

Workplace Values and Organizational Commitment of Basic Education Teachers in Catholic Schools

Socorro Carmen B. Importante¹ and Johnny T. Roberto²

¹St. Anthony's High School of Barbaza, Inc., Antique, Philippines

²Pandan Bay Institute Inc., Pandan, Antique, Philippines

Article history

Submitted: 23 October 2020

Revised: 5 November 2020

Accepted: 12 November 2020

Keywords

Education

Management

Workplace Values

Organizational Commitment

Descriptive-Correlational

Catholic Schools

Antique

Introduction. One of the basic essential questions that many thinkers ask is whether values are teachable or not. Values essentially play a significant role in people's behavior, attitudes, perceptions, and motivations. Accordingly, these are manifested in the practice of their work. In this context, the workplace values are concerned with an individual's belief towards performance and evaluative standards relative to their professional duties and responsibilities. The fact that the integration of these values is the best predictor of organizational commitment (Madrigal & Oracion, 2018; Madrigal, Oracion, & Temporosa, 2018; Madrigal & Oracion, 2019). In the Diocesan schools of Antique, the teachers seem to have inadequately assimilated and minimally imbibed the practice of Christian and work values, which compromise their commitment to the profession. Thus, the paper

assessed the practice of workplace values and the degree of organizational commitment of basic education teachers in Antique Diocesan Catholic Schools (ADCS) for the School Year 2019-2020. Likewise, it determined the difference in the two variables when teachers were grouped according to their age, sex, length of service, and educational attainment. Also, it analyzed the correlation between their practice of workplace values and the degree of organizational commitment.

Methods. Using the descriptive-comparative and correlational design, this study assessed, compared, and correlated the practice of workplace values and the organizational commitment of basic education teachers in ADCS. A validated and reliability-tested researcher-made workplace values questionnaire and standardized Three-Component Model of Commitment by Meyer and Allen (2004) were employed to gather the data from 101 teachers, which were determined through stratified random sampling. The data analysis employed Mean, Standard Deviation, Mann Whitney, and Spearman Rank Correlation.

Results. The findings revealed that the practice of workplace values of basic education teachers is generally, to a great extent, which indicates that they often exercise these values in the Diocesan schools. Moreover, the degree of organizational commitment was undecided, indicating their average commitment to these educational institutions. Further, it revealed no significant difference in the extent of the practice of workplace values of teachers in their age, length of service, and educational attainment. In contrast, a difference was found in sex. On the one hand, no significant difference existed in their organizational commitment in all demographics. In terms of the correlation, these two aspects were found significantly related, which implied that their exercise of work values influences their commitment to the profession.

Conclusion. The commitment to fulfilling the educational objectives and mission of the Diocesan schools in Antique is congruent with the strong and sustainable practice of the teachers' workplace values. As they shared and embraced ADCS Core Values, they most likely stay to become loyal and productive in the performance of their professional duties and responsibilities. Moreover, the values formation and community engagement programs consistently help and sustain their work values in the personal, spiritual, social, and professional aspects of their lives as Catholic schools' teachers. Furthermore, the regular induction among new and old teachers is vitally essential to establish a common understanding of the workplace values and ensure the strong commitment and retention of these teachers in the Catholic school teaching.

Practical Value of the Paper. The study significantly contributes to the few existing local literature on workplace values and organizational commitment in Catholic Schools. In addition, the findings of the study provided baseline information to school administrators in designing and implementing an effective values formation program for the articulation of Antique Diocesan Catholic Schools Core Values.

References

- Bual, J., & Madrigal, D. (2018). The quality of Catholic education in a diocesan school relative to the Philippine Catholic school standards. *Philippine Social Science Journal*, 1(1), 41-53.
- Cemalcilar, Z., Secinti, E., & Sumer, N. (2018). Intergenerational transmission of work values: a meta-analytic review. *Journal of Youth and Adolescence*, 47(8), 1559-1579.
- Gökyer, N. (2018). Organizational commitment of high school teachers. *Journal of Education and Training Studies*, 6(N3a), 115-125.
- Kumar, A. A. (2019). Work values, organizational commitment, and job satisfaction concerning employee career stages in information technology organizations. *Ushus-Journal of Business Management*, 18(2), 66-79
- Kouni, Zacharo, Koutsoukos, Marios, & Panta, Dimitra. (2018). Connection of teachers' organizational commitment and transformational leadership. A case study from Greece. *International Journal of Learning, Teaching, and Educational Research*. 17. 89-106. 10.26803/Ijleter.17.8.6.
- Lysova, E. I., Allan, B. A., Dik, B. J., Duffy, R. D., & Steger, M. F. (2019). Fostering meaningful work in organizations: a multi-level review and integration. *Journal of Vocational Behavior*, 110, 374-389.
- Madrigal, D. V., & Oracion, E. G. (2018). Rethinking Catholic education: Experiences of teachers of a Catholic university. *Recoletos Multidisciplinary Research Journal*, 6(1),/Rmrj1806.01.02.
- Madrigal, D. V., Oracion, E. G., & Temporosa, M. A. M. (2018). Workplace core values and organizational commitment of basic education teachers in a Philippine Catholic university. *Journal of Institutional Research South East Asia*, 16(1).
- Rani, N., & Samuel, A. (2016). A study on generational differences in work values and person-organization fit and its effect on turnover intention of generation y in India. *Management Research Review*.
- Unos, M. (2017). Correlates of work values among secondary school teachers in Central Mindanao. *Proceedings Journal of Education, Psychology and Social Science Research*, 4(1).

Correspondence:

Socorro Carmen B. Importante [s.importante@yahoo.com]
<https://orcid.org/0000-0001-8283-6087>