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Research Article

Relationship Between Organizational Commitment Dimensions and Job Satisfaction: The Case of Employees of Sorsogon State College Bulan Campus

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ABSTRACT

This study assessed the level of organizational commitment in terms of affective commitment, continuance commitment and normative commitment as well as the job satisfaction of employees of Sorsogon State College Bulan Campus (SSC-BC) to test if there is significant relationship among these variables. Descriptive correlational method of research was used. For this purpose, survey questionnaires were used to facilitate the survey. Out of the total 49 workforce, only 40 employees of SSC-BC were considered as the respondents. Descriptive and inferential statistics were used. Weighted mean was used for the purpose of summarizing, interpreting and identifying the trends and patterns of the data gathered from the survey. Pearson's Product Moment Correlation was employed to establish the relationship between the organizational commitment of the respondents and their job satisfaction while linear regression was utilized to determine the magnitude of the relationship of the organizational commitment dimensions and the job satisfaction of the employees. Results of the survey revealed that employees of Sorsogon State College Bulan Campus were highly committed to their institution which emanates from the level of their affective and normative commitment and less from their continuance commitment. It was concluded that that faculty members and non-teaching personnel of the College have high level of job satisfaction which appeared to derive from the kind of relationship they have with their co-workers and supervisors, from College and from the work itself. Finally, the extent of employees' affective, continuance and normative commitment have a significant and positive relationship to the level of their job satisfaction and that the level of normative commitment was found to be a predictor of level of job satisfaction of SSC-BC employees.

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Introduction

Most of the State Universities and Colleges (SUCs) throughout the country aim and envision to be the leading higher educational institution in terms of development and excellence. The government has entrusted to these academic avenues the rights and duties to produce individuals who are professionally and globally competent, morally upright, and responsible contributors to the country's economic progress. Carrying out these objectives and mandates is a function of the key management personnel, teaching and non-teaching personnel. Thus, SUCs as learning institution really need highly committed and satisfied teaching and non-teaching personnel who will serve as the frontline employees of these agencies in meeting the expectations of the public. This manifests that the workforce play a vital role in realizing SUCs' goals.

Human resources are the backbone of any organization. In the government sector, responsive, adequate, courteous, and efficient service to the public is expected to be the goal of every agency (Civil Service Commission, 2016). To achieve this goal, the agency in charge of the human resource in the government should focus on its greatest resource of all – its employees. Like any other organization, the government sector would in the long run fail to achieve its goal without good employees (Capadosa, 2013). These notions mean that commitment of the employees to the organization and the level of their satisfaction with the job affect their capability to perform their duties to consequently meet the expectation of the government and as well as serve the interest of the target clientele, the Filipino people.

Organizational commitment is defined as a strong desire to remain a member of a particular organization; a willingness to exert high levels of efforts on behalf of the organization and a defined belief in and acceptability of the values and goals of the organization. Hence, this term is defined in three dimensions: 1. a strong desire to remain a member of a particular organization; 2. a willingness to exert high levels of efforts on behalf of the organization; and 3. defined belief in and acceptability of the values and goals of the organization (Tella et al., 2007). In addition, Capadosa (Capadosa, 2013)

mentioned the different classifications of organizational commitment namely affective which means effective emotional attachment to, identification with, and involvement in the organization, continuance which refers to the wish associated with leaving the organization and normative which includes a feeling of obligation to continue employment. On the other hand, job satisfaction represents the feelings or a general attitude of the employees in relation with their jobs and the job components such as the working environment, working conditions, equitable rewards, and communication with the colleagues. It is stated further that job satisfaction has been correlated with enhanced job performance, positive work values, and high levels of employee motivation and lower rates of absenteeism, turnover, and burnout.

