

# Decision Making, Organizational Commitment as Predictor of Employee Performance

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**Abstract:** This study determined the decision making, organizational commitment as predictor of employee performance of Edukasyong Pantahanan at Pangkabuhayan /Technology and Livelihood Education teachers in Davao del Norte, Philippines. A quantitative non- experimental research utilizing the descriptive correlational research design in this study with a sample of 300 teachers. The researcher used sets of adapted survey questionnaires in obtaining data from the respondents which were subjected for content validity and reliability analysis. The data were analyzed using the Mean, Pearson- r, and Multiple Regression Analysis. The overall result revealed that the levels of decision making, employee performance and organizational commitment of teachers are evident most of the time. Moreover, this study confirms the assumptions about the influence of decision making and organizational commitment on the employee performance since the study reveals a very high level of employee performance as perceived by the public teachers and are significantly related to the performance of an employee. In effect, the teachers exhibit a high level of decision making, high level in organizational commitment and very high level of employee performance.

**Keywords:** organizational commitment, decision making, employee performance, teachers

## I. INTRODUCTION

The existence of poor employee performance becomes a startling fact for employers and even to workers alike. In an organization, more likely than not, employees have a hard time or are incapable of acting and behaving according to the expected standard. The lack of ability and motivation affects employees reflecting the way they act and feel with their job, thus decreasing the rate of the employee's performance (Bhatti et al., 2018; Chmielewska et al., 2020; Obiozor & Prof, 2021).

Almarzooqi et al. (2019) stated in the research that the most crucial aspect in an organization's success was employee performance and had a direct impact on long-term employee performance and perceptions of long-term organizational support. Additionally, boosting employee performance and bolstering the function of long-term human resource management employee empowerment will also create a sense of perceived support that employees would cherish, resulting in good reciprocity from employees. Teachers usually engage in an experiential process in which they have to learn to make decisions about instructional practices independently, which ensures resource equity through decision-making (Williams & Bellgard, 2019).

Given these circumstances, the researcher perceives the need and drive of undertaking the study. There were many studies conducted about decision-making and employees' performance. However, there has been no study conducted yet about the significant influence of decision-making and organizational commitment on the employee performance of teachers. This research wanted to learn the key to good decision-making among employees (Wisler, 2018), the organizational dedication that helped build the company impacts the employees' performance, contentment and determination (Zaman et al., 2017) and there has not been a detailed study that comes across with the specific domains and intended to determine further the significant influence of decision making and organizational commitment on the employee performance of teachers.

## II. MATERIALS AND METHODS

This study applied a quantitative, non – experimental research with the use of correlational technique to describe the level of decision-making in terms of thoroughness, control, hesitancy, social resistance, optimizing, principled and instinctiveness of teachers; to determine the level of organizational commitment in terms of normative, affective and continuous commitment; to measure the level of employee performance in terms of quality, productivity, job challenge, reliability, attendance, initiative/creativity, teamwork, policy compliance and customer service; to establish the significant relationship between decision-making and employee performance; to establish the significant influence of organizational commitment and employee performance; and to determine the singular and combined influence of decision-making and organizational commitment on employee performance. Quantitative design starts on a theory analysis, hypotheses building, and then proceeds with the theory testing and it involves collecting and analyzing data, presenting results, making interpretations, and writing the research in a manner that is consistent with the survey questionnaire used (Creswell, 2014 as cited by Chih-Pei & Yan-Yi, 2017). To test the theory that decision making and organizational commitment affects employee performance, in Davao del Norte, this study utilized an adapted survey questionnaire.

This research was non- experimental because there were no signs of any manipulation of the predictor variable and data were gathered and measured as they naturally occurred (Dunson, 2019). Furthermore, this study applied

correlational design, correlational statistics to measure and describe the degree of association between two or more sets of scores. The correlational design is used to identify the strength and nature of association between two or more variables (Creswell, 2003 as cited by Taylor 2018).

Furthermore, the multi- regression analysis is also used in the study that uses statistical technique for examining the relationship between more than one independent variable and a single dependent variable (Seda et al. 2020).

#### *Research Respondents and Informants Selection and Sampling Procedure*

**Population and Sample.** The purposive sampling technique was employed in selecting the respondents. By using the Yamane's formula (Odeny et al ,2020), a total of 300 respondents were needed in the study.

