

Organizational Variables and Work-Related Behaviors: Understanding Faculty Views as Basis for Framing an Early Childhood Teaching Environment

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Abstract

Faculty members are crucial staff members in higher education institutions, and they play a direct role in achieving the institution's vision, mission, and objectives. Therefore, it is essential to recognize the organizational factors that can affect their behavior within the organization. This study explored the connections between the faculty's perceptions of organizational support, organizational climate, and organizational justice, and their commitment and job satisfaction. The ultimate goal of this research was to enhance the current knowledge on organizational effectiveness and contribute towards formulating policies aimed at improving faculty productivity in state universities. This quantitative research used survey questionnaire with a Cronbach's Alpha of 0.91. A total of 207 or 70% of the faculty of Palawan State University, Puerto Princesa City, Philippines served as respondents. To comply with research ethics, respondent's voluntary participation was respected while the confidentiality of data and anonymity of the respondents were strictly adhered. Regression analysis discloses the moderate significant relationships of commitment to perceived organizational climate (.376); and job satisfaction to perceived organizational justice (.376) at 0.01 level and the strong significant relationships of job satisfaction to perceived organizational support (.731) and perceived organizational climate (.737) at 0.01 level. The presence of positive beta coefficients indicates that as faculty members have more favorable views of the organizational factors, their commitment and job satisfaction levels also increase. Finally, this study reveals that organizational climate predicts commitment while organizational support, justice and climate all predict job satisfaction.

Keywords: *commitment, job satisfaction, state university, faculty, work-related variables, teaching environment, early childhood education*

Introduction

The concept of organizational culture refers to shared values and beliefs that develop over time, leading to behavioral norms that are used to achieve an organization's goals. The culture of an organization can have an impact on the attitudes and behaviors of its employees, as well as the level of productivity it achieves. The purpose of this study was to investigate how faculty members in a state university perceive the organizational culture in terms of factors such as organizational climate, support, and justice. The concept of organizational culture is a construct of society, however, the perceptions of individual faculty members regarding specific aspects of it can provide valuable understanding of its influence on productivity.

A university, like any other organization, is a social structure made up of people with various personalities and attributes that influence how they perform within the organization. Human resources in every firm must work in a supportive atmosphere to maintain a sustainable level of advancement and productivity. For this reason, administrators of universities should treat faculty members fairly, equitably, and with respect. They should also use their knowledge and expertise to find ways to improve efficiency and manage job satisfaction and attitudes. Faculty members rely on their expertise and skills, the support they receive to perform their duties, and their motivation to achieve higher levels of performance. This research aims to contribute to the study of organizational effectiveness and provide research-based feedback on faculty productivity.

Several studies have emphasized the importance of work-related behaviors in organizational settings as key factors that can either support or harm organizational productivity. The literature on management has extensively examined the connections between employees' perceptions of different organizational aspects and their conduct in the workplace, as these are seen as antecedents to employee performance. This kind of investigation is particularly crucial in academic institutions, such as universities, which are crucial sources of human resources and are responsible for preparing the country's workforce with the necessary skills for national development. In 2014, Jyothi, Pavathi, Srinivas, and Rahaman stressed the significance of comprehending how faculty members attain contentment and loyalty towards their universities, as well as how different factors contribute to their level of loyalty and, as a result, their performance.

In developing countries, higher education plays a vital role in generating and advancing resources that can enhance people's lives. The quality of education delivered by universities mainly hinges on the level of commitment and job satisfaction demonstrated by their faculty members. Consequently, it is essential to monitor their conduct within the institution (Sani, 2013). Despite numerous investigations into the effects of organizational support, justice, and climate on work-related behaviors such as commitment and job satisfaction in business settings, a review of the literature reveals that researchers have not yet pinpointed particular variables that influence productivity or produced convincing empirical evidence to confirm the hypothesis that leaders who prioritize the welfare of their staff, foster a positive work atmosphere, and exhibit impartiality can increase employee productivity. In public universities, productivity refers to whether faculty members can competently deliver outputs in their roles of teaching, research, and extension, as mandated by the institution.