Therefore managers should be concerned with the level of satisfaction in their organization and the ultimate aim for those who organize and control workers is dissatisfaction. Job satisfaction describes a positive feeling about a job, resulting from an evaluation of its characteristics. A person with a high level of job satisfaction holds positive feelings about his or her job, while an unsatisfied person holds negative feelings towards his colleagues (Ismail, 2012). Hence, taking these ideas into consideration, it can be stated that commitment and satisfaction both affect the productivity, efficiency, and effectiveness of public and private employees.

Sorsogon State College (SSC) is among those State Universities and Colleges which is committed to the delivery of quality service in the areas of instruction, research, extension, and production. SSC is operationalized through a province-wide umbrella system with the Sorsogon City Campus as the core. It has three other campuses, namely, the Bulan Campus, the Castilla Campus, and the Magallanes campus. Each of these campuses is a niche for specific program offerings.

Currently, SSC is known not only in the Province of Sorsogon but in the whole country because of consistently producing favorable performance in the board examinations particularly in the field of Engineering, Education and Accountancy and meeting the demands of the industries for quality graduates. These accomplishments are explicit manifestations of

both the efforts, commitment and job satisfaction of the administrators, the teaching and non-teaching personnel. SSC Bulan Campus is in charge with the business programs namely BS Accountancy, BS Accounting Technology, BS Entrepreneurship, and Public Administration; information communication and technology programs such as BS Information Technology, BS Information System, and BS Computer Science; and education program offerings. This campus is also known for its consistent and good performance in the board examinations which are favorably above the national passing rate particularly in the Certified Public Accountants' Examination and in producing employable graduates needed by the industries.

But, in spite of these accomplishments, there are still doubts and queries as to the level of commitment and job satisfaction of the faculty members and the supporting staff of this campus. It is along this reason that such study was conceived to specifically assess the organizational commitment and job satisfaction of both the teaching and non-teaching personnel of the College and their relationship.

Methodology

This study used the descriptive correlational method of research. This research design described the affective, continuance and normative commitment and job satisfaction of teaching and non-teaching personnel of Sorsogon State College Bulan Campus. This also determined the relationship of organizational commitment and the job satisfaction using correlational and regression analyses.

Out of the total 49 workforce of SSC Bulan Campus, there was a total of 40 faculty members and non-teaching staff who were considered as the respondents of this research. They were considered as the primary sources of information necessary to realize the objectives of this research. For this purpose, the study has modified the survey instruments designed by Ismail (Ismail, 2012) to suit the context and the respondents of this study. These survey instruments were composed of four (4) parts. These included Part I which was designed to identify the affective commitment, Part II which determined the continuance commitment, Part III which disclosed the normative commitment

and Part IV which was intended for ascertaining the job satisfaction of the respondents using a five point scale with 1= Very Low to 5= Very High. Cronbach Alpha testing was utilized to ensure the reliability of the survey instruments.

Weighted mean was used for the purpose of summarizing, interpreting and identifying the trends and patterns of the data gathered from the survey. Pearson's Product Moment Correlation was employed to establish the relationship between the organizational commitment of the respondents and their job satisfaction. According to Cohen (Cohen, 1996), r ranging from 0.10 to 0.29 may be regarded as indicating a low degree of correlation, r from 0.30 to 0.49 may be regarded as indicating a moderate degree of correlation and r from 0.50 to 1.00 may be regarded as a high degree of correlation. Linear regression was also used to determine the magnitude of independent variables namely affective, continuance and normative commitment of the respondents to the job. The applications and functions of these statistical tools for analysis were made easier through the aid of the Statistical Packages for the Social Sciences (SPSS).

Results and Discussion

Affective Commitment of employees of Sorsogon State College Bulan Campus

Generally, employees of Sorsogon State College Bulan Campus (SSC-BC) were found to have a high level of affective commitment ($M=4.08$) (Table 1). This implies that SSC-BC employees have a strong emotional and psychological attachment to their institution

Specifically, the respondents (SSC-BC employees) feel a strong sense of belonging ($M=4.50$) since they feel like they are part of a family ($M=4.10$) to which they place a substantial amount of sentimental value ($M=4.23$). Also, the willingness of the employees to spend the rest of their career in the College ($M=4.00$) is explicit in the survey result. This manifests that the respondents feel a strong sense of affection towards their institution and that they are willing to remain part of the school regardless of the situation so as to continuously serve the government and the interest of the students.

