



RESEARCH DEVELOPMENT TERMINAL REPORT

PANGASINAN STATE UNIVERSITY
Bayambang Campus

RESEARCH TITLE	PSU Faculty Organizational Commitment and Job Satisfaction in Time of Pandemic	
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ABSTRACT (in italics, with 3-5 keywords)	<p><i>For an institution of higher learning to become effective, it must have to retain in its fold faculty members who have a deep sense of commitment toward their job. This, could only be made possible when they are very highly satisfied with respective job in the institution. With the thought that the faculty members of PSU-Bayambang Campus levels of organizational commitment and job satisfaction may have been affected by the sudden emergence of the corona virus (COVID-19) which led to the suspension of face-to-face classes., Thus, the researcher conducted the study which aimed to determine the levels of organizational commitment and job satisfaction of faculty members during the pandemic. The study employed the descriptive-survey method of research using a questionnaire-checklist he constructed to gather the pertinent data to his study. The data gathered were submitted to appropriate statistical tools such as frequency counts, percent, weighted means, Pearson r and One-Way Analysis of Variance (ANOVA).</i></p> <p><i>Based from the findings of the study, the researcher concluded that majority of the faculty members are females, middle-aged, and married. Majority of them are educationally qualified and have varied field of specialization or major. Most of them hold Instructor I position and have been in the service for more than years. They, too, are members of various professional organizations and had attended in-service trainings in all levels. The faculty members of PSU-Bayambang Campus are highly committed and are highly satisfied in their jobs. The affective domain of their level of organizational commitment is significantly correlated with their level of job satisfaction in terms of compensation. Similarly, their level of organizational commitment in terms of normative is significantly correlated with their level of job satisfaction in terms of physical environment.</i></p> <p><i>Based from the conclusions of the study, the researcher highly recommends that the university administration will motivate and extend support to those who have not met the minimum educational requirements in order to teach in the tertiary level. Moreover, university and campus administrators may plan activities or create or programs that may enhance faculty members' levels of commitment and job satisfaction. The researcher highly recommends that a Professional Learning Development Plan may be crafted by top and middle-level managers which may lead to the enhancement of the faculty members' levels of commitment and job satisfaction.</i></p> <p><i>Keywords: Job satisfaction, Commitment, Pandemic</i></p>	
INTRODUCTION	<p>The success of any educational institution depends much on the quality of its human resources. It is in this regard, that it should strive hard to keep its people committed to the institution. It is a fact that cannot be denied, that when people have a high sense of commitment to the organization where they belong, they tend to become productive and efficient.</p> <p>The above point of view was supported by Alkalha, et.al. (2012), when they said that human resources are considered as the main element that makes an organization tick, without them nothing in the organization would get done (cited by Alrowad, et.al. (2020). Fully aware of this, it is essential for an institution of learning that the best faculty members be attracted and retained if it aims to provide students quality education. The institution must exert all effort to keep this set of human resources committed to the organization. As viewed by Aladwan, et. al. (2013, cited by Alrowad, et.al., 2020), organizational commitment is regarded as a crucial and desirable element in employee's behavior, however, it is seen as elusive in workplaces and organizations.</p> <p>Organizational commitment refers to the level of engagement and dedication employees have toward their individual jobs and the organization. It also describes the different reasons professionals remain with an employer rather than seek opportunities elsewhere. This is valued by any business or institution because it can lead to consistent work performance, constructive relationships, and healthy work cultures (Indeed Editorial Team, 2021).</p> <p>Premised on the above lines of thought, it is imperative that an institution must strive to enhance its faculty members' organizational commitment. Undoubtedly, an increased organizational commitment encourages faculty members to stay with the institution for a longer period of time. It is a well-known fact that when there is a high turnover rate of faculty members in an institution of learning, its subsequent results is poor performance among students and poor morale among the remaining faculty members.</p> <p>In a study Chanana (2021) it was found that a there is favorable and significant connection between organizational commitment and job satisfaction of teachers. Based from the result of the study, it is essential that an institution of higher learning should exert extra mile in making faculty members satisfied with their job. It is a firm belief that when a faculty member finds satisfaction in his/her job, he/she remains loyal and commits him/herself to the institution.</p> <p>The sudden emergence of the COVID-19 virus had greatly affected not only the health sector but also the others of society such as the educational system. The widespread of the corona virus has led to the temporary closure of schools in all levels in March 2020. Students, teachers, support staff, and school administrators were instructed to stay in their homes for their protection.</p> <p>Because of the suspension of in-person classes, there was a sudden shift in the roles of teachers. While they remain</p>	