Palawan State University is an institution that is owned by the government and operates within a well-established organizational structure that facilitates the performance of its faculty. The researcher conducted a preliminary survey of the university faculty, which uncovered low levels of productivity with regards to the creation of instructional materials and the publication of research articles in well-regarded journals. The research gap and the insufficient number of instructional materials and research outputs produced by the faculty motivated the researcher to investigate the organizational variables that promote job commitment and satisfaction. It is believed that when administrators provide support and demonstrate fairness towards the faculty, the faculty will have high job satisfaction and a strong commitment to the university, which will result in the production of outputs with great willingness and devotion. Therefore, schools and universities must foster a positive teaching environment for their teachers and students to ensure their academic success.

According to Raccoon gang (2018), schools represent a unique social setting where children's education, training, and character development occur. Proper training methods, suitable physical surroundings, and a supportive psychological environment are essential elements for this purpose. To optimize their performance, students who are still in the process of socialization necessitate a favorable setting and positive examples to follow. Therefore, creating clean, quiet, and comfortable environments is a crucial aspect of establishing an effective learning environment (Gilavand, 2016). Early Childhood Educators' Profile was also noted to have a positive impact in the Implementation of the Mother Tongue-Based Multilingual Education among the early learners (Natividad, Saavedra, Solis, Ringor & Alih, 2022). The findings of the study is hoped to provide implications in understanding how the faculty's perceptions of the climate, justice and support in the organization influence his/her commitment and job satisfaction. It may serve as guide to school administrators in the formulation of policies that will support higher levels of faculty productivity. Also, the perception of the faculty on the organizational variables and work-related behaviors may serve as basis for framing an early childhood teaching environment.

Review of Related Literature and Studies

The organizational variables explored in this study were organizational support, organizational justice and organizational climate. These variables were conceptualized to influence commitment and job satisfaction which impact organizational productivity.

On the Organizational Theories

The theory of organizational support (Eisenberger, Huntington, Hutchinson, & Sowa, 2005; Shore & Shore, 2005) can provide insight into employees' emotional attachment to their organization. This theory proposes that to satisfy their social and emotional needs and evaluate the organization's willingness to recognize their increased efforts, employees develop overall beliefs about how much the organization appreciates their contributions and prioritizes their welfare. A direct relationship between perceived organizational support and commitment to the organization was reported by Rhoades, Eisenberger and Armeli in 2006. Therefore, previous studies have provided evidence that links an individual's perceived level of support from their organization to their level of commitment towards that organization. In this study, respondent's perceptions of organizational support in the university are hypothesized to affect commitment and job satisfaction.

The concept of perceived organizational support is rooted in employees' overall perceptions of how much their contributions are valued and how much their well-being is taken into account by the organization. Eisenberger et al. (2005) proposed a social exchange theory that suggests employees who perceive a high level of support from the organization are more likely to feel a sense of responsibility to reciprocate with emotional commitment and behavior that benefits the organization. (Eisenberger, Fasolo, & Davis-LaMastro, 2005). Employees who want to belong to the organization might be more likely to exert effort on behalf of the organization. Furthermore, the social exchange framework, which serves as the foundation for perceived organizational support, proposes that these perceptions foster a sense of indebtedness that leads to higher levels of commitment towards organizational objectives (Shore & Wayne, 2006).

Theoretical models propose that the values upheld and reinforced by an organization have an impact on the human resource systems implemented within it, which, in turn, affects the organizational climate. This climate, as demonstrated by Ferris et al. (2012), has been found to have positive effects on employee attitudes, behavior, and individual and organizational performance. Eisenberger and colleagues (Eisenberger, Fasolo, & Davis-La Mastro, 2005; Rhoades, Eisenberger & Armeli, 2006) have explored supportive climates in terms of employees' perceived level of organizational support.

Employee perceptions of the organizational climate have been associated with several significant work outcomes. Brown and Leigh (2012) have shown that perceiving a motivating and engaging organizational climate is positively correlated with performance ratings by supervisors. In the same year, Day and Bedeian (2012) discovered that employees received higher performance evaluations from their supervisors in organizational environments that were perceived as both structured (having clear and unambiguous guidelines) and supportive of risk-taking.

