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FACULTY MEMBERS' ORGANIZATIONAL COMMITMENT AND ITS IMPACT TO THEIR JOB PERFORMANCE

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Abstract

This study aimed to determine the organizational commitment and job performance of faculty members. The study was limited only to the organizational commitment of and job performance of the faculty members. Further, it was limited only to the profile of the faculty members in terms of age, sex, civil status, monthly income, highest educational attainment, employment status, current academic rank and length of service with the organization. The study was conducted from January 2022- May 2022 among the Faculty Members of Cagayan State University for the academic year 2021-2022. It further explained if there was a significant difference between the organizational commitment of the faculty members and their profile and if there was a significant relationship between the job performance of the faculty members and their profile, and organizational commitment.

Keywords: Faculty Members, Organizational Commitment, Job Performance, Faculty Performance

INTRODUCTION

Teacher commitment has been highlighted as one of the most crucial variables for education and school's future success. It has been a truly major aspect that the teachers' commitment is strongly linked to their work performance and their ability to produce innovations in the educational environment, and as a result, they are able to integrate new ideas into their own practice. Teacher commitment is critical in eliciting good responses from students who want to do well in school and achieve more. It also has an impact on how learners feel about school.

According to Mohammed & Eleswd (2013), organizational commitment is the degree to which individuals adopt organizational values and goals and identify with them when performing their work obligations. High levels of employee commitment can swiftly lead to a range of favorable organizational outcomes. According to meta-analyses, commitment is negatively associated with turnover (Cooper-Hakim & Viswesvaran, 2005), absenteeism (Farrel & Stamm, 1988), and counterproductive behavior (Dalal, 2005), and positively associated with job satisfaction, motivation (Mathieu & Zajac, 1990), and

organizational citizenship behavior (Cooper-Hakim & Viswesvaran, 2005). (Riketta, 2002).

More so, teachers' desire to engage in cooperative and critical practice is greatly influenced by their level of commitment, which is regarded a fundamental determinant in the success of any educational endeavor. Teachers must keep their personal dedication to the job in order to maintain their energy and excitement for the job. The concept of 'commitment,' defined as an investment of personal resources, has long been linked to teacher traits. Teachers are expected to implement reforms on a variety of levels into their everyday practice at a time when education is in constant flux.

Furthermore, in order to survive and thrive in the current educational environment, individuals who aspire to do so must engage in a higher rate of personal adaptation and professional development (Day, 2000). This demonstrates that teachers' commitment has a significant impact on the organization's success. It is a crucial factor that will play a significant role in the achievement of the organization's goals and objectives.

Teachers who are devoted, according to Tabuso (2007), are individuals who devote their entire lives to the teaching profession and the educational institution. They put in the maximum amount of effort. Teachers who are committed to their organization are happy teachers who are prompt and loyal. They have a solid attendance record and are eager to follow school rules. Because the educational system emphasizes the importance of educational organizations creating a quality learning environment, administrators should always be aware of the aspects that influence instructional performance and organizational commitment. Teachers' needs may alter from time to time; therefore, they should keep a watch on their teachers' behavior.

Additionally, it is crucial to look into employee work performance and organizational commitment. The concept of commitment has multiple foci, e.g. commitment to the job, to the organization, to the career, to the workgroup (Somers & Birnbaum 2000). Moreover, the concept of organizational commitment is defined as the psychological attachment of the workers to the organization (Guntur, Haerani & Hasan 2012). Employees that have a strong emotional attachment to the company and a psychological connection to it will create positive results (Al Zeifeti & Mohamad, 2017; Sharma & Sinha, 2015).

Thus, this study attempted to determine the organizational commitment and job performance of the faculty members. Furthermore, this study assisted members of the organization to increase their commitment to the organization, which can help the campus achieve its ultimate vision of providing quality tertiary education to all.