Table 1. Level of Affective Commitment

Test Statements	Mean Scores
I do feel a strong sense of belonging to this College.	4.50
This College has a sentimental value to me.	4.23
I do feel like “part of family” of this College.	4.10
I would be happy to spend the rest of my career with this College.	4.00
I do feel 'emotionally attached' to this College.	4.00
I enjoy discussing my College with people outside it.	3.98
I really feel as if this College’s problems are my own.	3.76
Total Mean Score	4.08

Note: 4.50-5.00 = Very High; 3.50-4.49 = High; 2.50-3.49 = Moderate; 1.50-2.49 = Low; 1.00-1.49 = Very Low

This is in line with the idea stated by Mintarti (Mintarti, 2014) that commitment to the organization means more than just a formal membership because it includes attitude and willingness to seek a high level of effort for organization to achieve organization goals as well as with the notion of Zaidi (Zaidi, 2013) stating that commitment means employee’s belief in the organization’s goals and values, desire to remain a member of the organization and loyalty to the organization.

Continuance Commitment of employees of Sorsogon State College Bulan Campus

According to Suma (Suma, 2013), continuance commitment stems from the material and social considerations of staying in the firm. Information pertaining to the level of continuance commitment of SSC-BC employees is presented in Level 2. The data revealed that teaching and non-teaching staff of Bulan Campus have a moderate level of continuance commitment (M=3.31) in general. Hence, it can be stated that the loyalty of the respondents does not emanate from the material considerations and benefits arising from their work in the College.

Table 2. Level of Continuance Commitment

Test Statements	Mean Scores
One of the major reasons I continue to work for this College is that leaving would require considerable personal sacrifice. (Another College or organization may not match the overall benefit I have here.)	3.63
My life would be disrupted if I decide I want to leave this College now.	3.59
It would be very hard for me to leave this College right now, even if I want to.	3.41
One of the few serious consequences of leaving this College would be scarcity of available alternatives.	3.27
Right now, staying with this College is a matter of necessity as much as desire	3.24
I feel that I have a few options to consider leaving this College.	3.15
I am afraid of what might happen if I quit my job without having another one lined up.	2.90
Total Mean Score	3.31

Note: 4.50-5.00 = Very High; 3.50-4.49 = High; 2.50-3.49 = Moderate; 1.50-2.49 = Low; 1.00-1.49 = Very Low

Moreover, the survey specifically revealed that substantial consideration of personal sacrifices in the part of the employees to leave the College (M=3.63) and the possibility of negative and unfavorable consequences if they decide to leave the institution (M=3.59) contribute much to the level of their continuance commitment. These data indicate that consideration of the costs of leaving the organization substantially affect the level of continuance commitment of the employees. This is consistent with the idea of Murray (Murray, 1991) that continuance organizational commitment considers the idea that individuals do not leave a company for fear of losing their benefits, taking a pay cut, and not being able to find another job.

Normative Commitment of Employees of Sorsogon State College Bulan Campus

In the case of normative commitment (Table 3), SSC-BC employees were generally found to have a high level of normative commitment (M=3.78). Ayeni (Ayeni, 2007) defined normative commitment as a perceived obligation to remain with the organization.

In the case of SSC-BC, the survey revealed that the employees remain as members and part of the organization because of their sense of moral obligation to stay and work for the College (3.93) and they consider the value of always being loyal (M=3.93) and remaining loyal (M=3.73) to the institution. Besides, it was also found out that employees of SSC-BC were found to be highly committed as manifested by their willingness to stay in the College because this is what is being expected from them (M=3.83). The results show that the level of normative commitment of SSC-BC employees has a vital role in their overall organizational commitment.