On Having a Good Working Environment

Aside from the support employees get from their organization in accomplishing their duties, they also need a good working environment. Organizational climate refers to how employees perceive the policies, practices, and interactions in an organization that support creativity, innovation, safety, or service. It is a behavioral manifestation of an organization's culture. This view is supported by Heck and Marcoulides (2007).

Patterson, Warr, and West (2013) have noted that research on organizational climate and performance has produced inconsistent findings. This variability may be attributed to differences in the performance measures used across studies, the timing of measurements, and variations in the types of organizations examined by different researchers.

This study explores how organizational climate affects employee commitment and job satisfaction through cognitive and affective states as well as salient organizational behaviors. The former refers to work motivation and job satisfaction, which in turn affects productivity through attachment behaviors, role-prescribed behaviors, and citizenship behaviors. Although the significance of a supportive organizational climate has been acknowledged, there is still a need to gain a better understanding of its association with employee outcomes. Luthans et al. (2008) conducted a study to investigate whether positive psychological capital acted as a mediating factor between a supportive organizational climate and employee outcomes. Their results were supported by Mercer and Bilson's (2013) research, which also found a positive correlation between a supportive organizational climate and employee outcomes, including job satisfaction and organizational commitment. While Rogg et al. (2007) discovered a connection between a supportive organizational climate and desired outcomes, such as customer satisfaction, their study was carried out at the organizational level, rather than an individual level. This prompted further research to examine whether perceived organizational climate predicts commitment and job satisfaction at the individual level.

Organizational Justice on Job Satisfaction

Research has revealed that there are connections between perceived organizational justice and individual work performance. Organizational justice pertains to the equitable treatment of employees (Randeree, 2008), which involves employees' perceptions and responses to fairness in the organization. Furthermore, fairness or justice within organizations may encompass matters such as perceived fairness in pay, promotional opportunities, and employee selection procedures (Tabibnia, Satpute, & Lieberman, 2008). Organizational behavior scholars have identified three forms of organizational justice: distributive, procedural, and interpersonal, which further consists of informational and interactional justice (Colquitt, Greenberg, & Zapata-Phelan, 2005).

Numerous studies have examined the relationship between job satisfaction and organizational justice. Bakhshi et al. (2009) asserted that perceptions of organizational justice strongly influence employees' attitudes, including job satisfaction, turnover intentions, organizational commitment, and workplace behavior such as absenteeism. Kim (2009) discovered that employees who perceived fair treatment by their organization were more inclined to establish and sustain a communal relationship with the organization. Furthermore, when employees perceived that they were treated fairly, they exhibited greater levels of commitment, trust, satisfaction, and control mutuality compared to instances when they perceived unfair treatment. Likewise, Fatt et al. (2010) ascertained those employees were more content when they perceived that their rewards were fairly based on their actual contributions to the organization and consistent with the established reward policies. Likewise, employees who believed that their contributions were genuinely valued and rewarded fairly were satisfied. High levels of job satisfaction are associated with higher performance, productivity, commitment, and retention rates (Al-Zu'bi, 2010). Therefore, in order to maintain employee satisfaction, commitment, and loyalty, organizations should strive to ensure fairness in their distributive, procedural, and interactional justice systems. (Usmani & Jamal, 2013).

In 2012, Karim and Rehman investigated semi-government organizations in Pakistan to analyze how job satisfaction, perceived organizational justice, and employee empowerment affected organizational commitment. Their research indicated that both job satisfaction and perceived organizational justice have

a considerable effect on organizational commitment. The associations between justice perceptions and work outcomes are well established in western literature but these studies did not lead to the development of models for employee productivity (Karim & Rehman, 2012). This gap in literature opted the researcher to include organizational justice perceptions as one of the variables of the study.

