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A Structural Model of Organizational Commitment among Higher Education Economics Educators

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Abstract

This study was conducted to explore a structural model of organizational commitment among higher education Economics educators. Using a cross-sectional survey design, a sample of 871 higher education Economics educators were recruited to answer questionnaires. A structural model of organizational commitment among higher education Economics educators was developed with acceptable indices. Organizational commitment was highly correlated with leadership behavior and burnout. When predictive values were assessed, leadership behavior and burnout were found to positively influence the organizational commitment among higher education Economics educators in the Philippines. The findings significantly substantiate the body of knowledge pertaining to Economics education. Discussion of the pertinent findings and implications for future studies were laid in this paper.

Keywords: Organizational Commitment, Economics Educators, Economics, Higher Education, Leadership, Burnout, Structural Model

1. Introduction

While teaching is a complex and demanding profession (Day, 2004; Elliot & Crosswell, 2001), the question on how to build up commitment among higher education Economics educators is still a problem (Celep, 2000), that's why higher education Economics educators commitment is considered as one of the most critical factors for the future success of education and schools (Huberman, 1993). To address this concern, many researchers in the past years have tried to investigate the different antecedents of organizational commitment. Hence, several studies have found out that leadership behavior (Tatlah et al, 2011); job satisfaction (Salami, 2008); and burnout (Gemlik et al., 2010) were some of its predictors and have an important place in the study of organizational commitment. As a matter of fact, Koopman (1991) revealed in his study that leadership affected employees and found those employees who favored their manager's style also favored the organization more. In contrast, insufficient support from the leader is one of the important factors that would lead to employees' dissatisfaction and burnout (Maslach et al., 2001). On the other hand, the employees who received the support of the organization concentrate on their jobs more and do not think about quitting their jobs (Eisenberger et al., 1990).

Employees who exhibit high organizational commitment are happier at their work, spend less time away from their jobs and are less likely to leave the organization (Mowday et al., 1979). Inversely, lower commitment creates the dilemmas that both affect badly the effectiveness of school and cause higher education Economics educators to be less successful in their professional performance or to leave the profession (Celep, 2000). In fact, statistics shows that approximately one third of new American higher education Economics educators leave their positions within the first five years of teaching (Allen & Palaich, 2000; NCTF, 2002). In the same way, numerous Filipino higher education Economics educators leave the country and teach in other countries and sometimes give up their profession for caregiver or domestic helper job (Jobo, 2009).

In the Philippines, the study of organizational commitment among higher education Economics educators is quite rare. Nevertheless, a certain research in Vigan revealed that higher education Economics educators have least degree of attachment despite the fact that all of them find a sense of economic security in the school (Alipio, 2020; Tabuso, 2007).

With all of these scenarios, the researcher is keenly interested in understanding the strongest predictors of teacher's commitment. The exploration of the best fit model would be very useful to solve the puzzle of organizational commitment. Thus, Alipio (2020) stated that the development of effective model has been given little regard by most institutions. Furthermore, only few studies in the literature that provides linkages between leadership behavior, job satisfaction, and burnout on organizational commitment. Finally, this study could provide a useful additive to the literature of organizational behavior and would be beneficial to any academic institutions in addressing organizational problems and issues.

2. Methods

This study has utilized quantitative research design. The investigation was aimed to come up with a best fit model of organizational commitment which could be a basis for planning and intervention programs among institutions. Moreover, this study also employed the descriptive correlational design. This design was used to investigate the interrelationship between leadership behavior, job satisfaction, burnout, and organizational commitment of higher education Economics educators. The study was conducted in three regions in the Philippines. A total of 871 higher education economics educators were sampled in the study.