In this study, exclusion criteria must be emphasized. The school principals, school heads, supervisors, parents, teachers who are non-major in TLE, teachers not handling TLE subjects, Kindergarten teachers and a private employed teacher were excluded. Also teachers with Deped plantilla outside the division of Davao del Norte are not included in the conduct of research study.

The researcher will respect the views and opinions of the respondents and may withdraw their consent at any time and discontinue the participation without sanction and penalty.

**Research Instrument:** Three sets of survey questionnaires were used in obtaining data from the respondents. To ensure accuracy of measurements, the questionnaires were subjected for content validity and reliability analysis. The validators' rating of the questionnaires has a mean of 3.97. Minor revisions recommended in some contents and statements of the instruments.

Prior to the conduct of the actual survey, the researcher conducted a preliminary survey with 30 respondents, for reliability testing. The preliminary data gathered were subjected to an internal consistency type of validity test using Cronbach's alpha. With a reliability test of 71 items, the first independent variable resulted to have 0.979, second independent variable, the organizational commitment with 0.977, and the dependent variable resulted to have 0.997, and with overall summary result has a value of Cronbach's alpha at .984.

The decision making questionnaire designed and validated by Mann and cited by Heuer, & Willer (2020) to measure self-esteem. The questionnaire was based on conflict theory of decision making by Jensen, et al (2020). The questionnaire was a 5-point Likert Scale from 1 (Never) to 5 (Always), and had 7 subscales.

The organizational commitment scale was adapted from the study of Empirical criticism (Allen & Meyer cited by

Rahman et al 2019) that has mainly revolved around two construct validity topics. The questionnaire is a 5-point Likert Scale from 1 (Strongly Disagree) to 5 (Strongly Agree).

The employee performance evaluation scale was adapted from Zahm and Vilain (2008) as cited by Biret et al. (2019). The questionnaire was a 5-point Likert Scale from 1 (Unsatisfactory) to 5 (Exceptional), and had 10 subscales.

more comprehensive interpretation and analysis of the data and in testing the hypothesis of the study at 0.5 level of significance, the following statistical tools were utilized.

**Mean.** This simply means the average of a given set of numbers, the sum of all values multiplied by the corresponding weights that determines the levels of decision making, organizational commitment and employee performance of teachers.

**Pearson r.** This statistical tool measured linear correlation between the independent and dependent variable that determines the significant influence of decision making and organizational commitment on the employee performance of teachers.

**Multiple Regression.** This statistical method estimated the relationship between a dependent variable and one or more independent variables to find out which among the indicators of decision making and organizational commitment best influences the employee performance of teachers.

### III. RESULTS AND DISCUSSION

#### *Level of Decision Making*

Presented in Table 1 is the level of decision making among public school teachers has a weighted mean of 3.53 with standard deviation of 0.425 and a verbal interpretation of *High*. The results show that *thoroughness* has the highest mean value of 3.85 which is described as *High* and the lowest mean of all decision making is in *instinctiveness* with a mean value of 3.05.

Table 1. Level of Decision Making

Indicator	SD	Mean	Descriptive Level
Thoroughness	0.502	3.85	High
Control	0.503	3.75	High
Hesitancy	0.620	3.64	High
Social Resistance	0.613	3.49	High
Optimizing	0.647	3.52	High
Principled	0.736	3.42	High
Instinctiveness	0.823	3.05	Low
Overall	<b>0.425</b>	<b>3.53</b>	<b>High</b>

The overall level of teachers in decision making is *high*, derived from the responses which are mostly *High* levels. The result of decision making on the performance of

teachers is higher compared with the findings of Vezino (2019) as pointed out that adults underestimate uncertainty in most decisions of teachers. Meanwhile, it is conformed with the statement that decision making can promote teacher productivity thus improving the quality of education (Cope, 2017). It helps ensure the unanticipated problems that arise during the work.

Recent study shows that the result may be aligned with the study that indicates decision making is positively related to teacher performance in class (Wolf et al., 2021), others that it may not lead to any meaningful change at the classroom level, or can even be a source of stress for teachers hence lead to a lowering of teacher performance (Hood, 2018) and might encourage teachers to experiment with innovative practices in curriculum and pedagogy (Boulton, 2021).

