



Organizational Commitment, Work Values, and Attitude of Public Secondary Principals in Region I

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Abstract – The study assessed the extent of manifestation of organizational commitment, work values, and attitude of public secondary principals in Region I. The descriptive method of research was utilized in the study. A stratified random sampling technique was also utilized in identifying the respondents who are public secondary principals in Region I. The research instrument that was utilized in gathering the data is a questionnaire which validated by experts and eventually distributed and retrieved by the researcher. The data were analyzed and interpreted using frequency counts, percentages, mean, Spearman's rho Correlation, and MANOVA. The thorough analysis of data revealed salient findings. Public Secondary Principals in Region I manifest high organizational commitment, particularly in affective, normative, and continuance. They also perform well based on OPCR rating and have a very high level of work values and attitude toward work. Further, there is a significant correlation between the extent of manifestation of organization commitment along affective with the profile variables position and religion. Likewise, there is a significant difference in the overall Extent of the Manifestation of Organizational Commitment of Principals I, II, III, and IV.

Keywords – organizational commitment, work values, work attitude, public secondary principals

INTRODUCTION

In today's highly competitive environment, no firm can achieve excellent performance unless every employee is dedicated to the organization's objectives and works as a productive team member.

A person's effective and biased commitment to an organization's principles and goals is known as organizational commitment. This kind of dedication needs someone to perform their part for the organization's success in its aims and ideals rather than just as a tool.

The work and drive of an organization's employees have a significant impact on whether it succeeds or fails. Employee dedication to their profession or career is frequently the result of their motivation.

Organizations must fully comprehend the concept of work commitment. An employee's level of interest in their work (job involvement), organizational commitment (belief in the organization's aims and

purposes), work ethic (desire to work), and dedication to a particular career or profession can all have an effect on an organization.

In light of the preceding, evaluating the organizational commitment of public secondary principals will provide an opportunity to discuss what needs to be done for the growth of principals, the institution, and the advantage of the students.

OBJECTIVES OF THE STUDY

This study determined the extent of manifestation of organizational commitment, work values, and attitude of public secondary principals in Region I. Specifically, it answered the following questions: (1) What is the profile of the principals? (2) What is the extent of manifestation of organizational commitment of public secondary principals in Region I? (3) What is the overall performance rating of principals in terms of the latest Office Performance Commitment and Review (OPCR)? (4) What is the level of work values of public secondary principals in Region I? (5) What is the level of attitude toward the work of public



secondary principals in region 1? (6) Is there a significant relationship between the extent of manifestation of organizational commitment of public secondary principals in Region 1 and the profile variables of respondents? (7) Is there a significant difference in the extent of manifestation of organizational commitment of principals I, II, III, and IV?

MATERIALS AND METHODS

The descriptive method of research was utilized in the study. A stratified random sampling technique was also utilized in identifying the respondents who are public secondary principals in Region 1.

The research instrument that was utilized in gathering the data is a questionnaire which validated by experts and eventually distributed and retrieved by the researcher.

The data were analyzed and interpreted using frequency counts, percentages, mean, Spearman's rho Correlation, and MANOVA.

RESULTS AND DISCUSSION

PROFILE OF PRINCIPALS

The majority of public secondary principals are female (76 or 58.5%), married (104 or 80%), believers of Roman Catholicism (90 or 69.2%), and products of State Universities and Colleges (72 or 55.4%).

Most of the public secondary principals occupy the Principal one position (42 or 32.3%), with a doctorate degree (60 or 46.2%), handling medium school (61 or 46.9%), in the age bracket of 46-55 years old (59 or 45.4%), and have less than five years of experience in the service (40 or 30.8%).

EXTENT OF MANIFESTATION OF ORGANIZATIONAL COMMITMENT OF PUBLIC SECONDARY PRINCIPALS IN REGION 1

Overall, the extent of manifestation of organizational commitment of public secondary principals in Region 1 is highly manifested, with an average weighted mean of 4.09.

More precisely, affective commitment got the highest manifestation with a weighted mean of 4.40, followed by normative commitment with a weighted

mean of 3.95, and continuance commitment with a weighted mean of 3.91.

A similar study by Cemaloğlu, Sezgin, and Kiliç (2016) showed that affective commitment is significantly predicted by motivation, inspiration, and individualized consideration.

In a study conducted by Dude (1012), he stated that organizational commitment refers to the strength of one's identification with and involvement in a particular organization. "It can be characterized by at least three related factors: (1) a strong belief in and acceptance of the organization's goals and values; (2) a willingness to exert considerable effort on behalf of the organization; and (3) a strong desire to maintain membership in the organization".

In addition, Selamat, Nordin, and Adnan (2013) found out that the principal's transformational leadership behavior is strongly correlated to the teacher's organizational commitment. Therefore, the role of the principal in creating teachers' commitment to the school is vital.

OPCR RATING OF PRINCIPALS

The overall performance rating of principals in terms of the latest Office Performance Commitment and Review (OPCR) of public secondary principals in Region 1 is outstanding (117 or 90%).

Ali and Cheema (2013) point out that an administrator who successfully meets these efforts can create openness in school culture. Such a climate attracts visitors and community stackers, leading school administration beyond limits.

LEVEL OF WORK VALUES OF PUBLIC SECONDARY PRINCIPALS IN REGION 1

Generally, the work values of public secondary principals in Region 1 are very high, with an overall weighted mean of 4.46.