METHODOLOGY

Research Design

This study utilized descriptive-correlational method where it described the faculty members' profile in terms of age, sex, civil status, highest educational attainment, employment status, current faculty rank, length of service and the faculty members' job performance. The descriptive method was used as a process of gathering, analyzing, classifying and tabulating data about the organizational commitment of the faculty members.

Further, it aimed to determine the significant relationships between the aforementioned variables; hence, correlational.

Locale of the Study

This study was conducted to determine the organizational commitment and job performance of faculty members. The said study was conducted in three satellite campuses of Cagayan State University namely Aparri, Gonzaga and Lal-lo comprising all regular and part-time faculty members for the second semester, academic year 2021-2022.

These three campuses of Cagayan State University are situated in the north-eastern part of Cagayan. These institutions started as Secondary Schools, but are now composed of different colleges namely: College of Business, Entrepreneurship and Accountancy; College of Criminal Justice Education; College of Fisheries and Aquatic Sciences; College of Hospitality Management; College of Industrial Technology; College of Information and Computing Sciences; College of Agriculture; College of Teacher Education and the Graduate School.

Furthermore, there were few studies conducted yet in those campuses concerning organizational commitment and job performance of the faculty members that could be a basis in improving faculty performance.

Respondents and Sampling Procedure

Respondents of the study were the faculty members of Cagayan State University- Aparri, Gonzaga and Lal-lo Campus for the second semester, academic year 2021-2022. Total enumeration was used to ensure having valid, reliable and information-rich data. The following matrix shows the distribution of respondents:

Campus	No. of Respondents
Aparri	86
Gonzaga	53
Lal-lo	51
Total	190

Research Instrument

The study utilized survey questionnaire as a main tool in gathering data. The questionnaire was subdivided into three parts.

The Part I questionnaire dealt on the background demographic profile of the respondents which includes their age, sex, civil status, income, major or specialization, highest educational attainment, webinars attended along specialization, employment status, current academic rank, length of service in the organization and designations which are considered vital in the study.

The Part II questionnaire elicited on the organizational commitment of faculty members. An Organizational Commitment Questionnaire composed of 28 items was given to faculty members to describe their feelings on the organization that they are presently working. There are four dimensions of the questionnaire which includes commitment to school consisting of 9 items, commitment to teaching works consisting of 7 questions, commitment to teaching occupation composed of 6 questions and commitment to work group with 6 questions as well. The questionnaire was rated using 5-point Likert scale. Descriptive interpretation was utilized on the analysis of data. This was adapted from Celep (2003); however, modifications were made to some items and were validated by experts.

Part III questionnaire gathered the job performance. This only comprised a single question that was used to determine the latest faculty evaluation result of the faculty members. The questionnaire was rated using 5-point Likert scale.

Data Gathering Procedure

After the approval of the research proposal, the researcher sought the approval of the University President and the Campus Executive Officers of the three Campuses to conduct the study through channels. When granted permission, the researcher floated and retrieved the data via Google Forms. Data were gathered from the faculty members of Cagayan State University Aparri, Gonzaga and Lal-lo Campuses. Finally, the responses that were obtained were categorized, organized, analyzed and then interpreted.

Statistical Tools

Frequencies, percentages, ranks, sums, means and standard deviations were used in describing the collected data of the study.

In determining the faculty members' organizational commitment, a 5-point Likert Scale was used. The interpretations are the following descriptive values:

Scale Statistical Limit Descriptive Value

5	4.20-5.00	Strongly Agree
4	3.40-4.19	Agree
3	2.60-3.39	Neutral/Not Applicable
2	1.80-2.59	Disagree
1	1.00-1.79	Strongly Disagree

Bivariate correlation analysis using Pearson r, point-biserial and Chi-square whichever was appropriate for each pair of correlated variables were used to test significant relationship among the variables. All hypotheses were tested at 0.05 level of significance.

