according to sex, employment category, age, civil status, educational attainment, status of employment, and length of service. Moreover, there was no significant difference in the organizational performance of the respondents when grouped according to sex, age, civil status, educational attainment, status of employment, and length of service. However, there was a significant difference in the organizational performance of the respondents when grouped according to employment category. Finally, a significant relationship was found between the respondents' professional commitment level and their organizational performance, which indicates that the organizational performance of the personnel was affected nor associated with their level of professional commitment.

Keywords: Professional commitment, Organizational performance, Work values, Promotion, and Employment.

INTRODUCTION:

The organization has life. It lives because of valuable material, money, machine, moment and market, but most importantly, manpower. Where edifices and offices can be the face of the organization, the resources, its blood, its philosophy the heart and soul, manpower is the body that undertakes the rudiments of daily activities over time and space in reaching the

much desired prime ultimate goal. Crain, (2005) posited that the interactions between a system's components and its own components determine the system's performance. Similar to that, an organization's performance level is contingent upon its constituent parts. Certain aspects cannot be changed, but other aspects are subject to the performers' own or

other people's influence. Agencies have always had as their main objective cooperating in ways that improve the organization.

The Philippine government has legally required the Civil Service Commission to implement measures that improve civil service morale, efficiency, honesty, responsiveness, and civility. In pursuit of its mandate and vision, the commission continuously implements programs to maintain, retain and recognize government employees who work with competence, efficiency, integrity and dedication (The Civil Service Commission Memorandum Circulars, 2001). In accordance with this mandate, employees must always answer to the people, carry out their responsibilities with the highest responsibility, integrity, competence, and loyalty, act with justice and patriotism, lead modest lives, and prioritize the public interest over personal gain because public office is a public trust. Market is a continuing resource generator. To guarantee its continuance, a constant and conscientious manipulation of these elements is critical, hence requires a careful and continuous study for which this paper is intended, specifically on the employees' professional commitment in relation to their organizational performance, where they are required to carry out their responsibilities with the highest level of responsibility, integrity, competence, and devotion; behave with justice and patriotism; lead humble lifestyles; and prioritize the public benefit over personal gain in order to justify its existence.

Employees' objectives, motivations, requirements, views, personalities, learning capacities, and inventiveness may all be impacted by their professional commitment, as well as organizational characteristics, including work values and conduct, benefits, colleagues, leading style, company's policy, promotion and opportunities. The study revolved around this cluster of concepts from whose accident the researcher assays to point out some sources of weaknesses that can be worked on to further raise the standard of performance of the Capiz State University, Main Campus personnel. Although it can be said that the performance of the University is very satisfactory, it is a normally routine procedure for management researches being conducted in order to project future problems and solutions. Through the result of this UniversePG | www.universepg.com

study, similar misconduct or misbehavior of employees can be pre-empted by management, at the same time, administrators can project programs that satisfy the requirements of the fast-growing sewerage services demands of the expanding community. Whereas, the relationship of employee performance had been correlated to professional commitment in past works, what the present verification study seeks to find out is their present and prevailing levels, and the influence of the variables surrounding them, as they are crucial in the day to day operation and in the formulation of projected programs and policies intended for the continuous improvement and profitability of the University. It is on the foregoing premise that the researcher was motivated to do this research. The primary purpose of this study was to investigate the professional commitment in relation to the organizational performance of personnel at Capiz State University, Main Campus, specifically in terms of affective, continuance, and normative commitment for the level of professional commitment, while in terms of competence, congruency, commitment, and cost effectiveness for the organizational performance. This research also looked into the significant differences in the level of professional commitment, and the organizational performance of the respondents as a whole and when grouped according to sex, age, civil status, educational attainment, employment category, status of employment, and length of service. Moreover, it also determined if there is a significant relationship between the level of professional commitment and the organizational performance of the respondents.

This study is anchored on the theory of Abraham entitled "Hierarchy of Needs," which accurately describes many realities of personal experiences. Maslow describes the hierarchy of needs as human motivation. These include the demands for self-actualization, fulfillment, safety and security, belonging and social interaction, and physiology. Maslow added that humans have needs for a stable, firmly based, high level of self-respect, and respect for others. Having these needs met makes the people feel secure and important in the world. Furthermore, Maslow was supported by Valence through his theory of motivation, who said that the strength of an

expectation is on the fact that the act will be followed by a given outcome based on the attractiveness of that outcome to the individual. He added that an employee can be inspired to work well when there is commitment and belief that his acts will lead to good performance appraisal and that this will result into the realization of personal goals (Stoner *et al.*, 2003).