	<p>as facilitators of learning, the mode of delivering the lessons was different. They were encouraged to use distance learning modalities such as online distance learning (ODL), self-learning modules, and others which are appropriate to the condition or situation of the students.</p> <p>The sudden shift in the mode of delivery of learning and the roles played by the faculty members during the COVID-19 pandemic may have an effect on the organizational commitment and job satisfaction of the faculty members of the Pangasinan State University-Bayambang Campus. This thought has motivated the researcher to conduct this study which aimed to determine the level of organizational commitment and job satisfaction of the faculty members during the global COVID-19 pandemic. Results of the study may serve as basis for recommending to higher authorities the crafting of a Professional Learning Community Development Plan for PSU-Bayambang Campus.</p> <p>Specifically, the study aimed to determine the profile of the respondents in terms of sex, age, highest educational attainment, field of specialization/major, academic rank, years in service, membership to professional organizations, and number of in-service trainings seminar-workshops or webinars attended. It also delved on determining the level organizational commitment of PSU faculty during the New Normal in terms of the following components: affective, continuance, and normative. The level of job satisfaction of PSU faculty during the New Normal in terms of the following: Relationship with Immediate Head, Interdepartmental Relationship, Physical Environment, Relationship with co-employees, Compensation, Job Identification, Implementations of Policies, and Communication. Moreover, the significance of the relationship between the levels of organizational commitment and job satisfactions was established in this study. Lastly, the study also determined the significance of the difference between the level of organizational commitment and level of job satisfaction across their profile variables.</p>
<p>METHODOLOGY</p>	<p>Research design and Sampling Technique</p> <p>The purpose of the study which is to determine the levels of organizational commitment and job satisfaction of the faculty members of the suggests the use of the descriptive-survey method of research. The study made use of total population since there only 127 faculty members of PSU-Bayambang Campus.</p> <p>Population and Instrumentation</p> <p>The population considered in this study are the faculty members of the Pangasinan State University-Bayambang Campus during the COVID-19 pandemic. There were 105 out of the 127 faculty members who participated in this study. This is 82.68 percent of the total population. This is a very a really very good rate because according to Gert Van Dessel (2013), for an online survey, conventionally, a response rate of 20% is considered as a good response rate, while a 30% response rate is considered to be really really good.</p> <p>To gather the data pertinent to this study, the researcher constructed a questionnaire-checklist with three parts. Part I delved on the profile of the respondents. Part II was on the level of organizational commitment of the faculty members. Part III dealt on the level of job satisfaction of the respondent-faculty members. The instrument underwent revisions after it was submitted for assessment of its content validity by a pool of evaluators composed of five (5) faculty members from other campuses of the university who have completed their doctoral degree programs and have been with PSU for 10 years and above. The average of the ratings of the evaluators was 4.36 indicating the instrument as highly valid.</p> <p>Data Gathering Procedure and Data Analysis</p> <p>Prior to the conduct of the study, the researcher sought the permission of the University of Pangasinan State University through the Office of the Campus Executive Director. The researcher attached the approved permit to conduct the study when he administered the questionnaire through the use of the Google docs. The data gathered were submitted to appropriate statistical tools such as frequency counts, percent, weighted means, Pearson r, and One-Way Analysis of Variance (ANOVA).</p>
<p>RESULTS AND DISCUSSIONS</p>	<p>A. Profile of the Respondents</p> <p>A.1 Sex</p> <p>Table 1 presents the profile variables of the respondents, and their corresponding frequencies and percents in terms of sex.</p> <p>The table shows that out of the 195 faculty members of PSU-Bayambang Campus, 69 or 65.71 percent are female. Only 36 or 34.29 percent are male. This goes to show that the faculty members of the campus are female-dominated.</p> <p>A.2 Age</p> <p>Presented in Table 2 are the ranges of age of the PSU-Bayambang Campus faculty, and their respective frequencies and percents.</p> <p>The table reveals that 36 or 34.29 percent of the faculty members are within the age range 30-39 years old. This is closely followed by the number of faculty members (the same 24 or 22.86 percent) whose ages range from 40-49 and 50 years old and above. The least number of faculty members, 21 or 20 percent have ages ranging from 20-29 years old. It could be gleaned from the table, that when combined, the faculty members of PSU-Bayambang Campus are middle-aged based from the categories posited by Nosal (2020).</p> <p>A.3 Civil Status</p> <p>Table 3 presents the civil status of the respondents and their corresponding frequencies and percents.</p>