The definition of commitment provided by Zenaibadi and Salehi (2011) involves the employees' readiness to exert additional effort for the betterment of the organization and their inclination to remain a part of the organization. Eslami and Gharakhani (2012) highlighted the importance of commitment in retaining and attracting well-qualified personnel. In recent years, commitment in schools has become a major concern in many countries, leading to an increase in public policies and programs addressing the issue. Hsu and Chen (2012) found that faculty members with higher levels of organizational commitment also had higher job satisfaction scores. Additionally, faculty with higher academic degrees were found to have higher organizational commitment. While there are many proposed factors affecting organizational commitment, job satisfaction has received considerable attention. Some scholars suggest that organizational commitment predicts job satisfaction, while others suggest the opposite. Nonetheless, the strong relationship between organizational commitment and job satisfaction cannot be disregarded (Adekola, 2012).

According to Aziri (2011), job satisfaction is closely related to employee behavior in the workplace. Employees' levels of job satisfaction range from extremely satisfied to extremely dissatisfied with many aspects of their jobs, such as their work, colleagues, supervisors, or subordinates, and income. In the study of Natividad, Saavedra, Jainal, Barredo, SA Toto & Marcial (2022), one of the problems that was found out to have been affecting the learning in the years is the language used inside the classroom. Thus, in this context, even the language of communication between teachers and children are things to be considered in the workplace or in the teaching-learning environment. The present study is another attempt to find out the predictors of commitment in a state university. Job satisfaction is a crucial aspect that has become increasingly relevant, particularly due to the negative effects associated with job dissatisfaction, including disloyalty, increased absenteeism, low productivity, and turnover. As per Mohammed and Eleswed's (2013) argument, job satisfaction induces a positive work attitude by creating a pleasant feeling. When employees are satisfied with their jobs, they tend to be more creative, flexible, innovative, and loyal.

Teacher as Factor for a Positive Learning Environment

Study.com (2018) defines the learning environment as a broad concept that encompasses several factors, including learning resources, technology, teaching techniques, methods of learning, and connections to societal and global contexts. It encompasses diverse human cultural and behavioral dimensions, including the crucial influence of emotions on the learning process. The learning environment can be viewed as a composite of human practices and material systems, similar to an ecosystem. To meet the needs of modern learners, educational leaders must provide empowering and engaging physical and cultural environments (Orlu, 2013).

Mondal (2012) identified various factors that can have an impact on the learning process. These factors include intellectual factors, which relate to the mental abilities of the individual, learning factors, which may result from ineffective study techniques or limited experimental background, and physical factors such as health, nutrition, physical development, and any visual or physical impairments. The development of an individual's personality is influenced by mental factors such as open-mindedness, attitudes, and interests. Furthermore, personal factors such as instincts and emotions, along with social factors like cooperation and rivalry, are closely connected to a complicated psychology of motivation.

Research Questions

1. What is the faculty's perceptions of organizational variables such organizational support, organizational climate and organizational justice?
2. What is the faculty's level of work-related behavior in terms of:
2.1 commitment; and
2.2 job satisfaction?
3. What organizational variables predict commitment and job satisfaction?

Methodology

The study employed a quantitative research design, which is descriptive-correlational in nature. Quantitative research typically entails the gathering and examination of numerical data from an adequate number of participants to obtain statistically significant findings (Almeida, Gaerlan and Manly, 2016). In this research design, the numerical descriptions of the variables included in the study were examined to draw conclusions about the relative strength of the faculty's perceptions in predicting commitment and job satisfaction.

A total of 204 or 69% of the tenured faculty members from Palawan State University were included in this research. These faculty members were assigned to different colleges within the main campus (137 or 67.15%), external campuses (46 or 22.54%), and the College of Community Resources Development (21 or 10.29%) as of December 2016. To ensure a representative sample of the tenured faculty from all colleges, a stratified sampling method was employed.