In the organizational setting, personal goals are aligned with the organizational goals through the initiative not only of the management, but also of the employees, serving as partners in a team effort. What individuals value most or those they value less arise from human needs that Maslow theorizes to influence not only those, but also all the higher needs on top and over these. Among these needs are self-esteem, conviction and commitment that influence their social behavior, much more of performance in a social setting like the workplace. All of these are building blocks of the moderating variables of the study. For which reason, this study was made to stand on the hierarchy of needs.

METHODOLOGY:

The research design used was descriptive-correlational. This design was appropriate because the researcher wants to find out whether the relationship between the different variables is positive or negative,

and to determine how much variation is caused by one variable in relation with the variation caused by another variable (Ardales, 1992). Further, it is also descriptive as it seeks to find answers to the questions who, what, when, where and how. It describes a situation or a given state of affairs in terms of specified aspects or factors (David, 2002). While the data gathered were quantitative in nature as it seeks to clarify or reflect in numbers the observations on the characteristics of the population being studied. It calculates the proportion of responders or items with a specific attribute. It places a strong emphasis on accurate measurement and frequently calls for statistical data analysis or hypotheses testing derived from observations. The study’s respondents were the 168 personnel of Capiz State University, Main Campus. The total sample size of the total population of 290 personnel was determined with the use of the Cochran formula.

The personnel/employees’ names were written each on a small piece of paper. Then, the pieces of paper were rolled and placed inside the bowl. The researcher picked the allotted number of samples per respondent category to represent the desired number of respondents. The distribution of respondents is presented in **Table 1**.

Table 1: Distribution of Respondents.

Respondent Category	Population	Sample Size	Percent
Non-Teaching Personnel	79	46	27.38
Teaching Personnel	211	122	72.62
Total	290	168	100

A validated and reliability tested questionnaire was used to gather the necessary data. The researcher prepared a letter addressed to the Campus Administrator of Capiz State University, Main Campus, requesting a permission to conduct the study. After the permission had been approved, the researcher personally administered the data gathering. During the administration, the researcher clearly explained to the respondents the content of the given questionnaire for them to be able to answer the items appropriately. All communications were done with honesty and transparency and the data gathered were treated with confidentiality. Likewise, the respondents’ privacy was protected. The data were processed using the IBM UniversePG | www.universepg.com

SPSS Statistics 20 program (Statistical Package for Social Sciences) using 0.05 alpha as the level of significance. The frequency count, percentage, and mean were the descriptive statistical tools, and the t-test, F-test, and Pearson product-moment correlation coefficient were the inferential statistical tools used in analyzing and interpreting the gathered data.

RESULTS AND DISCUSSION:

When all the 168 respondents were taken as a whole group, their professional commitment level as a whole had a grand mean score of 3.79, which infers that their professional commitment is high level. Whereas, the respondents love their work and the working con-

dition, it is found that their continuance commitment is comparatively low. This is because there are personal pressures for them to change jobs. As professional commitment, more specifically continuance commitment, was affected not only by personal but more so of the family needs in order to survive and they do not feel any serious attachment to the University. They feel no compulsion to stay with the University and it is alright for them to leave when they feel like leaving. Situation like this always happen in employment because being an important element of a company is quite different from being part-owner of it. This confirms Nazari and Emami’s (2012) concept that continuance commitment based on the “benefits and cost that is related to stay in” the profession. It is the economic compulsions that make the professional stay in the profession and its values. Further, Cho and Huang (2013) concluded that organizational affective commitment would be more effective in reducing their intention to leave their organization for professional advancement. For the interaction between different commitment compo-nents, there is a substitution effect of professional affective commitment and professional continuance commitment toward their impacts on intention to leave their organization for professional advancement.

Correspondingly, the organizational performance as a whole had a grand mean score of 4.10, which indicates that they had a very satisfactory organizational performance. It is commendable that the Capiz State University, Main Campus has a very satisfactory level of organizational performance. They were outstanding in commitment, and very satisfactory in competence, congruency and cost effectiveness. Outstanding commitment may mean better communication between personnel and administrators. Mutual trust is enhanced and all stakeholders are responsive to one another’s needs and concerns whenever changes in environmental demands occur. Very satisfactory competence means that respondents are versatile in their skills and can take over new roles and jobs when needed. They respond better to changes in environmental demands. High congruence means that all stakeholders share common purpose and collaborate in solving problems brought about by changes in the environmental demands. This capacity to collaborate is crucial in an ever-changing environment. According to Stoner *et al.* (2003), cost effectiveness means that human resource costs, such as wages, benefits, and strikes are kept equal to or lesser than those of competitors.