It is reflected on the table that more than half of the respondent-faculty members, 59 or 5.19 percent, are married. This is closely followed by the number of faculty members who are single, 43 or 40.95 percent. Only 3 out of 105 faculty members or 2.86 percent indicated that they are solo/single parents. The findings along this aspect are supported by the findings under the variable age. Since of the faculty members are middle-aged, then they are within the marrying age and are capable of raising a family.

As shown on the table 45 or 42.86 percent of the respondents have earned their doctorate degrees and is followed closely by those who have earned their master's degree, 36 or 34.29 percent. The least number of respondent-faculty members, 24 or 22.86 percent, are baccalaureate degree holders. This implies that majority of the respondents have met the minimum educational qualifications of a faculty member in the tertiary level as stipulated in CHED Memorandum Order (CMO) No. 40, s. 2008 requiring all higher education institutions (HEIs) faculty to have at least masters degree. Those who have not met the minimum educational requirements may be are those who are newly-hired and are on contractual basis. They may have been hired because there were no qualified applicants to fill in the vacant positions.

A.5 Field of Specialization/Major

Table 5 presents the different fields of specialization/major of each of the respondent-faculty members, and their corresponding frequencies and percents.

It is shown on the table that most of the faculty members, 14 or 13.33 percent have English language as their field of specialization. Coming in next are the respondent-faculty members who have Professional Education and Nursing, 12 or 11.43 percent. Only 1 or 0.9 percent has Elementary Education as field of specialization or major.

A.6 Academic Rank

Table 6 presents the academic ranks of respondent-faculty members and their respective frequencies and percent.

The table shows that 55 or 52.38 percent of the respondent-faculty members hold Instructor I position. This is followed by the number of respondents, 14 or 13.33 percent, who hold Associate Professor IV. Next in rank are those who hold Assistant Professor III, 10 or 9.52 percent. The least number of respondents, one (1) or 0.95 percent in each rank, hold Associate Professor I, Associate Professor II, Associate Professor V, and Professor IV.

A.7 Years in Service

Table 7 presents the ranges of the number of years in service of the respondents, and their respective frequencies and percents.

It could be gleaned on the table that most of the respondents, 32 or 30.5 percent have been in the service for 6-10 years. This is followed by the number of faculty members, 22 or 21 percent who have been in the service for 21 years and above. Only 15 or 14.3 percent indicated that they have been in the service for 16 – 20 years. This implies that most of the respondents have been in the service for more than 5 years. This is supported by their age in which most of them are middle-aged.

A.8 Membership to Professional Organizations

Table 8 shows the levels of professional organizations in which the respondents applied for membership, and the corresponding frequencies and percents. Table 8. Membership to Professional Organization

The table shows that as to membership to Campus level organizations, 27 or 25.71 percent of them indicated that they are members of 6 organizations in the campus level. Twenty-two (22) or 20.95 percent have indicated that they are members in campus level organizations within the

Campus level. Only one (1) or 0.95 indicated that he/she is a member of 8 campus level organizations.

Forty-two or 40 percent of the respondent-faculty members indicated that they are members of 2 university level organizations. The least number of respondents have said that they are members of 7 organizations in the university level

In the regional level, 42 or 40 percent are members of 2 organizations, this is followed by 23 or 21.90 percent who said that they are members to only 1 regional organizations. Same number of respondents have indicated that they are members to 5 and 6 organizations in the regional level.

