

**CULTURE AND LEVELS OF COMMITMENT AND THEIR
RELATIONSHIP TO EDUCATORS' EFFECTIVENESS
IN DE LA SALLE UNIVERSITY-DASMARIÑAS**

A Dissertation

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ABSTRACT

Name of Institution: Polytechnic University of the Philippines

Address : Sta. Mesa Manila

**TITLE : Culture and Levels of Commitment and
Their Relationship to Educators'
Effectiveness in De LaSalle University-
Dasmariñas**

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DEGREE : Doctor in Educational Management

OVERVIEW

Every school organization has a distinct culture. This culture consists of values educators bring to their work environment.

The school as an institution, is an organization of people with varied levels of dedication/commitment. Although unnoticeable, the established university culture exerts influence on the behavior of its educators, their output and eventually on the students' achievement level. In effect, the culture of the school, may eventually enhance or damage/lower the levels of commitment of

the educators towards their job and to the university. Furthermore, it can exert positive or negative influence on the achievement level of the learners.

The study Culture and Levels of Commitment and their Relationship to Educators' Effectiveness of De La Salle University-Dasmariñas sought to answer the following questions: 1) What is the existing culture of educators of DLSU-D?; 2) What is the level of commitment of educators to their job?; 3) What is the level of commitment of educators to the university?; 4) Is there a significant difference between the level of commitment of educators to their job and to the university in terms of gender, age, civil status, employment status, educational attainment, length of service and salary scale?; 5. What is the performance rating of educators of the university?; 6. Do the culture and levels of commitment influence the educators' effectiveness in terms of performance rating?

The findings of the study is significant to De La Salle University-Dasmariñas (DLSU-D) school administrators, faculty members, students and the community as a whole.

The study was delimited to DLSU-D, the research locale of the study; and 238 educators.

METHODOLOGY AND DATA GATHERING PROCEDURE

The descriptive survey research design and documentary analysis was used in the study.

The researcher requested the approval of the Executive Vice President and Vice President for Academics of DLSU-D to conduct the study. For descriptive survey research design, the researcher administered the self-structured survey questionnaire personally to the educators after which tabulation, organization, computation, analysis and interpretation of data follows. For documentary analysis, the researcher gathered the data about the performance rating of educators from the FRDO.

SUMMARY OF FINDINGS

1. Existing Culture of Educators of DLSU-Dasmariñas

It was found that the existing culture of educators of DLSU-D had an over-all weighted mean response of 3.84 which meant a very satisfactory rating. Item number 1, "Begin and end activities

with a prayer” ranked 1 with a weighted mean of 4.54. This manifestation of existing culture is an indication of the school’s nature as a Catholic institution of learning where every activity has to be commenced and ended with a prayer.

2. Level of Commitment of Educators to their Job

DLSU-D educators had a very satisfactory level of commitment to their job with an over-all weighted mean of 4.05. Item number 5, “Conduct make-up classes for sessions missed” ranked 1 with a weighted mean of 4.32, meaning educators are thoroughly aware of the responsibilities and duties attached to their job as an educator. These educators can be trusted to carry out their instructional tasks efficiently and effectively. As such, DLSU-D can ensure that students are equipped with the necessary knowledge, skills, and values that will prepare them in their profession.

Age of the respondents, length of service with the university and basic monthly salary were found to be intervening factors relative to their impressions concerning the level of commitment of educators to their job.

3. Level of Commitment of Educators to the University

Results showed that educators had a very satisfactory level of commitment to the university with an over-all weighted mean of 3.70. Item number 16, "Attend institutional seminars/symposium" ranked 1 with a weighted mean of 4.06. The level of commitment was manifested in their participation in the various activities of the university.

The study discovered that there seems to be a need to develop commitment in helping the university its outreach programs through assistance in relief operations for example. There is also a need for educators to engage further in research other than their graduate studies.

Educational attainment of the respondents can be used in determining the possible differences among the respondents relative to their perception on the level of commitment among these educators.

4. Significant Difference Between the Levels of Commitment of Educators to their Job and to the University when Grouped According to Selected Personal Variables.

The null hypothesis that there is no significant difference between the level of commitment of educators to their job in terms of gender, civil status, employment status, educational attainment, length of service is accepted at 0.5 level of significance.

The null hypothesis that there is no significant difference between the level of commitment of educators to their job in terms of age and salary is rejected at 0.05 level of significance. Data revealed that age and salary can be an intervening factors between the level of commitment of educators to their job and their effectiveness in terms of performance rating.

The null hypothesis that there is no significant difference between the level of commitment of educators to the university in terms of gender, civil status, educational attainment is accepted.

The null hypothesis that there is no significant difference between the level of commitment of educators to the university in terms of age, employment status, length of service and salary is rejected. It means that age, employment status, length of service and salary can be an intervening factors between level of

commitment of educators to the university and their effectiveness in terms of performance rating.

5. Performance Rating of Educators

There exist a very satisfactory performance rating among educators as revealed by a mean of 4.12. This indicates that they are generally very satisfactory as revealed by 208 or 87 percent educators. This further implies that they are able to fulfill the roles and behaviors expected of as educators in the university.

6. Influence of Culture and Levels of Commitment of Educators to their Effectiveness

Culture was found to be a good predictor of their effectiveness in terms of their performance rating. This only implies that the culture of educators exerts influence on their performance rating as educators.

Age, length of service, employment status and salary influence the culture and performance rating of educators, therefore the university should enhance and strengthen the activities geared towards making these educators stay in the institution for the rest of their teaching career.