RESULTS AND DISCUSSIONS

Level of Organization Commitment of the Faculty Members Commitment to school

Presented in Table 1 is the level of organizational commitment to school of the faculty members. It is evident in the table that the faculty members work hard for the best interests of their school (4.86), proud of their school (4.84), interested with the future of the school (4.76), consider their school as the best (4.66), satisfied with the existing relationship (4.56), prefer to work in the school despite of opportunities to work in other school (4.48), motivated when appreciation is displayed (4.43), and are willing to handle other subjects (4.24).

Overall, the faculty members have very high level of organizational commitment to school rating it as "strongly agree" as reckoned from the overall weighted mean of 4.60. When the responses to the questions were considered, it was clear that the faculty members put in a lot of effort on behalf of the school, that they were proud to be a part of such a school, that they thought their schools were the finest, and that they were concerned about the school's future. They are unconcerned with the school head or fellow faculty members' conduct. It is feasible to conclude that instructors have stronger psychological links to their professions than to the school where they work (Celep, 2003).

Table 1. Level of organizational commitment to school of the faculty members

Statements	Weighted Mean	Descriptive Value
I work hard for the best interests of this school.	4.86	Strongly agree
I am willing to handle other subjects not related to my specialization in order to stay in this school.	4.24	Strongly agree
I am proud of the school where I teach now.	4.84	Strongly agree
I prefer working at this school even though I have opportunities to work at other school.	4.48	Strongly agree
The appreciation displayed by the school motivates me to do my best to contribute to my school development.	4.43	Strongly agree
I am satisfied with the kind of relationships existing among the school head, teachers and other personnel.	4.56	Strongly agree
I am concerned and interested with the future of this school.	4.76	Strongly agree
I consider this school as the best one among the others.	4.66	Strongly agree
Overall weighted mean	4.60	Very high

Legend:

4.20-5.00 >>	Strongly agree (Very high)	1.80-2.59 >>	Disagree (Low)
3.40-4.19 >>	Agree (High)	1.00-1.79 >>	Strongly disagree (Very low)
2.60-3.39 >>	Neutral (Somewhat high)		

Commitment to teaching work

Shown in Table 2 is the level of organizational commitment to teaching work of the faculty members. It can be seen in the table that the faculty members accomplish their job with enthusiasm (4.83), enjoy teaching (4.77), make sure that their classes are on time (4.67), do their best to help low performing students (4.65), spend time with the students even outside the classroom (4.64), look for opportunities to conduct remedial teaching (4.60), and get information about their students (4.53).

Generally, the faculty members have very high level of organizational commitment to teaching work rating it as "strongly agree" as reckoned from the overall weighted mean of 4.67.

This finding supported the statement of Crosswell & Elliott (2004) that commitment to teaching work is an effective route to the

development of teaching practice. Commitment to teaching work gives teachers the responsibility to explore constantly new ways of teaching to develop learning experiences of students.

Table 2. Level of organizational commitment to teaching work of the faculty members

Statements	Weighted Mean	Descriptive Value
I spend time with the students on subjects / activities related to the lesson even outside the classroom.	4.64	Strongly agree
I look for opportunities to conduct remedial teaching or extension classes when regular class hour is not enough for students to master the lesson.	4.60	Strongly agree
I make sure that my classes start and end on time.	4.67	Strongly agree
I accomplish my job with enthusiasm.	4.83	Strongly agree
I get information about my students' family background, needs and interests.	4.53	Strongly agree
I try to do my best to help the low performing students.	4.65	Strongly agree
I enjoy teaching.	4.77	Strongly agree
Overall weighted mean	4.67	Very high

Legend:

4.2 Strongly Disagree
 0- agree 0- (Low)
 5.0 (Very 2.5
 0 high) 9
 >> >>
 3.4 Agree 1.0 Strongly
 0- (High) 0- disagree
 4.1 1.7 (Very
 9 9 low)
 >> >>
 2.6 Neutral
 0- (Somewhat
 3.3 t high)
 9
 >>

Commitment to teaching profession

Exhibited in Table 3 is the level of organizational commitment to teaching profession of the faculty members. It was revealed in the table that the faculty members are proud of being a teacher (4.71), consider teaching profession as the best for working life (4.70), regard teaching profession more important than those other

professional values (4.60), consider the choice of becoming a teacher as the best decision in their life (4.56), desire to be well-known in the profession (4.50), and like to continue teaching (4.42).