Table 2: The Difference in the Respondents’ Level of Professional Commitment when Grouped According to Sex, and Employment Category.

Variables	N	Mean	Mean Difference	t-value	p-value	Remarks
Sex:						
Male	66	3.77	0.08	1.255	0.212	ns
Female	102	3.85				
Employment Category:						
Non-Teaching	46	3.84	0.06	0.757	0.450	ns
Teaching	122	3.78				

p-value > 0.05 alpha = not significant

Table 3: The Difference in the Respondents’ Level of Professional Commitment when Grouped According to Age, Civil Status, Educational Attainment, Status of Employment and Length of Service.

Variables	Source of Variation	Sum of Squares	df	Mean Square	F-value	p-value	Remarks
Age:							
	Between Groups	0.075	2	0.038			
	Within Groups	8.563	165	0.052	0.731	0.599	ns
	Total	8.638	167				
Civil Status:							
	Between Groups	0.218	3	0.073			

	Within Groups	8.420	164	0.051	1.431	0.222	ns
	Total	8.638	167				
Educational Attainment:							
	Between Groups	0.083	2	0.042			
	Within Groups	8.554	165	0.052	0.808	0.565	ns
	Total	8.638	167				
Status of Employment:							
	Between Groups	0.283	4	0.071			
	Within Groups	8.355	163	0.051	1.392	0.235	ns
	Total	8.638	167				
Length of Service:							
	Between Groups	0.222	3	0.074			
	Within Groups	8.416	164	0.051	1.451	0.218	ns
	Total	8.638	167				

p-value > 0.05 alpha = not significant

Additionally, when respondents were grouped by sex, the results showed no significant difference in their level of professional commitment. Thus, the level of professional commitment of male personnel-respondents was the same with their female counterparts. Likewise, there was no significant difference in the level of professional commitment of the respondents when grouped according to employment category. Thus, the level of professional commitment of non-teaching personnel-respondents was the same with that of the teaching personnel-respondents. Moreover, there was no significant difference in the level of professional commitment of the respondents when grouped according to age, civil status, educational attainment, status of employment, and length of service. Hence, the level of professional commitment of the personnel-respondents was the same regardless of their demographic profile. Relatedly, the study of Diosana, (2009) on organizational commitment and professional competencies of teachers of private schools in the archdiocese of Capiz revealed that the respondents’ perception of the school climate in terms of leadership, empowerment, communication, team building and human relations was outstanding. The organizational commitment of the respondents in terms of affective, normative, and continuance was “committed”. These people are professional commitment personified. Vito, (2014) likewise went on to disclose that there was no significant difference in the respondents’ very high level of professional commitment when grouped to gender, age, civil status, religion, school location, and monthly income, but

significant differences were found when they were grouped to division, highest educational attainment, and their length of service.

Conceptually, an attempt to construct an economic model of identity and work incentive was done by Akerlof and Kranton, (2005); Taye D. and Getnet B., (2020) whose analysis within a principal-agent framework, suggests that instilling in employees “a sense of identity and attachment to an organization” is critical to well-functioning enterprises. The idea of policies aimed at altering personality characteristics plays a central role in the model of Akerlof and Kranton (AK Model). According to the AK model, organizational procedures can have an impact on an employee's identity. In order to eliminate the penalty associated with effort and potentially increase salaries, AK argues that the company spends in instilling dedication in its employees and attempts to change their identity from "outsider" to "insider." These two factors increase the likelihood of a high effort outcome while lowering "net cost."

Across the world, it turned out in Batucha’s, (2013) study that the background variables age, gender, and school type have significant but small effects on the beginning secondary school teachers’ professional commitment in Ethiopia. While their assessment of normative and continuing professional commitment seems to be neutral, male new instructors report a comparatively higher level of affective professional commitment.

Table 4: The Difference in the Respondents’ Organizational Performance when Grouped According to Sex, and Employment Category.

Variables	N	Mean	Mean Difference	t-value	p-value	Remarks
Sex:						
Male	66	4.14	0.09	1.540	0.126	ns
Female	102	4.05				
Employment Category:						
Non-Teaching	46	3.97	0.17	2.240	0.027	s
Teaching	122	4.14				

p-value > 0.05 alpha = not significant; p-value < 0.05 alpha = significant

Table 5: The Difference in the Respondents’ Organizational Performance when Grouped According to Age, Civil Status, Educational Attainment, Status of Employment, and Length of Service.

