

Perceived Organizational Culture and Organizational Commitment of Cavite State University's Faculty Members

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ABSTRACT

This study was conducted to assess the organizational culture of the Cavite State University (CvSU), the organizational commitment as perceived by its faculty members and the relationship of these two variables. A total of 299 respondents were randomly selected from among 1183 total population of faculty members in the university. A two-part standardized questionnaire was utilized and distributed to the respondents to gather the necessary data. The study revealed that the organizational culture existing in CvSU is a mixed culture, but predominantly clan and market culture as perceived by the faculty-respondents characterized by members that are competitive, goal-oriented and results-driven, yet an environment which is nurturing and cooperative. Moreover, there is a high level of affective commitment and moderately high level of continuance and normative commitment among faculty members which indicated that majority of the faculty members express their desire to stay in the institution. Generally, this study proved that the organizational culture has a positive relationship with the organizational commitment of its faculty members. Furthermore, regression analysis revealed that organizational culture served as a predictor of organizational commitment. Overall, almost 25.60 percent of the affective commitment, 15.60 percent of continuance commitment and 20.30 percent of the normative commitment could be attributed to the perceived organizational culture of the university.

Keywords: *CvSU culture, CvSU faculty, Culture principles*

INTRODUCTION

Higher Education Institutions (HEIs) have greater responsibility for producing individuals that are highly competitive. As per Republic Act 7722, the Commission on Higher Education is mandated to promote relevant and quality education through higher education institutions and programs that are at par with international standards and graduates and professionals who are highly competent and recognized in the international arena.

In this regard, the assessment of organizational culture and organizational commitment of faculty members in HEI's is deemed relevant and timely. Organizational culture which gives an overview of the characters of an organization determines the type of faculty members in an organization, while organizational commitment refers to a person's dedication to a person, job or organization.

Culture, as an important factor that affects the changing process of educational innovations were highlighted in literature. Ghorbanhosseini (2013) stated that organizational culture has a direct and significant effect on organizational commitment. This was reaffirmed by Lauture et al. (2012) as they concluded that the positive perception of organizational culture increases the employees' commitment. These studies provided bases for analyzing the relationship between the existing culture in the Cavite State University and the commitment of its faculty members.

The Cavite State University (CvSU), considered as one of the renowned universities in the province, envisions as an institution recognized for excellence in the development of globally competitive and morally upright individuals. To assess if this vision is being lived by, the CvSU's organizational culture and the organizational commitment of its faculty members were described and the relationship between the two

variables was analyzed. The study endeavored to analyze the relationship between perceived organizational culture and organizational commitment of faculty members using the conceptual paradigms of Cameron and Quinn (2006) and Allen and Meyer (1990) as presented in Figure 1.

school department and senior high school were not included in the study. The sample size was computed from population corresponding to the total number of faculty members provided by the CvSU HRDO. Using the Slovin's formula with a confidence level of 95 percent, a total of 299 samples were randomly selected from the 1183