Instruments

The Leader Behavior Description Questionnaire was developed by (Halpin, 1957). This contains items which describes a specific way in which a leader may behave. The participants would indicate the frequency with which he/she perceived the leader to engage in each type of behavior namely, consideration and initiating structure. The estimated reliability by the split-half method is 0.83 for the Initiating Structure scores and 0.92 for the Consideration scores. In taking the test, the participants were asked to respond to the 30 items questionnaire, hence, there are 15 items for each of the two subscales. For each item, there were choices between "Never" to "Always," five choices in all, which the participants should respond. Scores were interpreted using a 5-point scale. Reversed scoring in the Consideration subscale (items 5, 7, and 8).

The Job Satisfaction Survey (JSS) is a well-established instrument that is used to evaluate the nine facets of job satisfaction. The scale was developed by Paul Spector (1985) and can only be used for non-commercial

and educational research purposes. Moreover, this instrument has been repeatedly investigated for reliability having an average of 0.70 for internal consistency. In taking the test, the participants were asked to respond to the 36 items questionnaire, hence, there were 4 items for each of the nine subscales. Reversed scoring was implemented in the following subscales: Pay (2, 3), Promotion (1), Supervision (2, 3), Fringe benefits (1, 4), Contingent rewards (2, 3, 4), Operating conditions (1, 3, 4), Coworkers (2, 4), Nature of work (1, 4), and Communication (2, 3).

The Copenhagen Burnout Inventory (Borritz & Kristensen, 2004) is a free instrument divided into three subscales namely: Personal Burnout, Client Burnout, and Work Burnout. The three subscales have high reliability with a Cronbach's alpha of 0.87 for Personal Burnout, 0.87 for Work Burnout, and 0.85 for Client Burnout. Personal burnout contains six items on general symptoms of exhaustion and is applicable to every person, regardless of whether the person is a member of the workforce or not. Work-related burnout comprises seven items on symptoms of exhaustion related to work and applies to every person in the workforce. Client-related burnout is based on six items on symptoms of exhaustion related to working with recipients in human services and is applicable only to people who work with clients. The last statement of work burnout was scored in reversed.

The Organizational Commitment Scale was measured on a Likert's 5-point scale ranging from Strongly Agree, Agree, Moderately Agree, Disagree and Strongly Disagree. Organizational Commitment Questionnaire (OCQ) as adapted from Sowmya and Panchanatham (2011) citing Mowday, Steers & Porter (1979), was used and underwent content validity.

3. Results and Discussion

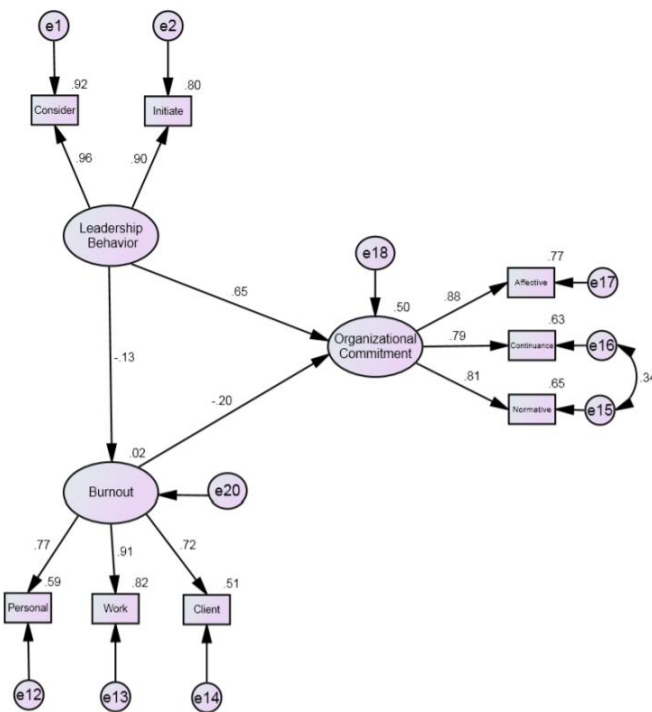
The best fit model of organizational commitment of higher education economics educators is shown in Figure 1. It can be observed in the results that 50% of the variance in organizational commitment is explained by the combined influenced of leadership behavior and burnout. On the other hand, 2% of the burnout variation can be attributed to leadership behavior. Furthermore, the latent variables namely; leadership behavior, burnout, and organizational commitment were strongly represented by their factors having a beta that is greater than 0.70 and p-value less than 0.05. Table 1 presented the effects of the independent variables to the dependent variable. It can be gleaned in the results that leadership behavior and burnout have significant direct effect to organizational commitment with a p-value 0.05. Overall, the two independent variables produced highly significant total effects on organizational commitment as shown by their p-values < 0.01. This means that leadership behavior and burnout have significant impact to organizational commitment.