CONCLUSIONS OF THE STUDY

1. A commendable culture prevails among the educators of De La Salle University-Dasmariñas.

Guided by the Lasallian values of *Religio*, *Mores* and *Cultura* educators begin and end activities with a prayer; feel secure while inside the campus; they were not soliciting, requiring, collecting or receiving any money or service from persons or entities with political, religious and partisan interests; they were morally, mentally and physically fit for the services they render.

2. Educators of the university have a very satisfactory level of commitment to their job. DLSU-D as a dynamic partner in the development of the region, serves as a well spring of competent manpower that contributes significantly to the industrial growth of the area. This was supported by findings that educators conduct make up classes for sessions missed, prepare a syllabus in coordination with members of his/her department, explain the grading system and give students grades fairly, meet classes

regularly and encourage maximum participation of the students in all class activities.

3. Educators have a very satisfactory commitment to the university. This further means that the educators practice to a high extent the core values of common good, honesty, integrity, meritocracy, excellence and service among them.

As part of the vision/mission of the university to upgrade instructions, the university participates meaningfully in the process of human transformation especially in the formation of committed professionals. Results showed that educators attend institutional seminars/symposia, participate in yearly recollection and outing, attend departmental/collegiate meeting and creates a nourishing culture that count blessings instead of misfortunes.

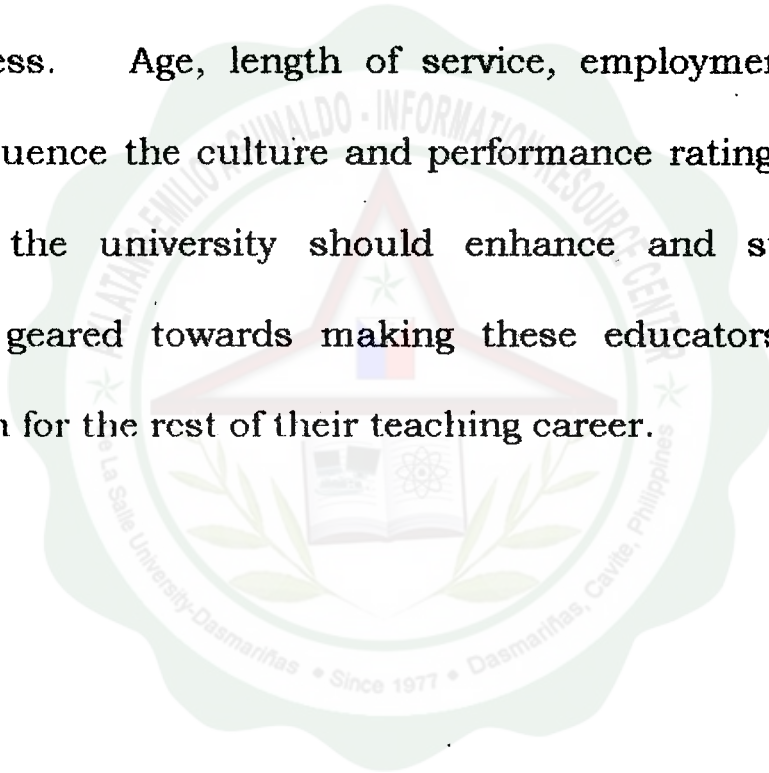
4. Age and salary can be an intervening factors between the level of commitment of educators to their job and their effectiveness in terms of performance rating.

Age, employment status, length of service and salary can be an intervening factors between level of commitment of educators to

the university and their effectiveness in terms of performance rating.

5. Educators' are commendably performing their job as college mentors.

6. Culture was found to be a good predictor of educators' effectiveness. Age, length of service, employment status and salary influence the culture and performance rating of educators, therefore the university should enhance and strengthen the activities geared towards making these educators stay in the institution for the rest of their teaching career.



RECOMMENDATIONS

1. Administrators have to foster the existing culture permeating in DLSU-D through programs and activities geared towards the attainment of the basic values and commitment to the institution's vision and mission.
2. Close monitoring of departmental/college and university-wide academic and non-academic pursuits has to be sustained in order to further enhance the commendable culture of educators.
3. Provide the human resources of the university the real comfort zone where everybody will have the chance to grow professionally and find their worth. Provide the educators with high level of job satisfaction or security.
4. Stay vigilant and sensitive to the needs of educators, students, staff and all the members of the academic community to limit if not eradicate the feeling of discontent or displeasing environment.
5. Avoid intrigues and live up to Lasallian values.

6. Observe professionally and religiously the 5 C's (committed, confident, compassionate, competent, and Christian).
7. Incorporate in every deed the core values of faith, zeal and community.
8. Provide academic freedom with the spirit of openness, responsibility and excellence.
9. To further enhance the very satisfactory level of commitment of educators to their job, there is a need for the university to conceptualize and implement in-service trainings and workshops focused on the key result areas of college teaching.
10. Institute a program geared towards promoting the culture of research in the university.
11. Top and middle-level educators of DLSU-D should continue instilling in their minds the core values that Lasallian schools endeavor to cultivate in hearts and minds of men and women charged with the education of today's youth. Internalize in heart and mind the true meaning of CHIMES (common good, honesty, integrity, meritocracy, excellence and service).

12. To raise the level of teaching performance of educators, developmental and clinical mode of supervision in instruction have to be instituted to a full extent. This will enable the educators to be thoroughly aware of the difficulties encountered in ensuring their effectiveness as educators.
13. Inasmuch as the culture has a bearing on the effectiveness of these educators, the university might consider studying or strengthening the provision of financial incentives based on meritocracy as supported by the findings that the higher the salary the more committed the educators are to their job and to the university.
14. Age, length of service and employment status influences the culture and performance rating of educators, therefore the university should enhance and strengthen the activities geared towards making these educators stay in the institution for the rest of their teaching career.