This means that that the employees of the College intended to be continuously affiliated with the organization not just because of their emotional attachment to the institution but also due to the fact that staying in the College is the right thing to do. This validates the idea of Meyer (Meyer et al., 2002) that employees having a strong normative commitment will remain with an organization by virtue of their belief that it is the “right and moral” thing to do.

Table 3. Level of Normative Commitment

Test Statements	Mean Scores
I do believe that a person must always be loyal to his/her College.	3.93
One of the major reasons I continue to work for this College is that I believe that loyalty is important & therefore I feel a sense of moral obligation to remain.	3.93
I will stay in this College because this is what is expected of me.	3.83
I was taught to believe in the value of remaining loyal to one organization.	3.73
If I got another offer for a better job elsewhere I would not feel it was right to leave the College.	3.63
Things were better in the days when people stayed with one organization for most of their career life.	3.61
Total Mean Score	3.78

Note: 4.50-5.00 = Very High; 3.50-4.49 = High; 2.50-3.49 = Moderate; 1.50-2.49 = Low; 1.00-1.49 = Very Low

Overall Organizational Commitment of employees of Sorsogon State College Bulan Campus

Table 4 contains the information pertaining to overall organizational commitment of SSC-BC employees. It was depicted that by and large, the respondents were highly committed

to their College (M=3.71). Among the three dimensions of organizational commitment, the employees of SSC-BC were found to have a high level of affective commitment (M=4.05) and normative commitment (M=3.78). However, they scored the lowest in continuance commitment.

Table 4. Overall Level of Commitment

Types of Organizational Commitment	Mean Scores
Affective Commitment	4.08
Continuance Commitment	3.31
Normative Commitment	3.78
Total Mean Score	3.72

These data entail that the willingness of the employees to stay in Sorsogon State College Bulan Campus largely emanates from their strong affection to the institution and from the view that being loyal to it is a moral obligation thus this is the right thing to do and less from the material and social considerations.

Job Satisfaction of Employees of Sorsogon State College Bulan Campus

The survey disclosed the fact that SSC-BC employees were highly satisfied with their job (M=3.89) as presented in Table 5.

According to Locke (Locke, 1976), job satisfaction is determined by several factors relating to the work itself, the level of supervision, quality of human relationships, compensation, promotion, and the quality of the working environment. In the case of SSC-BC, faculty members and non-teaching personnel were found to derive higher satisfaction from the kind of relationship they have with their peers at work (M=4.00) as well as their immediate supervisor (M=4.23), with the College (M=3.93) and the work itself (M=3.89).

Table 5. Level of Job Satisfaction

Test Statements	Mean Scores
I am satisfied with the members in my work group.	4.00
I am satisfied with my immediate supervisor.	4.23
I am satisfied with my job now.	3.89
I am satisfied with this College, compared to other company	3.93
Considering my skills and level of education that I have, I am satisfied with my pay and benefit that I get in this College.	3.83
Most people in this College are satisfied with the job that done now	3.76
I never thought to leaving this College even the condition of this company is not stable for this moment	3.61
Total Mean Score	3.89

Note: 4.50-5.00 = Very High; 3.50-4.49 = High; 2.50-3.49 = Moderate; 1.50-2.49 = Low; 1.00-1.49 = Very Low

These suggest that the respondents can comfortably perform the assigned tasks because of the smooth relationship which they enjoy with their co-workers which is imperative to facilitate the attainment of the College VMGO. This appeared to be consistent with the idea of Kodwani (Kodwani, 2012) that the level of job satisfaction represents the emotional response of a person to a job situation which

stems from the work itself, supervision, and co-workers.

Correlation Analysis

The scores representing the affective, continuance and normative commitment were correlated with their corresponding scores for job satisfaction using Pearson r Product Moment Correlation as presented in Table 6.