Table 1. Standardized direct, indirect and total effect estimates on organizational commitment

INDEPENDENT VARIABLES	DIRECT EFFECT	P	INDIRECT EFFECT	P	TOTAL EFFECT	P
Leadership Behavior	0.654	0.001	0.025	0.088	0.679	0.001
Burnout	-0.199	0.007	-	-	-0.199	0.007

All model fit values have successfully met the criteria set by each index (CMIN/DF < 3.0, P-value > 0.05), (NFI, TLI, CFI, and GFI > .95), and RMSEA < 0.08 with a PCLOSE > 0.05. This would mean that the model fits well with the data.

Figure 1. Best fit model of organizational commitment among Economics educators



4. Discussion and Implications

This study attempted to investigate the leadership behavior of administrators, job satisfaction, burnout, and organizational commitment of higher education Economics educators. The relationship of independent variables on the dependent variable was also examined. On the other hand, the study also endeavoured to explore the predictors and the best fit model of organizational commitment.

The relationship of leadership behavior, job satisfaction, and burnout to organizational commitment is significant with a p-value that is less than 0.05. Leadership behavior, job satisfaction, and burnout significantly predict the organizational commitment of higher education Economics educators. Leadership behavior was shown to be the strongest predictor of organizational commitment.

The higher education Economics educators perceived that their administrators engaged well in both consideration and initiating structure. The consideration leadership behavior was higher compared to initiating structure. Therefore, the administrators were engaged more on the human side of the work than the output of the work.

The higher education Economics educators were high in intrinsic rather than the extrinsic aspects of their job. Only supervision, co-workers, and nature of work have high satisfaction while the remaining indicators were moderate. Although the overall degree of burnout among higher education Economics educators is low, the personal burnout is noticeably higher than work and client burnout. The desire of higher education Economics educators to stay in the organization is high. Their affective commitment was noticeably higher than continuance and normative commitment. The null hypothesis stating that there is no significant relationship between leadership behavior, job satisfaction, burnout, and organizational commitment was rejected. The leadership behavior and job satisfaction positively correlate with organizational commitment while burnout negatively correlate with organizational commitment. The null hypothesis stating that leadership behavior, job satisfaction, and burnout do not influence organizational commitment was rejected. The three independent variables significantly predict the organizational commitment of higher education Economics educators.

The findings supported the exchange theories stating that the more favourable is the exchange from the participant's viewpoint, the greater his or her commitment to the organization. The higher education Economics educators who experienced support from the institution and their leader have higher organizational commitment and low degree of burnout.

Since most of the higher education Economics educators have moderate satisfaction in the extrinsic aspects of their job, it is suggested that the institution would provide measures to increase the higher education Economics educators' satisfaction in this aspect. Academic administrators could make their core workforce highly satisfied and committed by optimal provision of both intrinsic and extrinsic job rewards. Since leadership behavior, job satisfaction, and burnout were significant predictors of organizational commitment, it is recommended that the policy makers/human resource managers will consider these variables in formulating policies, trainings, and seminars to improve the organizational commitment of higher education Economics educators. The work burnout of higher education Economics educators is already at the boundary. The human resource department should find ways to provide work stress intervention programs to higher education Economics educators for the improvement of their wellness at the workplace. Furthermore, the school should provide recreation area for higher education Economics educators to lessen their burnout level.

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