To gather data efficiently and effectively for the study, a survey questionnaire was utilized by the researcher. The questionnaire comprised of multiple psychological measures adapted from Western studies. The measures included items on organizational support, organizational climate, and organizational justice, which were obtained from Rhoades, Eisenberger, and Armeli (2005), Moore (2012), and Al-Zu'bi (2010), respectively. The questionnaires used to measure commitment and job satisfaction were adapted from Meyer and Allen (2004) and Moore (2012), respectively. A five-point Likert scale was used to rate the statements in each set of questions. In the pilot testing of the questionnaire among PSU-Cuyo's non-tenured faculty members, the research instrument's reliability was confirmed, with a Cronbach's Alpha of 0.91. The perceptions of the respondents about organizational support, organizational justice and organizational climate were interpreted using the following scale:

4.20 – 5.00	-	Very good
3.40 – 4.19	-	Good
2.60 – 3.39	-	Fair
1.80 - 2.59	-	Poor
1.00 – 1.79	-	Very poor

While the interpretation of work-related behaviors such as commitment and job satisfaction was based on the scale below:

4.20 – 5.00	-	Very high
3.40 – 4.19	-	High
2.60 – 3.39	-	Moderate
1.80 - 2.59	-	Low
1.00 – 1.79	-	Very Low

The questionnaire was administered personally by the researcher. Dry run of the questionnaire was done to the non-tenured faculty of Palawan State University teaching at Cuyo campus. The nature of the research problems in this study required advanced statistical analysis. Correlation and stepwise multiple

regression were conducted to find out which among the organizational variables can predict commitment and job satisfaction.

Results and Discussions

Presentation of the results starts with the descriptive statistics of the variables and progresses on the correlations and regression analysis of the variables.

Table 1. Faculty's Perceptions of Organizational Variables

Variables (n=204)	Minimum	Maximum	Mean	SD	Qualitative Description
Organizational Support	1.40	5.00	3.79	.63	Good
Organizational Climate	2.00	4.60	3.61	.45	Good
Organization Justice	2.50	4.85	3.76	.47	Good

Score Interpretation: 1.00-1.79 (Very poor), 1.80-2.59 (Poor), 2.60-3.39 (Fair), 3.40-4.19 (Good), 4.20-5.00 (Very Good).

Table 1 points out that among the organizational variables, organizational support got the highest mean score while the lowest is organizational climate. As suggested by the standard deviations, the responses of the faculty on organizational justice and support are more or less the same. Generally, the faculty perceived the organizational variables in the study as "good". The statement suggests that faculty members perceive fairness in the organization and feel that their contributions are appreciated. Nonetheless, there is room for improvement as the university should display more attentiveness towards the needs and desires of its faculty, provide useful information to support their work, adopt a more impartial approach to job-related decisions, and offer appropriate rewards to maintain their commitment and job satisfaction.

Table 2. Faculty's Level of Work-Related Behaviors

Variables (n=204)	Minimum	Maximum	Mean	SD	Qualitative Description
Commitment	3.20	5.00	4.17	.37	High
Job Satisfaction	2.20	5.00	3.86	.49	High

Score Interpretation: 1.00-1.79 (Very low), 1.80-2.59 (Low), 2.60-3.39 (Moderate), 3.40-4.19 (High), 4.20-5.00 (Very High).

It is interesting to note in table 2, that the faculty reported high levels of commitment and job satisfaction. The small standard deviations reveals that the faculty's rating of their commitment and job satisfaction are more or less the same. The high descriptions of work-related behaviors imply that the faculty members feel secured and happy in doing in their work; sense fairness in the decisions made about their jobs, and feel respected in their opinions and decisions.

Table 3. Regression of Organizational Variables and Work-Related Behaviors

Predictors	R	R ²	Adjusted R ²	SE	df	F	Sig	Beta
Perceived Organizational Climate (POC)	.376	.141	.137	.344	1/202	33.27	.000	.376
Dependent Variable: Commitment								
Perceived Organizational Justice (POJ)	.376	.418	.416	.361	1/202	145.3	.000	.647
Perceived Organizational	.731	.534	.529	.324	1/202	115.1	.000	.396

Support (POS)								
Perceived Organizational Climate (POC)	.737	.544	.537	.321	1/202	79.37	.000	.114
Dependent Variable: Job Satisfaction								