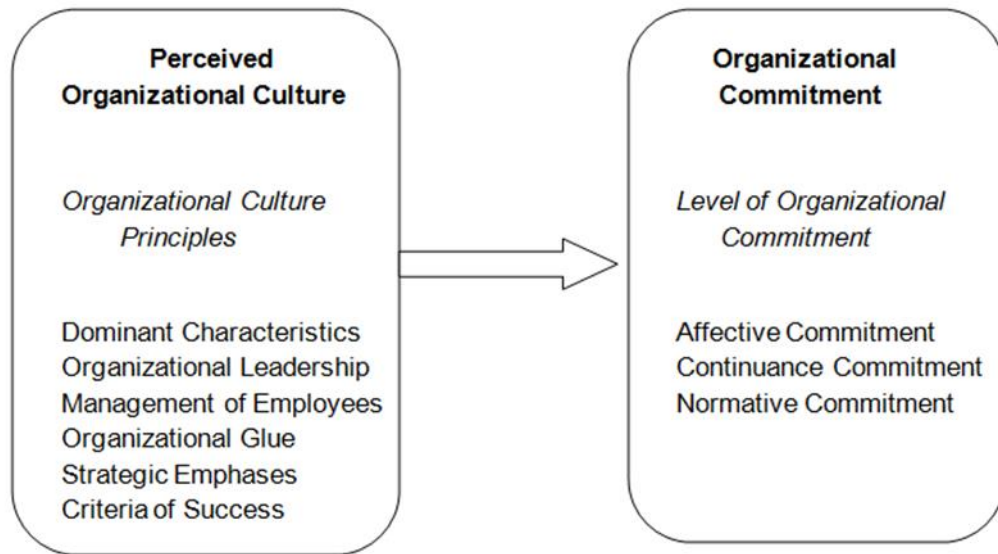


Figure 1. The Conceptual Paradigm of the Study

The relationship of the variables which were analyzed in the study included the six organizational culture principles and three levels of organizational commitment.

METHODOLOGY

The researcher utilized a descriptive-correlational research design to provide a relatively complete picture of the perceived culture of CvSU and the level of commitment of the faculty members while describing the relationship between the two variables. The respondents of the study were the faculty members of CvSU during the second semester of AY 2016-2017. Teachers in the high

population of CvSU- Main Campus and its satellite campuses. Specifically, through stratified random sampling the number of respondents from each campus were computed.

This study utilized a two-part standardized questionnaire consisting of the Organizational Culture Assessment Instrument (OCAI) developed by Cameron and Quinn (1999) and the Three-Component Model Employee Commitment Survey (TCMECS) developed by Allen and Meyer (1990). The OCAI determined the blend of the four culture types that dominate CvSU as an organization. By answering the questionnaire, respondents assessed the six key characteristics of their perceived school culture: dominant characteristics, organizational

leadership, management of employees, organization glue; strategic emphases, and criteria of success. Each key characteristic had four items. The four items were arranged based on the four culture types - clan culture, adhocracy culture, market culture and hierarchy culture. The TCMECS measured three forms of employee commitment to the organization. Affective commitment items assessed faculty members' affection for their job which is manifested in their genuine desire to stay in CvSU. On the other hand, normative commitment items assessed faculty members' sense of obligation to serve CvSU. Lastly, Continuance commitment items assessed faculty members' reason to stay in CvSU which can be due to monetary, professional, or social reasons.

The data were summarized and subjected to statistical treatment using percentage, weighted mean, Pearson R, and simple linear regression. Percentage and weighted mean were used to describe the variables. Pearson R was used to determine the correlation between organizational culture and organizational commitment through the p-values and correlation coefficient values. The regression analysis further explored the relationship between the two variables wherein the correlation value may range from -1 to +1. The negative values indicate a negative relationship between variables of interest while positive values indicate positive relationships.

RESULTS AND DISCUSSION

The Perceived Organizational Culture of CvSU

The study revealed that the following culture types are existing in the Cavite State University as assessed based on the six organizational principles.

As shown, the perceived culture that dominates in Cavite State University is a mixture of Clan Culture and Market culture (Table 1). The assessment on the level of perceived organizational culture based on the six principles revealed that market culture was dominant on three aspects - dominant characteristics, management of employees, and organizational glue. This principle is characterized by an organization with people who are results-oriented, achievement oriented, and people who are very competitive. However, in terms of organizational leadership, strategic emphases, and criteria of success, clan culture prevailed. In such culture, leadership is generally considered to mentor, facilitate, and nurture, while it emphasizes human development, high trust, openness, participation, and teamwork.

