

Organizational Commitment and Work Life Balance among Faculty of a State University in Western Visayas, Philippines

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Abstract

This study aimed to establish the correlation between organizational commitment (affective, normative, and continuance) and work-life balance among the seventy-four (74) permanent faculty members at a state university in Western Visayas. Results reveal that the faculty members of a state university in Western Visayas have “Very Weak” organizational commitment and “Low” work life balance in general. Findings showed a high positive and significant relationship between the above given variables. Results reveal that excessive workloads and multi task among the faculty members contributed to negative results. Thus, a work life balance program shall be recommended, embedding activities with holistic effect to the life of the faculty that will have great effect on their emotional, spiritual, physical, and mental well being.

Keywords: faculty, Organizational Commitment, Work-Life Balance

People nowadays face a very hectic and stressful life just to cope with everyday work tasks. More specifically, stress is experienced by full time employees who have been working more than the required number of hours (Smith, Roebuck, & Elhaddaoui, 2016) . Academic institutions are not exempted to this kind of working environment where employees especially the faculty members are stressed and burned out due to the increasing amount of paper works every day (Convocar, Lachica, & Baltar, 2012). According to Holly & Mohnen, (2012) the faculty members face the burden because most of the time they do not only teach, but also do paper works and administrative functions. Further, Holly and Mohnen, (2012) emphasized that teachers have been struggling to cope with the challenges of the constantly changing society.

Because of the “other tasks” assigned to them, the faculty set aside teaching job to comply other requirements such as accreditation. Like any other organizations, the university aims to attain its mission and vision; that is why, we need to make an extra effort to achieve these goals. This is possible if employees have commitment, so the faculty have no choice but to do other tasks for the benefit of everyone (A P Muthu et.al., 2015).

Organizational commitment of employees has become a buzzword for the managers. Several researches were conducted among nations to make the organizations productive. Abdul Sattar Khan, Jan, Sattar Khan , and Jan (2015) stated that organizational commitment is taken at the level to which an employee is faithful to their organization and was theorized in three forms identified in literatures. These are the affective, continuance, and normative commitment.

Affective Commitment reflects commitment based on emotional ties the employee develops with the organization primarily via positive work experiences. Normative Commitment reflects commitment based on perceived obligation towards the organization such as one rooted in the norms of reciprocity. Continuance Commitment reflects commitment based on the perceived costs of both organization, economic and social. This model of commitment has been used by researchers to predict important employee outcomes, including turnover and citizenship behaviours, job performance, absenteeism, and tardiness (Jaros, 2007).

In this context organizational commitment can also be affected by an individual’s attitude towards work (Noe, 2010). Noe stresses that if individuals maintain a positive attitude, it attracts other people to work with them and can help everyone get through conflict and stressful situations in the workplace. Learning to focus on the positive side of the job and convincing individuals to steer away from the negative side of the workplace is a motivating factor to keep going until their tasks are completed. Meanwhile, he added that negative energy uses a lot of time that maybe used to better focus on remaining positive

and getting the job done.

Having a good, positive attitude, along with positive thinking at work reflect what one does and be a productive employee. Positive attitude also influences how well an individual does projects and have good image. If a person displays a positive attitude, he or she may increase the chances for a promotion or raise for being a role model for others at work (Boehlike, 2011).

According to Carpenter (2009), negative attitude reflects personality disposition to experience negative emotional state. He added that those with high negative attitude tend to feel nervous, tense, anxious, worried, upset, and distressed. Attitude transformation takes time, effort, and determination, but it can be done. It is important not to expect to change a person's attitude quickly. In addition, attitudes towards work are the feelings one has towards different aspects of the work environment.

On the other hand, Work Life Balance (WLB) is about forming, maintaining supportive and healthy work environments, which will enable employees to have a balance life between personal responsibilities and work. In other words, work life balance is a concept that supports the efforts of employees to split their time and energy between work and other important aspects of their lives. It is also a daily effort to make time for family, friends, community participation, spirituality, personal growth, self-care and other personal activities (Saleh et. al., 2015).