More so, the top indicators with the highest mean values are as follows: Work is satisfying if I enjoy it with a mean value of 4.87; Work is something that should be done creatively with a mean value of 4.83; Work contributes to my



physical, mental, social and economic growth and development with a mean value of 4.73; Work gives me a sense of achievement and self-actualization with a mean value of 4.72; Work provides the right avenue for me to become better with a mean value of 4.65, and work generates respect and acceptance from others with a mean value of 4.65.

According to the principals included in the study of Aslanargun (2012), principals should have some shared values: justice, confidence, school rules, and sedulity. Some statements of principles emphasize the importance of justice in administration when referring to it. When using their position of authority and influence in the classroom, principals should be fair and impartial to everyone. Although there have been some differences, they seemly attentive to treating all teachers equally. Justice occasionally appears in conjunction with teacher motivation, occasionally with the restitution of prior injustice, and particularly with respect for the school's ideals and ideas.

LEVEL OF ATTITUDE TOWARD WORK OF PUBLIC SECONDARY PRINCIPALS IN REGION 1

By and large, the level of attitude toward the work of public secondary principals in Region 1 is very high, with an overall weighted mean of 4.61.

More to the point, the top indicators with the highest mean values are as follows: I feel happy when I accomplish assigned tasks ahead of time, with a mean value of 4.85; I always look forward to better accomplishments. With a mean value of 4.80; I consider my day well-spent when I have done more than I expect to do with a mean value of 4.79; I feel responsible for possible consequences or results of my actions and decisions about my work with a mean value of 4.79, and I enjoy doing my job with a mean value of 4.73.

According to Project.ng (n.d.), the attitude of principals towards work may have positive or negative effects on teachers' efforts and job performance. If the principal demonstrates dedication to his administrative responsibilities as the head of the school, his attitude will be positive. However, suppose he fails to conduct his

supervisory duties with care or fails to assist the teachers in finishing their teaching tasks through efficient monitoring. In that case, it may be assumed that he has a bad attitude toward his job. The style of leadership, a principal, uses is one of the elements that make up their approach toward their job. The practice of guiding others (teachers and students) toward achieving objectives is known as leadership. It includes skills like persuading and inspiring people—individually or in groups—to take action, handling conflict, and interacting with subordinates.

RELATIONSHIP BETWEEN THE EXTENT OF MANIFESTATION OF ORGANIZATIONAL COMMITMENT OF PUBLIC SECONDARY PRINCIPALS IN REGION 1 AND THEIR PROFILE

Results revealed that the extent of manifestation of organizational commitment along Affective was found to be significantly correlated with the Position and Religion of the principal. The development is based on significant values lower than the .05 level. Meanwhile, the following profile variable was not significantly related to the extent of manifestation of organizational commitment along Affective, Continuance, and Normative ($p > .05$).

THE DIFFERENCE IN THE EXTENT OF MANIFESTATION OF ORGANIZATIONAL COMMITMENT OF PRINCIPALS I, II, III, AND IV

No significant difference in the overall Extent of Manifestation of Organizational Commitment of Principal I, II, III, and IV w, as observed based on the significance value ($p = .567 > .05$) higher than the significance level. Moreover, the test between subjects along Affective commitment, Continuance commitment, and Normative commitment was also not significant ($p > .05$). Hence, the null hypothesis is not rejected.

CONCLUSION

From the initial findings, the following conclusions are drawn:

(1) The public secondary schools in Region 1 are dominated by female and married principals and believers of the Roman Catholic Church and are products of State Universities and Colleges. In addition, most of them are occupying the Principal 1 position, with a doctorate degree, handling medium school, in the age bracket of 46-



55 years old, and have less than five years of experience in the service.

(2) Public Secondary Principals in Region 1 manifest high organizational commitment, particularly in affective, normative, and continuance.

(3) Public Secondary Principals in Region 1 perform well.

(4) Public Secondary Principals in region 1 have a very high work value level.

(5) Public Secondary Principals in Region 1 have a very high attitude toward work.

(6) There is a significant correlation between the extent of manifestation of organization commitment along affective with the profile variables position and religion.

(7) There is no significant difference in the overall Extent of the Manifestation of Organizational Commitment of Principal I, II, III, and IV.

RECOMMENDATION

Based on the findings mentioned above and conclusions, the following recommendations are at this moment presented:

(1) Since most of the public secondary schools are being handled by Principal I with less than five years of experience in the service, DepEd Region 1 may conduct more capability enhancement seminars for Principal I focused on organizational commitment, work values, and attitude.

(2) Sustain the high manifestation of organizational commitment of public secondary principals in Region 1 through the conduct of seminars and activities related to organizational commitment.

(3) Find more ways to maintain the achievement of objectives stated in the OPCR.

(4) Explore more in sustaining the very high level of work values of principals in Region 1 by

exposing them to seminars that may develop their work ethics and values more.

(5) Carry on a very high level of attitude toward the work of public secondary principals by actively participating in wellness programs established in the division office and regional office of DepEd.

(6) Coaching and mentoring approach from senior Principals to the neophyte principals is recommended to enhance their organizational commitment, work values, and attitude. Further, linkages among several religious organizations may also be considered for spiritual wellness activities to enhance the principal's and other employees' organizational commitment, work values, and attitudes.

(7) Annual fellowship of public school principals in Region 1 may be established to tackle updates on organizational commitment, work values, and attitude.

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