Table 6. Relationship of Affective Commitment, Continuance Commitment and Normative Commitment to Job Satisfaction

	Affective	Continuance	Normative	Job Satisfaction
Pearson Correlation	.603**	.316*	.681**	1
Sig. (2-tailed)	.000	.044	.000	
N	40	40	40	40

** . Correlation is significant at the 0.01 level (2-tailed).
 * . Correlation is significant at the 0.05 level (2-tailed).

The computed correlation coefficients of .603 (p=.01) and .681(p=.01) for affective and normative commitment respectively indicate a significant high degree of positive relationship while the resulting correlation coefficient of .316 (p=.01) for continuance commitment manifests significant moderate, positive relationship. This means that the more the employees become committed to the institution, the more they are likely to be satisfied with their work. On the other hand, a decrease in the level of their commitment will have a diminishing effect on the level of their job satisfaction. Srivastava (Srivastava, 2013) found out that job satisfaction is positively related to organizational

commitment. He compounded that employees who are more satisfied with their jobs are also more committed towards their organization and that trusting the employees make them more committed to the organization.

Regression Analysis

Linear regression was used to determine the magnitude of each independent variable on the level of employees’ job satisfaction (Table 7). For this purpose, the employee scores for job satisfaction were regressed separately against the scores for affective, continuance, and normative commitment.

Table 7. Regression Analysis among Independent Variables and Job Satisfaction

Independent Variables	Coefficients, β	Sig.	Std. Error	Collinearity Statistics	
				Tolerance	VIF
Constant	1.176	.046	.568		
Affective Commitment	.263	.095	.154	.537	1.863
Continuance Commitment	-.127	.476	.176	.695	1.439
Normative Commitment	.549	.003**	.170	.455	2.198
Adjusted R Square	.467		.568		

Note: ** Significant at 95% Confidence Interval

The result revealed that among the three dimensions of organizational commitment, only one, normative commitment was found to significantly affect the level of employees’ job satisfaction (p=.003). The positive coefficient (β=.549) for normative commitment suggests that a one-point increase in the level of normative commitment will result to a .549 increase in the level of job satisfaction of SSC-BC

employees. Thus, the level of job satisfaction can be predicted from the level of normative commitment of the employees using a regression model of “job satisfaction = 1.176 + .549 (normative commitment)”. This is in contradiction to the result of the study conducted by Ismail (Ismail, 2012) which revealed that there are no significant relationships between affective commitment, continuance commitment,

and normative commitment and job satisfaction.

The collinearity statistics for the regression model exhibited a high acceptable levels of tolerance values which are comfortably above the recommended minimum level of tolerance value of .20 as well as acceptable levels of variance inflation factors (VIF) which did not exceed the recommended maximum VIF value of 5. The tolerance and VIF values indicate that there is no evidence of multicollinearity in the regression results. These further show that there were no overlapping independent variables in the regression analysis which could adversely affect its results as also evidenced by minimal standard errors.

Conclusion and Recommendations

This study concludes that employees of Sorsogon State College Bulan Campus are highly committed to their institution which emanates from the level of their affective and normative commitment and less from their continuance commitment. Furthermore, it is concluded that the faculty members and non-teaching personnel of the College have high level of job satisfaction which appear to be derived from the kind of relationship they have with their co-workers and supervisors, in the College and in the work itself. The extent of employees' affective, continuance and normative commitment have a significant and positive relationship to the level of their job satisfaction. Specifically, the level of normative commitment was found to be a predictor of level of job satisfaction of SSC-BC employees.

This study recommends that the management of the College, through the human resource management, may consider implementing various human development programs that can continuously foster and strengthen the harmonious relationship among the employees of Sorsogon State College to further enhance the level of their organizational commitment and thus increasing the level of their satisfaction with the job. For the sake of future researchers, future related studies may benefit from the use of larger sample to include various employees of the entire Sorsogon State College to address the inherent limitation of this study. Finally, future researches with a more in-depth approach

to incorporate other variables affecting the employees, i.e. recognition, promotion and appreciation may be conducted to establish a stronger relationship between job satisfaction and organizational commitment among the employees.

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