Work life balance is proper prioritizing between "work" (career and ambition) and "lifestyle" (health, pleasure, leisure, family and spiritual development/meditation) related, though broader, terms include "lifestyle calm balance" and "lifestyle choices". In today's perspective, work/life balance is at best an elusive ideal and at worst a complete myth. However, in making deliberate choices about which opportunities an individual will pursue and which will decline, it is both simply reacting to emergencies and personal choice individuals can and do to engage meaningfully with work, family, and community. Work-life balance is about creating and maintaining supportive and healthy work environments. It enable employees to have balance between work and personal responsibilities and strengthens employee loyalty and productivity (bin Saleh, Imam Wahjono, Feisal Ismail, Aman, & Muthu, 2015).

Work life balance is a function of both individual and organizational actions . From an organizational perspective, work-life balance may be a part of good performance; and from an employee's perspective, work-life balance programs may be a positive factor in deciding to work for or remain with a particular organization (Mayerhofer et al., 2011). Whether called work-life balance or family friendly, there are macro and micro reasons why these programs are particularly important in contemporary organization. On the

macro side, the programs allow an organization to maintain a more committed workforce. The micro perspective reason dealt with the individual's efforts to be a productive worker (Wang & Walumbwa, 2007).

In the past decade, the pace of change and of life has accelerated greatly. During the economic downturn workers came under extraordinary pressure to hold on to their jobs and take over additional duties as staff were made redundant. As we move with difficulty out of the downturn, this work ethic persists. This latest crisis has so affected the well-being of workers that are finding difficulties switching off and carving out time to spend with their families or on their personal pursuits away from the demands of work (Regus Work-Life Balance Index , 2012).

Further, WBL according to Skinner and Pocock (2014) is a composite measure of five work-life items were carried out based on the following perceptions namely: general interference (the frequency that work interferes with responsibilities or activities outside work), time strain (the frequency that work restricts time with family or friends), work-to-community interference (the frequency that work affects workers' ability to develop or maintain connections and friendships in their local community), satisfaction with overall work-life balance; frequency of feeling rushed or pressed for time.

One important subjective factor which influences work life balance is job enjoyment. If workers enjoy their time at work then they are less likely to take home worries and stress and are less likely to resent the time that is spent at work. Western economies are still suffering from the effects of the economic downturn in 2010 affecting job enjoyment and shifting the focus from self-realization to maintaining a position in spite of additional work-load (Regus Work-Life Balance Index, 2012)

In addition to the length of working hours, the scheduling of these hours also has the potential to create substantial work-life demands and strains. Working early mornings, evenings or nights not only presents challenges to biological functions such as sleep, but it is often incompatible with the rhythms and schedules of social, family and community activities (Skinner and Pocock, 2014).

The studies presented contributed to wide range of literature regarding organizational commitment and work life balance among employees all over the world. However, limited literature has been found that proves the correlation between the two variables. Moreover, no study yet has been conducted within the context of the selected state university in Western Visayas.

At this point, the study delved into this topic since the researcher is one of the members of the faculty of this state university in Western Visayas. This is also to help not only the faculty and staff but the organization as well.

Furthermore, the result of this study shall provide inputs to the organization especially in the enhancement of the human resource management practices. Further, a research based information shall become a basis for improving the work-life balance among the faculty, and strengthening the organizational commitment of the faculty members at a state university in Western Visayas, in such a way that sense of camaraderie, harmony, trust and confidence, competence and sense of commitment are developed for a healthier working environment resulting to a higher productivity.

Statement of the Problem

This study aimed to establish the correlation between organizational commitment and work life balance among the faculty at a state university in Western Visayas.

Specifically, it aimed to answer the following:

1. What is the extent of organizational commitment of faculty of a state university in Western Visayas in terms of normative, affective, and continuance commitment?
2. What is the status of work-life balance of the faculty of a state university in Western Visayas in terms of general interference, time strain, work-to-community interference, satisfaction with overall work-life balance and frequency of feeling rushed or pressed for time?
3. Are there significant correlations in the extent of organizational commitment of the faculty of a state university in Western Visayas with the status their work-life balance?