#### *Level of Organizational Commitment*

The other independent variable of the study is organizational commitment which were evaluated based on *normative commitment*, *affective commitment* and *continuous commitment*. Presented in Table 2 is the weighted means of each criterion were computed, in which the extent of organizational commitment of teachers has the overall weighted mean score of 4.02 and a standard deviation of 0.505 that has a verbal interpretation of *High*. The results revealed that the *affective commitment* has the highest mean score with a value of 4.18 which is described as *High* and the *continuous commitment* that has the lowest mean score of 3.90 which is described also as *High*.

Table 2. Level of Organizational Commitment

Indicator	SD	Mean	D.E.
Normative Commitment	0.578	3.99	High
Affective Commitment	0.606	4.18	High
Continuous Commitment	0.682	3.90	High
Overall	<b>0.505</b>	<b>4.02</b>	<b>High</b>

The extent of organizational commitment of teachers is *high* in normative, affective and continuous commitment. This means that organizational commitment is often performed by teachers.

This result is in a way parallel with the study of Puni et al (2021) that commitment involves an active relationship with the organization in which employees are willing to exert considerable effort to enhance the organization's well-being.

In other words, organization commitment is formed by the attitudes of employees towards their organization where loyalty (Bhitakburi, 2020), internalized normative forces such as reliability, productivity and creativity (Gafoor, 2020), identification with organization's values such as policy and in compliance and customer service (Xie and Keh, 2020), willingness to endeavor for organization such as teamwork, initiative and attendance (Fonti et al., 2017).

#### *Level of Employee Performance*

Presented in Table 3 is the level of employee performance among teachers with an overall weighted mean score of 4.48 with a standard deviation of 0.382 and descriptive interpretation of *Very High*. For specific items' result, the highest mean is being responsive and courteous to client inquiries with the weighted mean score of 4.83 while the lowest mean value of employee performance is called to explain absence with a mean value of 3.67 with descriptive interpretation of *High* in terms of attendance.

Table 3. Level of Employee Performance

Indicator	SD	Mean	Descriptive Level
Quality	0.468	4.47	Very High
Productivity	0.489	4.59	Very High
Job knowledge	0.470	4.42	Very High
Reliability	0.486	4.42	Very High
Attendance	0.539	4.22	Very High
Initiative/Creativity	0.545	4.215	Very High
Teamwork	0.497	4.605	Very High
Policy Compliance	0.455	4.75	Very High
Customer Service	0.402	4.8	Very High
<b>Overall</b>	<b>0.382</b>	<b>4.48</b>	<b>Very High</b>

The overall level of the performance of teachers as an employee is *very high*. This means that the performance of employees is oftentimes evident among the teachers. This result is aligned with Chaudhry et al (2021) that the employees performance level will depend on the quality of the employees' workplace environment, when the employees have supportive and harmonious relationships with all colleagues tends to commit higher performance and satisfaction (Bui et al, 2021). Many authors stated that employee perceived support makes the employee more satisfied and performance oriented in the organization (Sufian et al, 2018). Moreover, Pahos and Galanaki (2019) stated that when there is a very good communication skill and job knowledge increases the competency and performance of an employee.

#### *Significance on the Relationship between Decision Making and Employee Performance*

Presented in Table 4 is the result of the test of relationship between decision making and employee performance. Reflected in the hypothesis, the relationship was tested at 0.05 level of significance. The overall r-value of 0.340 with a p-value of <0.05 signified the rejection of the null hypothesis. It means that there is a significant relationship between decision making and employee performance. This shows that the decision making of teachers is correlated with employee performance.

More specifically, result revealed that all indicators of decision making are positively correlated with employee performance.

Table 4. Significance on the Relationship between Levels of Decision Making and Employee Performance