Thirty-eight (38) of the respondents or 36.19 percent are members of 2 professional organizations in the national level. Coming in next are those who have 5 membership in organizations in the national level which is 21 or 20 percent. The least number (same number), 1 or 0.95 percent, indicated they are members to 8 and 9 professional organizations in the national level.

As to their membership to professional organizations in the international level, 38 or 36.19 percent indicated they are members to 2 international organizations. This is closely followed by 34 or 32.38 percent who said that they are members to only 1 international organizations. Thirty (30) or 28.557 percent said they are not members to any organizations in the international level.

A.9 In-Service Trainings/Seminar-Workshop or Webinars Attended

Table 9 presents the levels of in-service trainings attended by the respondents, their respective frequencies and percents.

It could be gleaned on the table that as to in-service trainings attended in the campus level, 20 or 19.05 percent have indicated that they have attended 18 in-service trainings attended. The same number of respondents, 1 or 0.95 percent, attended 20, 23, and 25 campus level in-service trainings.

As to the university level, 37 or 35.24 percent attended 12 in-service trainings, and this followed by those who attended 10 (26 or 24.76 percent). The same number (1 or 0.95 percent) have attended, 14, 15, and 16 trainings in this level.

Thirty-two (32) or 30.48 percent of the faculty have attended 8 in-service trainings and 27 or 25.71 percent have attended 9. The least number of faulty members, 2 or 1.90 percent have attended only 4.

In the national level, 30 or 28.557 percent attended 2 and 28 or 26.67 percent have attended 3 in-service trainings. Only 1 or 0.95 percent has said he/she has attended only 1.

It could be gleaned on the table, too, that thirty-two (32) or 30.48 percent of the faculty have attended in-service trainings in the international level and 27 or 25.71 have attended 3. The least number of respondents, 4 or 3.81 percent, have attended 6 in-service trainings in this level. The findings show that faculty members of PSU-Bayambang Campus attended in-service trainings as a way of earning points for their NBC Evaluation. To add, they would like to have updates on the recent trends in teaching in the tertiary level.

II. Level of Organizational Commitment of PSU-BC Faculty II. 1 Affective Component

Table 10 presents the indicators of the faculty members level of organizational commitment in terms of the affective component, their corresponding weighted means, and descriptive interpretation.

The table shows that in terms of the affective component, the respondent-faculty members are moderately committed as evidenced by the computed overall weighted mean of their ratings which is 3.04. Among the 8 indicators under this component, the respondents strongly agreed two indicators as indicated by their respective weighted means. These are "I would be very happy to spend the rest of my career in this organization/school, 4.61" and "This organization/school has a great deal of personal meaning for me, 4.39." They, too, strongly disagreed on two indicators which are "I do not feel a strong sense of belonging to my organization/school (1.73)" and "I feel like I am not a "part of the family" at my organization/school (1.58). The findings show that the respondents are undecided on what their feelings or attitudes toward the organization during the pandemic. This implies that they are moderately committed. This could be attributed to the fact that they were in a situation which is uncertain due to the fast transmission of the corona virus. Maybe they are stressed and have that fear of getting the virus. What is noteworthy in the result is that they strongly disagree to the negative indicators of organizational commitment along the affective domain.

II.2 Continuance Commitment

Presented in Table 11 are the indicators of the respondents' organizational commitment in terms of the domain continuance commitment. Their respective weighted means and descriptive interpretations were also presented.

The table shows that the respondent-faculty members strongly agree on only one indicator out of 8 as evidenced by its weighted mean which is 4.44. This indicator is "One of the major reasons I continue to work with this organization/school is that leaving would require considerable personal sacrifice – another organization/school may not match the overall benefits I have here." They, however, strongly disagreed on three of the indicators as indicated by their weighted means which are within the range 1.81-2.60. As a whole, the overall weighted mean of 3.08 shows that the faculty members were undecided as to their commitment to the organization in terms of the continuance domain. This implies that faculty members' level of commitment during the pandemic is moderately committed. This could be attributed to the uncertainties caused by the sudden emergence of the deadly corona virus.