Table 3 discloses the moderate significant relationships of commitment to POC (.376); and job satisfaction to POJ (.376) at 0.01 level. It also shows the strong significant relationships of job satisfaction to POS (.731) and POC (.737). Such relationships are validated by the high values of F displayed by the regression. The regression analysis on table 3 also shows that perceived organizational climate, $F(1, 202) = 33.27, p < .05$, predicts commitment. The model excluded organizational support and organizational justice. The beta coefficient ($\beta = .376$) speaks of the possible effect of organizational climate in the commitment of the faculty. It also indicates that 14% of the variance in the commitment of the faculty is explained by the organizational climate. Furthermore, job satisfaction is predicted by the faculty's perceptions of organizational justice, $F(1, 202) = 145.3, p < .05$, organizational support $F(1, 202) = 115.1, p < .05$ and organizational climate $F(1, 202) = 79.37, p < .05$. The final adjusted R of the 0.537 explains 54% of the variance in the faculty's job satisfaction is influenced by their perceptions of organizational justice, support and climate. It may be concluded that there are additional elements that affect job satisfaction and commitment that were not considered in the research. The study shows that increased levels of commitment and job satisfaction were associated with better perceptions of organizational support, climate, and justice among faculty members, as demonstrated by the positive beta coefficients.

Various behaviors such as absenteeism, turnover, and organizational citizenship behavior can be predicted through an individual's level of commitment. As such, the university must reconsider its approaches to enhance the organizational climate, thereby fostering the commitment of its faculty members. This can be achieved by safeguarding their interests, involving them in decision-making processes, and providing them with the necessary information to carry out their duties effectively. The findings of the study also suggest that the university needs to exhibit concern and care for the well-being of its faculty members, recognize their contributions and achievements, make impartial and objective decisions, establish two-way communication channels for feedback on the quality of their work, and allow them to appeal against job decisions made by their supervisors.

Eisenberger, Fasolo, and Davis-La Mastro (2005) suggest that employees who perceive a high level of organizational support feel obligated to reciprocate by demonstrating commitment and work-related behaviors. According to Shore and Wayne (2006), the perception of organizational support generates a feeling of responsibility that fosters work behaviors aimed at supporting the goals of the organization. Interestingly, the study findings align with Miao's (2011) previous research, which suggests that favorable perceptions of organizational support are linked to increased job satisfaction and organizational citizenship behavior. Moreover, a well-defined organizational climate that keeps employees fully informed of the organization's events can motivate them to put in extra effort that contributes to the effective functioning of the organization. Positive organizational climate improves work attitudes and leads to effective work behaviors, according to Miao (2011). If faculty members are provided with adequate training, resources, and support, they are more likely to contribute to the success of the university and be capable of assisting their colleagues.

Conclusions

Based on the results and discussions of the findings, the following conclusions were drawn:

1. The university must be earnest in its initiative to disseminate policies, provide feedback, exercise degree of fairness and concern about the faculty's well-being in order to raise the faculty's

perceptions of organizational climate, organizational justice and organizational support from good to very good.

2. A high level of commitment and job satisfaction reported by the faculty implies their high regard to intrinsic and extrinsic elements of their job and high sense of fidelity and adherence to the university they served.
3. Perceived organizational climate predicts commitment while perceived organizational climate, support and justice predict job satisfaction.
4. The teacher, as an individual with a distinct personality, plays a significant role in the learning environment. They are instrumental in establishing an ideal teaching-learning atmosphere that can facilitate the instructional process with ease, enthusiasm, and relevance, especially for young learners in the early stages of education.

Recommendations

To make use of the findings of this study, the researcher offered the following recommendations:

1. The study's results can serve as a foundation for creating policies in the university aimed at motivating faculty members to enhance their performance and cultivate their sense of duty to contribute towards achieving the university's goals. The implementation of such policies, such as rewards and incentives, in the university can significantly impact the level of job satisfaction, perceived support, and justice among faculty members. Ultimately, these measures can contribute towards fostering commitment among faculty members in fulfilling their roles in teaching, research, and community service.
2. Possible avenues for future research could involve a study related to commitment, organizational justice, and organizational citizenship behavior, utilizing subscales and larger sample sizes. This study could also explore the psychometric properties of the research instrument used.
3. The results on the faculty's perception on the organizational variables and work-related behaviors may serve as basis for framing an early childhood teaching environment.

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