Decision Making	Employee Performance									
	Quality	Productivity	Job Knowledge	Reliability	Attendance	Initiative/Creativity	Teamwork	Policy Compliance	Customer Service	Overall
Thoroughness	0.363* (0.000)	0.291* (0.000)	0.319* (0.000)	0.328* (0.000)	0.208* (0.000)	0.320* (0.000)	0.243* (0.0000)	0.208* (0.000)	0.210* (0.000)	0.365* (0.000)
Control	0.331* (0.000)	0.306* (0.000)	0.316* (0.000)	0.289* (0.000)	0.261* (0.000)	0.301* (0.000)	0.202* (0.000)	0.158* (0.006)	0.154* (0.007)	0.347* (0.000)
Hesitancy	0.242* (0.000)	0.235* (0.000)	0.229* (0.000)	0.172* (0.003)	0.193* (0.001)	0.279* (0.000)	0.164* (0.004)	0.094 (0.100)	0.099 (0.083)	0.261* (0.000)
Social Resistance	0.182* (0.001)	0.161* (0.005)	0.139* (0.015)	0.192* (0.001)	0.084 (0.1440)	0.167* (0.003)	0.070 (0.222)	0.028 (0.621)	0.034 (0.556)	0.166* (0.004)
Optimizing	0.241* (0.000)	0.207* (0.000)	0.252* (0.000)	0.245* (0.000)	0.218* (0.000)	0.328* (0.000)	0.125* (0.029)	0.092 (0.109)	0.100 (0.082)	0.279* (0.000)
Principled	0.217* (0.000)	0.154* (0.007)	0.215* (0.000)	0.194* (0.001)	0.092 (0.107)	0.261* (0.000)	0.178* (0.002)	0.089 (0.119)	0.094 (0.101)	0.226* (0.000)
Instinctiveness	0.072 (0.212)	0.045 (0.436)	0.080 (0.165)	0.039 (0.497)	0.037 (0.515)	0.124* (0.031)	-0.041 (0.470)	-0.032 (0.580)	-0.031 (0.589)	0.054 (0.347)
Overall Decision Making	0.331* (0.000)	0.279* (0.000)	0.314* (0.000)	0.291* (0.000)	0.218* (0.000)	0.367* (0.000)	0.184* (0.001)	0.121* (0.035)	0.125* (0.028)	0.340* (0.000)

\*Significant at 0.05 significance level.

The test of relationship between decision making and employee performance revealed a significant relationship. This implies that teachers' decision making is correlated with employee performance

This result conforms with the statement that decision making can promote teacher productivity thus improving the quality of education (Suleman et al, 2021). Decision making benefits have generally been higher levels of teacher morale and job satisfaction (Townes, 2019), which in turn may raise levels of performance.

#### *Significance on the Relationship between Organizational Commitment and Employee Performance*

Presented in Table 5 is the result of the test of relationship between the organizational commitment and employee performance. Reflected in the hypothesis, the relationship was tested at 0.05 level of significance. In particular, it revealed a positive and significant relationship between the indicators of employee performance and organizational commitment as revealed in the p-value that is less than 0.05, and with r-value of 0.484 on *normative*

commitment, 0.487 on affective commitment, and 0.491 on continuous commitment.

The overall result reflects that the risk management strategies are positively correlated with employee

performance since the overall r-value is 0.600 with a p-value of <0.05, hence rejecting the null hypothesis. This shows that the increase in organizational commitment would also likely increase the performance of the teachers as an employee.

Table 5. Significance on the Relationship between Levels of Organizational Commitment and Employee Performance

Organizational Commitment	Employee Performance									Overall
	Quality	Productivity	Job Knowledge	Reliability	Attendance	Initiative/Creativity	Teamwork	Policy Compliance	Customer Service	
Normative Commitment	0.400* (0.000)	0.419* (0.000)	0.311* (0.000)	0.418* (0.000)	0.226* (0.000)	0.461* (0.000)	0.449* (0.000)	0.342* (0.000)	0.351* (0.000)	0.484* (0.000)
Affective Commitment	0.441* (0.000)	0.472* (0.000)	0.424* (0.000)	0.442* (0.000)	0.172* (0.003)	0.441* (0.000)	0.333* (0.000)	0.309* (0.000)	0.345* (0.000)	0.487* (0.000)
Continuous Commitment	0.489* (0.000)	0.379* (0.000)	0.420* (0.000)	0.432* (0.000)	0.247* (0.000)	0.450* (0.000)	0.355* (0.000)	0.272* (0.000)	0.306* (0.000)	0.491* (0.000)
Overall	0.549* (0.000)	0.519* (0.000)	0.477* (0.000)	0.530* (0.000)	0.266* (0.000)	0.554* (0.000)	0.464* (0.000)	0.376* (0.000)	0.410* (0.000)	0.600* (0.000)

\*Significant at 0.05 significance level.

This implies that the increase in organizational commitment would also likely increase the employee performance of the teachers.