Methodology

Research Design

This study utilized survey-correlational design. Descriptive or survey research according to Blanza (2018) gathers data from a relatively large number of cases at a particular time. It is not concerned with the characteristics of individuals as individuals but with statistics that results when the data are abstracted from a number of individual cases. Blanza added that correlation research on the other hand, investigates the possibility of relationships among two or more variables without any attempt to influence them. In this study, the two variables were organizational commitment and work-life balance.

Respondents of the Study

The survey questionnaires were purposively distributed to the ninety five (95) permanent faculty members of the state university in Western Visayas. However, only seventy-four (74) questionnaires were recovered. Table 1 shows the distribution of respondents categorized as follows: male or female for sex; single or married for civil status; 30 years and below or 30 years and above for age; with designation and without designation for position held; 5 years and below, 6-10 years, 11 to 15 years, 16 to 20 years, 21 to 25 years, 26 to 30 years, and above 30 years for length of service, and instructor, assistant professor, associate professor, professor for academic rank

Table 1
Distribution of Respondents

Category	Frequency	Percentage
Entire Group	74	100
Sex		
Male	29	39.19
Female	45	60.81
Age		
30 Years Old and below	16	21.62
30 Years Old and above	58	78.38
Civil Status		
Single	16	21.62
Married	58	78.38
Position held		
With Designation	24	32.43
Without Designation	50	67.57
Length of Service		
below 5 years	20	27.03
6-10 years	13	17.57
11-15 years	13	17.57
16-20 years	8	10.81
21-25 years	10	13.51
26-30 years	4	5.40
more than 30 years	6	8.11
Academic Rank		
Instructor	31	41.89
Assistant Professor	23	31.08
Associate Professor	17	22.98
Professor	3	4.05

Data Gathering Instruments

This study utilized descriptive survey research method with the use of researcher-made questionnaires (Appendix A). The survey questionnaire has three parts. Part 1 elicits the profile of the faculty of a state university in Western Visayas; Part 2, is a thirteen- item questionnaire which determines the extent of organizational commitment of faculty using the variables propounded by Allen and Meyer (1990) namely: Affective Commitment, Normative Commitment, and Continuance Commitment. The survey questionnaire was tested for reliability and obtained 0.84 Cronbach Alpha coefficient. The survey questionnaire is with a four-point scale format which includes: (4) Always with verbal interpretation of Very Strong, (3) Often –Strong, (2) Seldom-Weak and (1) Never- Very Weak.

Part 3 of the survey questionnaire, contains sixteen (16) statements to ascertain the status of work-life balance of the faculty based from the following work-life indexes of AWALI 2014: general interference; time strain; work-to-community interference; satisfaction with overall work-life balance; and frequency of feeling rushed or pressed for time. The survey questionnaire was also subjected to reliability test with obtained Cronbach Alpha coefficient of 0.79. The survey questionnaire also has a four- point scale format with the scale and description enumerated as follows: (1) strongly agree with verbal interpretation of very low work life balance; (2) agree -low work life balance; (3) disagree-high work life balance and (4) strongly disagree-very high work life balance.

Statistical Data Analysis

The frequency distribution, percentage, mean and standard deviation were the descriptive statistics used. The Spearman's rho was performed to ascertain the significant correlation between the extent of organizational commitment of the faculty members at a state university in Western Visayas with the status of their work life balance, in 0.05 alpha level of acceptance.

Results and Discussions

Organizational Commitment among Faculty in State University

In Table 2 data revealed that the faculty of a state university in Western Visayas have “Very Weak” organizational commitment in general, and when categorized into affective commitment. This was revealed by the obtained mean scores which fell within the 1.00-1.49 scale.