Variables	Source of Variation	Sum of Squares	df	Mean Square	F-value	p-value	Remarks
Age:							
	Between Groups	0.212	2	0.106			
	Within Groups	9.542	165	0.058	1.828	0.274	ns
	Total	9.754	167				
Civil Status:							
	Between Groups	0.155	3	0.052			
	Within Groups	9.599	164	0.059	0.881	0.320	ns
	Total	9.754	167				
Educational Attainment:							
	Between Groups	0.179	2	0.090			
	Within Groups	9.575	165	0.058	1.552	0.267	ns
	Total	9.754	167				
Status of Employment:							
	Between Groups	0.006	4	0.002			
	Within Groups	9.747	163	0.060	0.033	0.962	ns
	Total	9.754	167				
Length of Service:							
	Between Groups	0.169	3	0.056			
	Within Groups	9.585	164	0.058	0.966	0.338	ns
	Total	9.754	167				

p-value > 0.05 alpha = not significant

The result further revealed no significant difference in the respondents’ organizational performance when grouped to sex. Thus, the organizational performance of male personnel-respondents was the same with their female counterparts. However, a significant difference found in the respondents’ organizational performance when grouped to employment category. Thus, the organizational performance of non-teaching personnel-respondents was not the same with that of the teaching personnel-respondents. Furthermore, no significant difference revealed in the respondents’ organizational performance when grouped to age, civil status,

educational attainment, status of employment, and length of service. Therefore, the organizational performance of the personnel-respondents was the same regardless of their demographic profile. The result also adhered to the findings of Vito, (2014) that there were no significant differences in the teachers’ level of performance when grouped to gender, civil status, religion, division, and school location. It should be noted that the findings varied on civil status where the present study puts forward significant difference.

Table 6: The Relationship between the Respondents’ Level of Professional Commitment and their Organizational Performance.

Variables	N	Pearson-r value	Degree of Relationship	p-value	Remarks
Level of Professional Commitment	168	0.213	Low Relationship Present But Slight	0.008	s
Organizational Performance	168				

p-value < 0.05 alpha = not significant

Finally, there was a low relationship present but slight between the personnel-respondents’ professional commitment level and their organizational performance. However, this relationship was significant which further implies that the organizational performance of the personnel-respondents was affected nor associated with their professional commitment level. Thus, respondents’ level of professional commitment was significantly related to their organizational performance. Taylor, (2011) conducted a related study that examined the determinants of a measure of worker commitment and loyalty (CLI) and whether CLI influences workplace performance. The study used matched employer-employee level data drawn from the 2004 UK Workplace and Employee Relations Survey and found that age and gender are factors that influence employee commitment and loyalty. Furthermore, improved working performance is linked to greater CLI. However, the results raise the possibility that managers can influence their employees' loyalty and dedication, which could impact workplace performance. According to Greene, (2008) building a dedicated and loyal workforce may be connected with improved business performance by reducing opportunistic behavior on the side of employees or by affecting their supply of effort and thus productivity. Vito's, (2014) study found that teachers' self-esteem and professional commitment were substantially related to their performance.

CONCLUSION:

Although the respondents have very satisfactory performance, there are concerns in congruency and cost-effectiveness that needs urgent attention. The invariably respondents’ high professional commitment had a potential threat of respondent turnout due to non-congruency of purpose between respondents and the University. The administration/management may encourage its personnel/employees to take advanced

studies aligned to the job performed and vertically articulated to the employees’ educational preparation to increase competence in their work. Furthermore, staff development program may be institutionalized by the University. The Human Resource Development Office may initiate self-awareness, conceptualization, and values reorientation workshops and bonding sessions to help personnel/employees better understand themselves. Administration/management may review policies on wages and benefits, nonetheless the personal goals of the personnel/employees and the vision, mission, goals and objectives of the University, in order to preempt personnel/employee turnout. Incentives schemes may also be instituted for outstanding performers and those who are undergoing continuing education.

AUTHOR CONTRIBUTIONS:

R.L.L.J. conceptualization, methodology, and writing the manuscript. R.L.L.J.; and N.S.C.. contributed in data analysis, investigation, visualization. N.S.C. finally checked the manuscript and editing, Data Curation, and Formal Analysis. All authors who are involved in this research read and approved the manuscript for publication.

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CONFLICTS OF INTEREST:

The author declares no conflict of interest.

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