The results support the literature (Meyerson & Martin, 1987; & Cameron & Quinn, 2006) stating that an organization consists of mixture of cultures. In addition, among the culture types,

Table 1. Organizational culture as perceived by the respondents

CHARACTERISTICS	TYPE OF CULTURE	MEAN
Dominant Characteristics	Market Culture	3.78
Organizational Leadership	Clan Culture	3.65
Management of Employees	Market Culture	3.63
Organizational Glue	Hierarchical and Market Culture	3.61
Strategic Emphases	Clan Culture	3.66
Criteria of Success	Clan Culture	3.66

clan culture is most favored by the employees in public and private universities, mainly because of the family orientation of the organization (Aktar et al., 2013). It is also important that with the prevalent competitive environment inside and outside organizations, it is imperative for the organizations to have policies that are most suitable for their employees to create and ensure strong commitment among them.

The perceptions of the respondents were evident in some undertakings of the school. In 2016, CvSU became the most outstanding state university in CALABARZON in gender and development implementation. In the same year, students from the College of Engineering and Information Technology (CEIT) were adjudged as winners in a national contest sponsored by Philippine Long Distance Telephone Company (PLDT). The BS Agriculture program under the College of Agriculture, Forestry, Environment, and Natural Resources (CAFENR) was awarded the Center of Excellence by the Commission on Higher Education (CHED) by virtue of Memorandum Order No. 38 Series of 2015. These and more prove that CvSU's organization is results - oriented and that people are very competitive and achievement-oriented. Moreover, clan culture is practiced in the university through encouraging faculty and staff to participate in activities that could enhance their expertise such as seminars, workshops, research and pursuing higher education. Teamwork is enhanced in activities that would showcase expertise in different fields. Employee commitment is strengthened by programs that

could increase the desire of the faculty and staff to stay in the university. Recognition is given to deserving faculty and staff. Concern for people is exhibited among faculty members and this extends to the students and community as the university upholds service through extension programs.

The Perceived Organizational Commitment of Faculty Members

Table 2 presents the level of organizational commitment of the faculty members of CvSU measured in terms of Affective, Normative and Continuance.

Based on the table, faculty members show a high level of affective commitment, while moderately high normative and continuance commitment. This coincides with the study of Masouleh and Allahyari (2017) which revealed that affective commitment is dominant in higher education institutions. The more affective commitment exists in the organization, it consequently leads to increase in level and growth of organizational culture principles of the individuals in the organization (Azadi et al., 2013). Additionally, having a "high level" of affective commitment implies that the faculty members have a high desire to stay in the university, which signifies less probability of employee turnover. This result is noteworthy particularly in addressing issue on faculty turnover as this is one of the pressing problems existing in the university, as well as in some

Table 2. The Perceived Organizational Commitment

ORGANIZATIONAL COMMITMENT	WEIGHTED MEAN	INTERPRETATION
Affective	3.56	High
Normative	3.44	Moderately High
Continuance	3.17	Moderately High

Legend: Very High 4.51 – 5.00; High 3.51 – 4.50; Moderately High; 2.51 – 3.50; Low 1.51 – 2.50; Very Low 1.00 – 1.50.

organizations (Tolentino, 2013). In terms of normative commitment, the “moderately high level” which is observed in the present study has its relevance. In a study by Azizollah, et al. (2016), normative commitment has shown to provide the most optimal working environment, that is through using and propagating an atmosphere full of behaviors, norms, beliefs and positive approaches in an organization. This could possibly explain how this normative commitment is developed and demonstrated by faculty members of CvSU. Conversely, a poor level of normative commitment may lead to overall weak levels of organizational commitment of employees (Sabri, Puzada Sami Ullah, et al., 2013). On the other hand, a low level of continuance commitment was observed in this study which is consistent with the findings of Hamidi, et al. (2017) among employees in health care centers.

Relationship between perceived organizational culture of CvSU and level of organizational commitment of faculty members

The correlation among variables – CvSU’s organizational culture and organizational commitment of its faculty members are presented in this section. Each of the six domains of organizational culture is correlated with each considering the three types of commitment (Table 3).