It is good to note that the statement " I like to continue teaching even though I don't need to work for money" had the lowest mean (4.42). The main explanation for this could be the poor pay instructors receive. It was clear that, in some circumstances, the teaching profession's social respect had eroded, and that teachers could no longer sustain their everyday lives due to poor incomes.

Over all, the faculty members have very high level of organizational commitment to teaching profession rating it as "strongly agree" as reckoned from the overall weighted mean of 4.58.

Table 3. Level of organizational commitment to teaching profession of the faculty members

Statements	Weighted Mean	Descriptive Value
I consider the choice of becoming a teacher as the best decision in my life.	4.56	Strongly agree
I am proud of being a teacher.	4.71	Strongly agree
I regard the values of teaching profession more important than those of other professional values.	4.60	Strongly agree
I consider teaching profession as the best for working life.	4.70	Strongly agree
I desire to be well-known in the teaching profession.	4.50	Strongly agree
I like to continue teaching even though I don't need to work for money.	4.42	Strongly agree
Overall weighted mean	4.58	Very high

Legend:

4.20- Strongly 1.80- Disagree
 5.00 agree (Very 2.59 (Low)
 >> high) >>
 3.40- Agree 1.00- Strongly
 4.19 (High) 1.79 disagree
 >> >> (Very
 low)
 2.60- Neutral
 3.39 (Somewhat
 >> high)

Commitment to work group

Conveyed in Table 4 is the level of organizational commitment to work group of the faculty members. It was shown in the table that the faculty members are proud of their fellow teachers (4.72), are pleased in interacting with other teachers (4.56), think the other teachers in their school regard them as a close friend (4.54),

consider the other teachers as their best friends (4.53), have a close relationship with teachers out of the school (4.47), and feel themselves as the other teachers' close friend (4.46).

Generally, the faculty members have very high level of organizational commitment to work group rating it as "strongly agree" as reckoned from the overall weighted mean of 4.55.

This means that faculty members generally have a strong belief in and acceptance of the organization's goals and values, are willing to put in significant effort on behalf of the organization, value teaching values above all else, and have a strong desire to maintain a pleasant working environment with his or her coworkers.

Table 4. Level of organizational commitment to work group of the faculty members

Statements	Weighted Mean	Descriptive Value
I am pleased in interacting with other teachers during break/lunch time.	4.56	Strongly agree
I am proud of my fellow teachers in this school.	4.72	Strongly agree
I think the other teachers in this school regard me as a close friend.	4.54	Strongly agree
I consider the other teachers in this school as my best friends.	4.53	Strongly agree
I have a close relationship with the teachers out of the school.	4.47	Strongly agree
I feel myself as the other teachers' close friend in this school.	4.46	Strongly agree
Overall weighted mean	4.55	Very high

Legend:

4.20- Strongly agree (Very high)
 5.00 (High)
 >>
 3.40- Agree (High)
 4.19 (High)
 >>
 2.60- Neutral (Somewhat high)
 3.39 (Somewhat high)
 >>

1.80- Disagree (Low)
 2.59 (Low)
 >>
 1.00- Strongly disagree (Very low)
 1.79 (Very low)
 >>
 >>

Summary of level of organizational commitment

Disclosed in Table 5 is the summary of level of organizational commitment of the faculty members. It is evident in the table that commitment to school gained the highest weighted mean (4.67) followed by commitment to school (4.60), then commitment to

teaching profession and commitment to work group with weighted mean of 4.58 and 4.55 respectively.