This is congruent with the statement of Bastas (2019) in which organizational commitment shows that teachers are adopting the goals and values of the organization, making an effort to meet them and sustaining the will to stay thus increasing teachers’ performance as an employee. In support of the idea, Richardson (2019) found that teachers were strongly committed to the teaching profession thus increasing performance as an employee.

Furthermore, Chinomona et al (2017) indicated that organizational commitment is effective in predicting good employee performance as this also is a suitable indicator of job performance (Said, 2020). And also (Nazir and Islam, 2017) shows the positive relationship between organizational commitment and employee performance.

*Extent of Influence Predictor Variables on Employee Performance*

Presented in Table 6 is the extent of influence predictor variables which are decision making and organizational commitment on employee performance. It was revealed that the F-value was 87.883 with a p- value of 0.000, which indicated that decision making and organizational commitment influences the employee performance among teachers of Davao del Norte.

The result also displayed an R value of 0.606, with an R<sup>2</sup> value of 0.367 which meant that 36.7 percent of the variance of employee performance can be best explained by decision making and organizational commitment. The other 63.3 percent can be attributed to other variables not covered in this study.

When taken individually, the result displayed that all indicators of decision making and all indicators of

organizational commitment showed significant influence on employee performance of teachers having  $p$  – values lesser than the 0.05 level of significance. Among the two independent variables, organizational commitment emerged as the best predictor of employee performance given a higher Beta coefficient of 0.559. This was followed by decision making with Beta coefficient of 0.093.

This rejects the second null hypothesis, stating that there is no significant influence between decision making and organizational commitment that best influence the employee performance of teachers in Davao del Norte.

Table 6. The extent of Influence of Predictor Variables on Employee Performance

Employee Performance (Dependent Variables)				
Independent Variables	$\beta$ (Standardized Coefficients)	B (Unstandardized Coefficients)	t	Sig.
Constant	2.480	.168	14.734	.000
Decision Making (DM)	.093	.083	1.816	.070
Organizational Commitment (OC)	.559	.423	10.967	.000
R	.606			
R <sup>2</sup>	.367			
F	87.883			
P	.000			

The result of this study exposed that decision making and organizational commitment significantly influences employee performance of public school teachers having a  $p$ -value of less than the level of significance. The R- squared of thirty-six-point seven percent means that the variance of employee performance can be explained by decision making and organizational commitment at around thirty-six-point seven percent, the other sixty-three-point three percent can be attributed to other variables not covered in the study.

The result further displayed that on the singular level, indicators of organizational commitment showed the most significant influence and the most influential on employee performance.

#### IV. CONCLUSION

As can be gleaned in the findings of the study, conclusions were drawn in this section. The fact that organizational commitment has significant correlation with employee performance, this finding is in line with the research investigated organizational commitment among the academic and administrative personnel of a chartered university using Allen and Meyer's *Three-Component Model (TCM)* that organizational commitment is one of the most fundamental concepts that has been explored in relation to workforce motivation and productivity. The goal setting theory that had been proposed by Ryan (1970) that the singular objectives set up by a worker assume a significant part in rousing him/her for prevalent execution is significant and that the individual

decision established by an employee plays an important role in motivating him for superior performance is significant. Also, the study reveals a very high level of employee performance as perceived by public teachers. Furthermore, the decision making and organizational commitment of teachers are significantly related to the performance of an employee.

Moreover, the findings provide evidence that the teachers believed the idea that decision making is important on the performance of an employee. In effect, the teachers exhibit a high level of decision making, high level in organizational commitment and very high level of employee performance. It generally indicates that there is a significant influence in decision making, organizational commitment, and employee performance.

The results of the study may be transcended into another scheme of knowledge on total performance by weaving together the concepts of stating that managers can improve internal organizational behavior in their organizations while also ensuring that their employees are psychologically capable (high on PsyCap). It would allow employees to put their whole true essence into their profession. (Pandey et al (2021). Employees have assumed major responsibility for their own career development as corporations have shifted their focus away from them. Personal growth initiative (PGI), defined as an individual's positive and proactive attitude toward change and continuous self-improvement, has become a crucial construct in the fields of human resources (HR), organizational behavior (OB), and career management as the role of individuals in career development has grown in importance (Baek-Kyoo et al 2021).

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