The results revealed a positive relationship between the perceived CvSU’s organizational culture which are measured in terms of culture principles, and the organizational commitment of faculty members based on the aspect of affective, continuance and normative scales. Organizational leadership which has the highest correlation with affective commitment, the

Table 3. Correlation between perceived organizational culture and level of organizational commitment of CvSU faculty members

ORGANIZATIONAL CULTURE PRINCIPLE	AFFECTIVE COMMITMENT		CONTINUANCE COMMITMENT		NORMATIVE COMMITMENT	
	Correlation coefficient	P value	Correlation coefficient	P value	Correlation coefficient	P value
Dominant characteristics	0.169.	0.003	0.379	<0.000	0.399	<0.000
Organizational leadership	0.230.	<0.000	0.378	<0.000	0.364	<0.000
Management of employees	0.200	0.001	0.309	<0.000	0.401	<0.000
Organizational glue	0.178.	0.002	0.417	<0.000	0.413	<0.000
Strategic emphasis	0.190.	0.001	0.330	<0.000	0.368	<0.000
Criteria of success	0.204.	<0.000	0.329	<0.000	0.429	<0.000

Note: If p value is less than or equal to the level of significance which is 0.05 reject the null hypothesis otherwise accept. Correlation coefficient values: Very Strong±0.76 – ±0.99; Strong±0.51 – ±0.75; Moderate±0.26 – ±0.50; Weak±0.11 – ±0.25; Very Weak±0.01 – ±0.10.

correlation value of 0.230 is interpreted as "moderate correlation". Meanwhile, dominant characteristics had the lowest correlation with affective commitment. Their correlation value of 0.169 is interpreted as "weak correlation". On the other hand, organizational glue has the highest correlation with continuance commitment, with correlation value of 0.417 which is interpreted as "moderate correlation". While management of employees with the least correlation with continuance commitment has a correlation value of 0.309 which is interpreted as "moderate correlation". Lastly, the criteria of success had the highest correlation with normative commitment, with correlation value of 0.429 which is interpreted as "moderate correlation", while organizational leadership had the least correlation with normative commitment, with correlation value of 0.364 which is interpreted as "moderate correlation". Altogether, it can be deduced that there is weak to moderate correlation among the variables in the study.

These findings are consistent with studies wherein positive relationship between organizational culture and organizational commitment were observed (Ghorbanhosseini, 2013); Lauture et al., 2012; & Khan & Rashid, 2012). Moreover, an increase in the level of organizational culture principles, leads to stronger or higher level of organizational commitment by the tenured staff of the university (Azizollah, et al., 2016). In another study, it has been pointed out that characteristics of school culture affect how schoolworks towards positive change giving an influence to everyone within a school – administration, faculty, staff, and students (Ebrahimpour et al., 2011). In addition, the presence of committed personnel in each organization not only reduces their absenteeism, delays, and displacements but also leads to a dramatic increase in performance and efficiency of an organization, mental freshness of employees, better manifestation of noble objectives, and organizational mission as well as fulfillment of personal goals (Hamidi, 2017). Locally, the studies of Ashipaoloye (2014), Tolentino (2013), Aquino (2013) and Delima

(2015) indicated that school culture is considered as an important factor that influences teachers' behavior and teacher's attitudes which influence their commitment at work. Moreover, the study of Abarca (2013) is worth examining since it has implied negative commitment on the part of the teachers which are caused by factors such as inadequacy of materials and facilities in school and some behavioral aspects. The study has shown how these factors affect the teacher's performance at work and may affect the success of the organization.

In Cavite State University, this can be observed in several ways. For instance, faculty turnovers are common among job order faculty members. Job order faculty members do not enjoy benefits as that regular faculty members do. This may explain why performances of some job order faculty is affected. Hence, they get low score in student evaluation which is an issue related to faculty commitment. Based on the culture principles discussed previously, employee turn-over results in financial and time costs associated with filling positions, disruption of curricular continuity and difficulty in maintaining a cohesive school environment (Simon & Johnson, 2013) which may lead to some changes on the programs of the school for the faculty members. Hence, faculty turnover is an issue that is also related to culture.