It is also shown in the table that 164 or 86.3 percent of faculty members have very high level of commitment to school, 160 or 84.2 percent for teaching work, 152 or 80 percent for teaching profession, and 133 or 70 percent to work group.

Over all, the level of organizational commitment of faculty members is very high as reckoned from the general weighted mean of 4.60. This finding supports the statement of Altun (2017) that teacher commitment is an internal force that derives teachers to invest more time and energy in keeping up involvement in the school. This willingness of promoting the school creates emotional link between teachers and the school which ultimately inspires teachers to seek ways to enhance teaching profession and establish an effective learning environment.

Table 5. Summary of level of organizational commitment of the faculty members

Aspects	WM (DV)	Percentage of faculty members who have "very high" level of commitment
Commitment to school	4.60 (Very high)	164 (86.3%)
Commitment to teaching work	4.67 (Very high)	160 (84.2%)
Commitment to teaching profession	4.58 (Very high)	152 (80.0%)
Commitment to work group	4.55 (Very high)	133 (70.0%)
General Weighted Mean	4.60 (Very high)	

Job Performance of the Faculty Members

Table 6 displays the frequency and percentage of the job performance of the faculty members. Majority of the faculty members have a very satisfactory performance rating with a frequency of 99 or 52.1 percent while 78 or 41.1 percent have an outstanding performance rating, and 13 or 6.9 percent have satisfactory performance rating.

This finding means that the faculty members executed their duties and responsibilities very satisfactorily. At present, the performances of the teachers are measured through the Online Faculty Evaluation System (OFES).

Table 6. Job performance of the faculty members

Job Performance	Frequency (n=190)	Percentage
Outstanding (4.20 to 5.00)	78	41.1
Very satisfactory (3.40 to 4.19)	99	52.1
Satisfactory (2.60 to 3.39)	13	6.8
Mean = 4.16 (Very satisfactory)	S.D. = 0.50	

Comparison of the Level of Organizational Commitment and Job Performance of the Faculty Members by Campus

The study hypothesized that there are no significant differences along level of organizational commitment and job performance of the faculty members by campus, hence, Table 7 shows that the faculty members by campus do not significantly differ on their organizational commitment and job performance when grouped by campus as reckoned by the computed probabilities of 0.344 and 0.434, respectively which are higher than 0.05 level of significance, thus, the null hypothesis is accepted.

This finding indicates that the level of organizational commitment and job performance of the faculty members of Cagayan State University do not vary when they are grouped by campus. This finding further implies that the campus or school where the faculty members are connected do not necessarily affect their commitment. These particular findings of the study were also highlighted by **Aquino, J.** (2013) in his study entitled “Adversity Quotient, Leadership Style and Performance of Secondary School Heads and Commitment to Organizational Values of Teachers in the Province of Tarlac”.

Table 7. Comparison test results of level of organizational commitment and job performance of the faculty members by campus

Source	SS	Df	MS	F-ratio	Prob.	Stat. Inference
Level of organizational commitment						
Between groups	0.206	2	0.103	1.072	0.344	Not significant
Within groups	17.935	187	0.096			
Total	18.141	189				
<i>Post-hoc analysis not necessary.</i>						
Job performance						
Between groups	0.415	2	0.208	0.839	0.434	Not significant
Within groups	46.236	187	0.247			
Total	46.651	189				
<i>Post-hoc analysis not necessary</i>						

*tested at 0.05 level of significance.

Comparison of the Level of Organizational Commitment and Job Performance of the Faculty Members by College

The study hypothesizes that there are no significant differences on the level of organizational commitment and job performance of the faculty members when grouped by college, hence, Table 8 shows that the faculty members significantly differ on their level of organizational commitment and job performance when grouped by college as reckoned by the computed probability values lower than 0.05 level of significance, thus, the null hypothesis is rejected.