II.3 Normative Commitment

Table 12 presents the indicators of the respondents' level of organizational commitment in terms of the normative domain, weighted means, and their respective interpretations.

As reflected on the table, the respondents strongly agreed on two indicators. These indicators and their respective weighted means are "I was taught to believe in the value of remaining loyal to one organization, 4.29" and "One of the major reasons I continue to work with this organization/school is that leaving would require considerable personal sacrifice – another organization/school may not match the overall benefits I have here, 4.24." As evidenced by the computed weighted mean of 1.50, the respondent-faculty members strongly disagreed on the indicator "I think that people these days move from company/school to company/school too often." The overall weighted mean of 2.98 shows that they are undecided as to their level of organizational commitment during the pandemic. They are described to have a moderate level of commitment.

II.4 Summary Table on the Level of Organizational Commitment

Presented on Table 13 is the summary of the level of organizational commitment of the PSU-BC faculty in terms of the three domains.

The table shows that the PSU-BC faculty members were undecided as to their responses on the indicators of each of the domains of organizational commitment. This goes to show that during the pandemic when in-person classes were suspended, their level of commitment to the organization is moderate.

III. Level of Job Satisfaction

Table 14 presents the summary of the computation of the weighted means of the indicators of the level of job satisfaction of the respondent-faculty members and their respective descriptive interpretation.

The table shows that in terms of relationship with immediate head, PSU-BC faculty members are highly satisfied as evidenced by the computed overall weighted mean of 4.12. As to the specific indicators, there were three in which they indicated that they are very highly satisfied with their relationship of their immediate head as shown by their respective weighted means which are within the range of 4.21-5.00. As shown by the computed weighted means which range from 3.41 to 4.20, the respondents were highly satisfied with their relationship with the immediate head.

As to interdepartmental relationship, the respondent-faculty members were highly satisfied in the indicator "The different departments in the institution support each other." as shown by its weighted mean which is 3.99. They were moderately satisfied in the other two indicators as indicated by their weighted means which are within the range 2.1-3.40. As a whole, the respondents are highly satisfied in terms of interdepartmental relationship as supported by the overall weighted mean of 3.56.

With regards to physical environment, the average weighted mean of 4.10 indicate that the respondent-faculty members were highly satisfied with the physical environment of the campus. The respondents were very highly satisfied as shown by their respective weighted means in the indicators "The environment in this institution is safe and comfortable, 4.24" and "There is hygiene maintenance in the institution, 4.27." As to the other two indicators, the respondents said that they are highly satisfied as shown by their corresponding weighted means ranging from 3.41 to 4.20.

In terms of their relationship with co-employees, the respondents rated themselves very highly satisfied in all the four indicators as shown by the weighted means which are within the range 3.41 to 4.20. The indicator with the highest weighted mean is "My co-workers provide support to each other when necessary, 4.18." Having the least weighted mean is "My co-workers trust and respect me" as shown by its weighted mean which is 3.93. As a whole, the respondents said that they are highly satisfied as evidenced by the average weighted mean which is 4.01.

As to compensation, the respondents rated themselves very highly satisfied as shown by the average weighted mean which is 4.26. The respondents rated themselves very highly satisfied in all indicators. Obtaining the highest weighted mean of 4.37 is "The benefits received in this institution are as good as those of others." With the lowest weighted mean of 4.20 is "Salaries receive reflects employees' work amount and responsibility."

In terms of job identification, the respondents rated themselves very highly satisfied in four of the five indicators. Having the highest weighted mean of 4.27 is "I have job that is suitable to my competence." With the lowest weighted mean of 4.09 and interpreted as highly satisfied is "I have the opportunity to learn new things and skills from the job." As a whole, the average weighted mean of 4.21 shows that the respondents are very highly satisfied with their job identification.

With regards to the implementation of policies, the respondents rated themselves very highly satisfied in all the indicators as evidenced by the weighted means which are within the range 4.21-5.00. The indicator with the highest weighted mean of 4.59 is "The institution sees to it that policies are communicated well." having the lowest weighted mean of 4.43 is "The Institution implements policies fairly and justly." Taken as a whole, the average weighted mean of 4.49 shows that the faculty members in the institution are very highly satisfied in terms of the implementation of policies.