On the positive side, faculty performances are enhanced by the privileges and benefits which the institution offers them. In consonance with the university's vision and mission, the university makes sure that the faculty members are competent and qualified which is done through careful selection during the hiring process. They are being encouraged to pursue higher education in various reputable institutions here and abroad. Some faculty members enjoy various scholarship programs through its Faculty and Staff Development Program (FSDP), as well as scholarship grants from the Commission on Higher Education (CHED), the Department of Science and Technology (DOST), and others. Moreover, some faculty members are sent to local and international seminars, training, and

conferences which make them more equipped with knowledge and skills which they can impart to their students.

In addition, faculty members are exposed and encouraged to conduct research and extension activities as proven by voluminous completed and on-going research which are mostly presented in conferences if not published.

Since the variables are positively correlated, subjecting the variables to simple regression is necessary to further analyze and describe how much can the organizational culture predict organizational commitment of faculty members based on affective, continuance and normative scales. To address this part, the overall mean of all organizational culture principles was taken and means of each of the three types of commitment were subjected to analysis.

Results of regression analysis shows a moderately high relationship between organizational culture and affective commitment, while a moderately low relationship exists between organizational culture and continuance commitment, as well as organizational culture and normative commitment of faculty members (Table 4). This further indicates that 25.60 percent of the perceived affective commitment, 15.60 percent of continuance commitment and 20.30 percent of the normative commitment can be attributed to the perceived organizational culture of CvSU.

CONCLUSION

It is concluded that CvSU's culture as perceived by the faculty-respondents is characterized by competitive, goal-oriented, and results-driven faculty members. However, a nurturing environment is present which emphasizes on cooperation and human development. In terms of the level of commitment, faculty members have a strong emotional attachment to the organization and the work they do. While a moderately high normative commitment means that some faculty members feel a sense of obligation to the organization even if they want to pursue better opportunities. While it is true that there are turnovers happening in CvSU, still some of the faculty members express their desire to stay in the institution because of the privileges and benefits the institution has provided them which also explains a moderately high level of continuance commitment. Lastly, the characteristics of CvSU's culture has a positive impact on the faculty members' dedication at work, especially in terms of affective commitment.

The CvSU's mission and vision is a reflection of its culture and how the faculty is working towards achieving the university's goals speak of their commitment. It is therefore imperative to live up to the desirable culture that could promote faculty enhancement and empowerment.

Table 4. Regression analysis of perceived organizational culture and level of organizational commitment

ORGANIZATIONAL CULTURE PRINCIPLE	AFFECTIVE COMMITMENT	CONTINUANCE COMMITMENT	NORMATIVE COMMITMENT
Multiple R	.506	.395	.451
R Square	.256	.156	.203

Note: Correlation value may range from -1 to +1, the negative values indicate a negative relationship between variables of interest while positive values indicate positive relationship.

Nevertheless, this study has its limitations. In terms of the assessed organizational culture and level of commitment, there may be components that were not covered since the instruments used in the study were developed in a non-Asian context. Therefore, it is suggested to explore the two variables using other scales employing different models to assess the organizational culture the Cavite State University and the organizational commitment of its faculty members. The relationship between the variables may also be tested.

Another area that is worth doing is to analyze the relationship of the two variables in a more detailed manner, such that instead of considering organizational culture as one, it may be worthy to consider each organizational culture principles. Explore further how each principle predicts each type of organizational commitment.

Further study may also be done considering the nature of both culture and commitment as enduring. Thus, a longitudinal study on organizational culture and organizational commitment is suggested which will measure how perceptions of culture and commitment may either change or persevere with time and experience. Through this, administrators may have a more holistic perspective of the factors that could affect their employees' workplace experience.

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