Results revealed that the respondents have a “Weak” normative and continuance commitment as revealed in the obtained mean score values which fell within the range of 1.50-2.49 scale. The obtained standard deviations which

range from 0.00- 0.52 showed narrow dispersion of the obtained means indicating that the faculty member has homogeneity in their organizational commitment.

Based on the results, it can be deduced that the faculty members at a state university in Western Visayas have a low level of emotional ties with the organization. This might have come from negative work experiences in the past among the faculty members. Also, the faculty members cannot anymore appreciate the benefits they can avail from the institution because of the work related pressure. The piling up of paper works is evidence that the teachers are experiencing too much stress and also may result to burn out.

These results validate the claims of Noe (2010) that organizational commitment can be affected by a person's attitude towards work which can be positive or negative. In the case of the faculty members in a state university in Western Visayas, too much work cause pressure and stress that may lead to decreasing dedication to work and hence in the end result to decreasing commitment. It is further explained by Carpenter (2009) that these attitudes can be a cause of different aspects of the work environment like personality, person-environment fit, job characteristics, psychological contracts, organizational justice, work relationship, and stress. In some aspect the attitude domain embraces behaviour that might have positive or negative effects of organizational commitment. In the case of the faculty members at a state university in Western Visayas, the stress due to the aforementioned factors implies to have affected their commitment towards the organization in the affective, normative, and even in the continuance domain.

Table 2

Summary on the Extent of Organizational Commitment among a state university in Western Visayas

Organizational Commitment	Mean	Description	SD
As a Whole	1.41	Very Weak	0.35
Affective Commitment	1.28	Very Weak	0.38
Normative Commitment	1.66	Weak	0.52
Continuance Commitment	1.94	Weak	0.50

Note: The extent of organizational commitment among respondents were measured using the following scale: 1.00-1.49 (Very Weak); 1.50-2.49 (Weak); 2.50-3.49 (Strong); and 3.50-4.00 (Very Strong).

Status of Work-Life Balance among the faculty in state university in Western Visayas

As shown in Table 3, data revealed that the faculty of a state university in Western Visayas have “Low” WBL and when taken according to general interference; time strain; work-to-community interference; satisfaction with overall work-life balance; frequency of feeling rushed or pressed for time. This was revealed by the obtained mean scores which fell within the 1.50-2.49 scale. The obtained standard deviation from each of the variables reflects wide dispersion indicating almost heterogeneous responses.

It was concluded that the faculty members at a state university in Western Visayas have encountered difficulties in coping with how their work interferes with responsibilities or activities outside work. Maybe this is due to the longer working hours even at the regular days because of the new time schedule scheme wherein the teachers have to report from 8:00 A.M.-5:00 P.M. The respondents likewise, seem to encounter some difficulty adjusting between the time spent between work and family or friends, and most of the time their social life was affected, because of the same reason which is the longer working hours. Also, the faculty members at a state university in Western Visayas seem to feel the pressure towards their job, related obligations, and responsibilities due to the piling of paper works because of the succession of accreditation, ISO audit, along with their designations and teaching loads. Another, observable reasons that might affect the work life balance of the faculty members are the struggles they have been experiencing to achieve professional growth for promotion purposes.

These results support the arguments raised by Skinner and Pocock (2014): “the length of working hours, the scheduling of these hours also have the potential to create substantial work-life demands and strains.” Skinner and Pocock also stated that working early mornings, evenings or nights not only present challenges to biological functions such as sleep, it is often incompatible with the rhythms and schedules of social, family and community activities which is true among the faculty members of a state university in Western Visayas.

These results are a manifestation of the findings from the Regus Work-Life Balance Index (2014) indicating that the workers were affected by the switching off and carving out-time to spend with their families or on their personal pursuits away from the demands of work. Moreover, these results may further conclude that because of the demand of work, the feeling of job satisfaction was also low.

Likewise, these results, strongly support the issues raised in the Regus Work-Life Balance Index (2014) that the faculty members of a state university in Western Visayas may come under extraordinary pressure to hold on to their jobs; that is why, they feel discomfort and uneasiness.