Lastly, the respondents perceived themselves highly satisfied in terms of communications as evidenced by the average weighted mean of 3.85. The two indicators' weighted means ranging from 3.41 to 4.20 indicate that the respondents were highly satisfied in terms of communication.

The general mean of 4.075 indicates that the faculty members of PSU-Bayambang Campus are highly satisfied with their job.

III. Significance of the Relationship of the Level of Organizational Commitment and Level of Job Satisfaction of the Faculty

Table 15 found on the next page show the summary of the computation of Pearson r which was used to determine the significance of the relationship of the respondents' levels of organizational commitment and job satisfaction.

It could be gleaned on the table that as to the level of organizational commitment and level of job satisfaction of PSU faculty, using Pearson r resulted to a not significant relationship in the majority of correlation presented above which was confirmed by the Pearson correlation interpreted as negligible correlation and sig. 2 tailed greater than 0.05 level (2-tailed) and 0.01 level (2-tailed). However, a significant relationship was revealed in the correlation between affective and compensation and correlation between normative and physical environment.

Overall results imply that there is significant relationship between affective and compensation

	<p>and correlation between normative and physical environment.</p> <p>IV. Significance of the Difference Between the Level of Organizational Commitment Across Profile Variables</p> <p>Table 16 presents the computation of the One-Way ANOVA which was used to determine the significance of the difference of the level of organizational commitment across the respondents' profile variables.</p> <p>As shown in the table above, significant difference between the level of organizational commitment across their profile variables, using One way ANOVA for three or more groups and independent t – test for two groups comparison resulted to a not significant difference in the majority of the level of organizational commitment across their profile variables presented above which was confirmed by the sig. 2 tailed greater than 0.05 level of significance. However, a significant difference was revealed in Affective component when grouped according to age profile and sex profile.</p> <p>Overall results imply that there is significant difference in the level of organizational commitment in terms of affective component when grouped according to age and sex.</p> <p>V. Significance of the Difference Between the Level of Job Satisfaction Across Profile Variables</p> <p>As shown in the table above, significant difference between the level of Job Satisfaction across their profile variables, using One way ANOVA for three or more groups and independent t – test for two groups comparison resulted to a not significant difference in the majority of the level of job satisfaction across their profile variables presented above which was confirmed by the sig. 2 tailed greater than 0.05 level of significance. However, a significant difference was revealed in Physical Environment when grouped according to Age profile.</p> <p>Overall results imply that there is significant difference in the level of job satisfaction in terms of Physical Environment when grouped according to age.</p>
<p>CONCLUSIONS</p>	<p>Based from the findings of the study, the researcher concluded that female faculty members of PSU-Bayambang Campus outnumbered the males, are middle-aged and married. Majority of the faculty members have met the minimum educational requirement for one to teach in the tertiary level. They have varied field of specialization or major. Most of the hold Instructor I position and have been in the service for more than years. They, too, are members of various professional organizations and had attended in-service trainings in all levels.</p> <p>The faculty members of PSU-Bayambang Campus are highly committed and are highly satisfied in their jobs. The affective domain of their level of organizational commitment is significantly correlated with their level of job satisfaction in terms of compensation. Similarly, their level of organizational commitment in terms of normative is significantly correlated with their level of job satisfaction in terms of physical environment.</p>
<p>RECOMMENDATIONS</p>	<p>Based from the conclusions of the study, the researcher highly recommends that the university administration will motivate and extend support to those who have not met the minimum educational requirements in order to teach in the tertiary level. Moreover, university and campus administrators may plan activities or create or programs that may enhance faculty members' levels of commitment and job satisfaction. The researcher highly recommends that a Professional Learning Development Plan may be crafted by top and middle-level managers which may lead to the enhancement of the faculty members level of commitment and job satisfaction. When faculty members are highly satisfied, they tend to remain with the organization for a longer period of time.</p>
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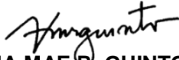
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