As shown, the faculty member by college significantly differs on their level of organizational commitment as reflected by the f-ratio of 2.158 with a probability value of 0.049. This finding indicates that teachers' level of organizational commitment varies by college. Hence, based on the post-hoc analysis using LSD, CHM (0.259), CICS (0.200), CBEA/COA (0.191), CTE/GS (0.190) display higher levels of organizational commitment as compared to the level of organizational commitment of faculty members of CCJE; however, based on the computed mean difference, faculty members display higher levels of organizational commitment compared to the faculty members of CCJE as reflected by the mean difference of 0.259.

Also, within groups, the level of organizational commitment of the faculty member of CFAS and CHM significantly differ, however, based on computed mean difference, CHM faculty members display higher levels of organizational commitment.

Further, Table 10 shows that the faculty members significantly differ on their job performance as reflected by the f-ratio of 2.158 with a probability value of 0.049. This finding indicates that teachers' job performance varies by college. Hence, based on the post-hoc analysis using LSD, within groups, CTE/GS and CIT faculty members significantly differ on their job performance, however, CIT faculty members display higher levels of job performance than CTE/GS faculty members as reckoned by the mean difference of 0.478. Also, job performance of CICS, CIT, and CBEA/COA also differ significantly, however, faculty members of CIT display higher levels of job performance as compared to the faculty members of CICS as reflected by the mean difference of 0.617. In addition, CIT also display higher levels job performance as compared to the job performance of faculty members of CHM as reckoned by the computed mean difference of 0.625.

These findings indicates that faculty members of each colleges have different challenges or experiences that may have contributed to their level of organizational commitment. Also, working directly with other faculty members within their group or college with varied backgrounds and different styles can influence how they work and respond, and eventually contribute to a lower level of commitment. On the other hand, when faculty members of the same college get along with each other and work closely, their level of commitment becomes higher. Existing theoretical and empirical studies demonstrate that commitment has direct implications on individuals and an overall influence on organizations (e.g. Herscovitch and Meyer 2002).

Table 8. Comparison test results of level of organizational commitment and job performance of the faculty members by college

Source	SS	Df	MS	F-ratio	Prob.	Stat. Inference
Level of organizational commitment						
Between groups	1.199	6	0.200	2.158	0.049	Significant
Within groups	16.942	183	0.093			
Total	18.141	189				

Post-hoc analysis using LSD

Groups	Mean	S.D.	Mean Difference						
			CHM	CICS	CBEA/COA	CTE/GS	CIT	CCJE	
CHM	4.64	0.29	-						
CICS	4.58	0.26	0.059	-					
CBEA/COA	4.57	0.35	0.069	0.009	-				
CTE/GS	4.57	0.29	0.069	0.010	0.001	-			
CIT	4.49	0.39	0.149	0.090	0.081	0.080	-		
CCJE	4.38	0.32	0.259*	0.200*	0.191*	0.190*	0.110	-	
CFAS	4.37	0.40	0.265*	0.205	0.196	0.195	0.115	0.005	

*significant at 0.05 level of significance

Job performance

Source	SS	Df	MS	F-ratio	Prob.	Stat. Inference
Between groups	3.155	6	0.526	2.213	0.044	Significant
Within groups	43.495	183	0.238			
Total	46.651	189				

Post-hoc analysis using LSD

Groups	Mean	S.D.	Mean Difference					
			CIT	CFAS	CBEA/COA	CCJE	CTE/GS	CICS
CIT	4.66	0.25						
CFAS	4.33	0.37	0.333					
CBEA/COA	4.27	0.55	0.390	0.057				
CCJE	4.23	0.57	0.427	0.094	0.037			
CTE/GS	4.18	0.48	0.478*	0.145	0.088	0.051		
CICS	4.04	0.42	0.617*	0.284	0.227*	0.190	0.139	
CHM	4.03	0.52	0.625*	0.292	0.234	0.198	0.147	0.007

*significant at 0.05 level of significance

*tested at 0.05 level of significance

Relationship between the Job Performance of the Faculty Members and the Other Variables Profile

Table 9 presents the correlation test results between the job performance of the faculty members and their profile. As shown, age and length of service (other institution) of the faculty members

are significantly associated with their job performance as reckoned by the computed values lesser than 0.05 level of significance, thus, the null hypothesis is rejected.