Table 3

Summary of the Status of Work Life Balance among faculty a state university in Western Visayas

Work Life Balance	Mean	Description	SD
As a Whole	1.94	Low	0.50
General interference	1.71	Low	0.56
Time strain	2.30	Low	0.87
Work-to-community interference	2.07	Low	0.69
Satisfaction with overall 'work-life balance	1.55	Low	0.40
Frequency of 'feeling rushed or pressed for time	1.95	Low	0.63

Note: 1.00-1.49 (Very Low); 1.50-2.49 (Low); 2.50-3.49 (High); and 3.50-4.00 (Very High).

Relationship between Organizational Commitment and Work-Life Balance among faculty of a state university in Western Visayas

Data in Table 4 showed a high positive and significant relationship between organizational commitment and work-life balance ($r=0.546$, $p=0.000 < .05$). With these evidence, the null hypothesis of no significant relationship between organizational commitment and work-life balance among the respondents was not accepted or rejected.

Organizational commitment among the faculty members is significantly associated with their work-life balance. If the organizational commitment is strong the work life balance is also high.

These results support the arguments of Wang and Walumba (2007) that work-life balance programs whether big or small are particularly important in contemporary organizations because it is boosting the willingness to work that can result to higher productivity. On the macro side, the work-life balance programs allow an organization to maintain a more committed workforce. As stipulated in the arguments of Shahid and Azhar (2013), employee commitment is an important factor in the success of an organization. Commitment allows them to perform better in an effective and efficient way in such as way the higher productivity is attained.

Furthermore, these results validate the claims of Skinner and Pocock (2014) that one important subjective factor which influences work life balance is job enjoyment. If workers enjoy their time at work then they are less likely to take home worries and stress and are less likely to resent the time that is spent at work. This is only true if one is committed to their job and more likely to enjoy it without any hesitation at all.

Table 12

Relationship between Organizational Commitment and Work-Life Balance of Faculty of a State university in Western Visayas

Variables		Organizational Commitment	Work Life Balance
	Spearman's Correlation	1	.546**
Organizational Commitment	Sig. (2-tailed)		0.000
	N	74	74
	Spearman's Correlation	.546**	1
Work Life Balance	Sig. (2-tailed)	0.000	
	N	74	74

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

Conclusions

The faculty members at a state university in Western Visayas face the burden of heavy workload nowadays. This is caused by factors such as multi-tasking and assignments aside from their teaching jobs. School activities such as succession of accreditation (International Organization for Standardization (ISO) and Association of Accredited Colleges Universities in the Philippines (AACUP); and designations among others are possible reasons. Further, the tension brought about by the reorganization and change of administration might have triggered these results.

The faculty members at a state university in Western Visayas seemed to have difficulty adjusting with the fast-paced demands of school works. They appear to have no time socializing with their family and friends as well as free time for themselves.

It was also concluded that highly committed faculty members were also highly motivated and enjoy their work leading to higher productivity and organizational success. Thus, to attain productivity and organizational success some interventions like work life balance program was included.

Recommendations

It is highly recommended that the assignments and designations of the faculty members be reviewed. Dialogues with faculty must also be considered as part of deliberating their functions in relation to their assignments and designations. The scheduling of AACUP accreditation and ISO visits must also be discussed with the faculty. Further, team building activities shall be encouraged to promote harmony and openness among the faculty members to release the tension between them brought about by job relating factors.

A work-life balance program shall be designed according to the needs of the faculty members of a state university in Western Visayas. The Program shall embed activities which will have a holistic effect to the life of the faculty, hence will also be a motivator to enhance their organizational commitment in all the identified areas such as normative, affective, and continuance. Specifically, the program shall include activities that will develop the emotional, spiritual, physical, and mental aspect of the faculty members. The adoption and implementation of the work-life balance program can be through the Faculty Association of a state university in Western Visayas. Monitoring and evaluation of this program will be done regularly for continuous improvement to optimize benefits towards stakeholders.

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