As shown, age is significantly related to job performance of the faculty members as reckoned by the value of r of -0.145 and its probability value of 0.023. This finding indicates that younger faculty members tend to perform better than their older

counterparts. This finding corroborates with the fact that a person's work ability and performance declines with age and more physically demanding tasks are to be performed by younger team members (Rembiasz, 2017).

In addition, it was also evident in the table that length of service is significantly related to faculty members' job performance as reflected by the compute value of r of 0.144 with the computed probability value of 0.047. This finding indicates that faculty members who have longer years of experience in other institution tend to display higher level of job performance than those who have fewer years of experience in other institutions. This finding constitutes with the fact that work experience is important for the successful performance of the job (Abun et al, 2021), and that prior experience and career history affect job performance (Dokko et al, 2009).

Table 9. Correlation test results between the job performance of the faculty members and their profile

Variables	Correl.	Probability*	Statistical Inference
Job performance			
Profile			
Age	-0.145	0.023	Significant
Sex	-0.067	0.356	Not significant
Civil status	-0.044	0.546	Not significant
Monthly family income	-0.078	0.285	Not significant
Highest educational attainment	-0.054	0.461	Not significant
Specialization	-0.059	0.420	Not significant
Number of webinars attended	0.071	0.327	Not significant
Employment status	-0.001	0.989	Not significant
Academic rank	-0.066	0.363	Not significant
Length of service (CSU)	-0.099	0.176	Not significant
Length of service (other institution)	0.144	0.047	Significant
Designation	0.000	1.000	Not significant

*tested at 0.05 level of significance

Organizational commitment

Table 10 presents the correlation test results between the job performance of the faculty members and their organizational

commitment. As shown, faculty members' level of commitment in terms of Commitment to teaching profession (0.446) and Commitment to work group (0.621) are significantly associated to their job performance as reckoned by the computed probabilities of 0.000, respectively, which are lower than 0.05 level of significance, thus, the null hypothesis is rejected. This finding indicates that faculty members who display high levels commitment to teaching profession and work group tend to also perform better in their job than those who have lower levels of commitment along to teaching profession and work group. This finding constitutes with the fact that teachers regard the values of teaching more important than anything else and have a strong desire to maintain a conducive working environment with their fellow teachers in the organization (Aquino, 2013), and strong organizational commitment can improve work performance (Suharto et al, 2019).

Table 10. Correlation test results between the job performance of the faculty members and their organizational commitment

Variables	Correl.	Probability*	Statistical Inference
Job performance			
Organizational commitment			
Commitment to school	0.022	0.765	Not significant
Commitment to teaching work	0.109	0.134	Not significant
Commitment to teaching profession	0.446	0.000	Significant
Commitment to work group	0.621	0.000	Significant

*tested at 0.05 level of significance

Conclusions

Based on the aforementioned findings of the study, this study concludes that:

1. As the faculty members grow older, their job performance tends to be lower.
2. Faculty members who have longer years of experience in other institution tend to display higher level of job performance than those who have fewer years of experience in other institutions.
3. The level of organizational commitment and job performance of the faculty members by college in terms of level of commitment between group and job performance between group are significantly related.
4. Faculty members who display high levels of commitment to teaching profession and work group tend to also perform better in their job than those who have lower levels of commitment along to teaching profession and work group.

Recommendations

In the light of the foregoing findings and conclusions of this study, the following initiatives are highly recommended:

1. Faculty members should increase their commitment to teaching profession and to their work group in order to raise their performance.
2. Administrators should look for faculty members who are young yet with experience.
3. Future and parallel researches must be conducted along communication and teaching styles, organizational commitment and job performance of faculty members.

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