PREO Journal of Business and Management EISSN: 2945-3933
Volume 4, Issue 1, February 2023

Work Engagement, Organizational Commitment and Demographics: Towards the Development of Strategic Interventions for Academic Professionals

Rio G. Yutuc
Holy Angel University, Angeles City, Philippines
ryutuc@hau.edu.ph

Abstract

This study entitled *Work Engagement, Organizational Commitment and Demographics: Towards the Development of Strategic Interventions for Academic Professionals* explores the antecedent relationship of employee demographic variables with work engagement and organizational commitment. It also describes the correlation of the factors of work engagement (vigor, dedication, and absorption) with the factors of organizational commitment (affective, normative, and continuance). It was found in this study that full-time and part-time employee groups practiced work engagement at the same *high* level. Both full-time and part-time employee groups practiced organizational commitment at the same *moderately high* level. Between work engagement and organizational commitment, the full-time employees were at a stronger level compared to the part-time employees. It was also found in this study that the employees' educational level, years of service, marital status, and sex were correlated with work engagement. A significant relationship between educational level and work engagement was observed among all the employees, while the association of years of service, marital status, and sex was significant only among the part-time employees. It was also revealed in this study that marital status, years of service, educational attainment, and sex were correlated with organizational commitment. A positive association of marital status and years of service with organizational commitment was observed among all the employees, while that of educational attainment and sex was significant only among part-time employees. Generally, there is a significant interaction effect between work engagement (*all factors* combined) and organizational commitment (*all factors* combined). Therefore, enhancing work engagement would result into an improved organizational commitment, and *vice versa*. Human Resource strategic interventions were recommended for this purpose.

Keywords: *work engagement, organizational commitment, employee demographics*

1. Introduction

In the field of Human Resource Management (HRM), transforming an organization into a high-performing work system has always been a challenge. A condition that describes high-performing organizations is the presence of employees who are totally engaged in their work and who show valuable commitment to the organization. These two attitudinal concepts are known as work engagement and organizational commitment. Work engagement is the state of fulfillment and strength of involvement of an employee with his or her work. To be fully engaged requires that workers perceive their job as a fulfilling responsibility. Organizational commitment is the strength of attachment an employee has with an organization and the willingness to exert effort to achieve the organizational goals. Workers with high levels of organizational commitment put extra effort to sustain the organization through its most difficult times.

This study explored the correlation of work engagement and organizational commitment among academic professionals. It investigated the possible direct relationship between work engagement which is characterized by vigor, dedication, and absorption, and organizational commitment which is characterized by affective, normative, and continuance commitment. It also looked into the correlation of work engagement and organizational commitment with the employees' demographic variables, specifically age, educational attainment, marital status, rank, sex, and years of service.

The effect of the demographic variables on work engagement and organizational commitment could be used as indicator of the strength of the latter (e.g. do more mature employees exhibit stronger level of work engagement? or do employees who are ranked higher show stronger level of organizational commitment?).

The objective of this study was the development of work engagement and organizational commitment enhancing strategies. The affirmation of the relationship between work engagement and organizational commitment, and the identification of the determinants of these two work attitudinal concepts (based on the demographic variables of the academic professionals) could mediate the paucity of information on the aforementioned relationships when applied to an educational institution with diverse workforce profiles.

The school under study has a usual average semestral enrollment of 5,000 students, the biggest enrollment when compared to the student population in the other seven schools of the University. These other schools are Arts and Sciences, Education, Engineering and Architecture, Nursing and Allied Medical Sciences, Information and Communications Technology, Hospitality and Tourism Management, Criminal Justice Education and Forensics.

Aspiring to enhance the work engagement and organizational commitment of these employees to a level far greater than the ideal, this study was undertaken to develop interventions towards the improvement of the overall engagement and commitment level of the said employees. Work engagement "is a mental state in which a person performing a work activity is fully immersed in the activity, feeling full of energy and enthusiasm about the work" (Bakker, 2017, p. 67).

2. Literature Review

The concept of work engagement has been explained as being a job-related condition of fulfillment with tripartite factors of vigor, dedication, and absorption. Vigor is shown by those employees who exhibit high energy levels and psychological resilience in the performance of the job. Dedication is characterized by individuals who are immensely involved in their job and show a sense of significance, enthusiasm, and challenge. Absorption is exhibited by workers who are highly focused and happily involved in their work in such a way that they have difficulties being separated from their job. Thus, work engagement is exhibited by those individuals who show high energy levels, immense involvement, and focused and joyful involvement about their job (Blomme, Kodden, & Suffolk, 2014; Scrima, Lorito, Parry & Falgares, 2014; Suzuki, Tamesue, Asahi, & Ishikawa, 2015).

Similarly, Mouraa, Ramos, and Goncalves (2014) stated that work engagement is a positive construct that is characterized by vigor, dedication, and absorption. They described vigor as high energy levels at work performance, dedication as high degree of work meaningfulness, while absorption as high level of happiness and concentration in the job.

Mouraa, Ramos, Goncalves (2014) further discussed that work engagement is a key determinant of job satisfaction. Positive work outcomes, which include job satisfaction, are the results of motivational emotions associated with work engagement. They added that workers who are completely engaged in their work are likely to trust and build better relationship with the employer.

Work engagement is a state of mind wherein a job is what makes the worker contented and this state of mind can be developed among employees. Blomme, Kodden, and Suffolk (2014) stressed that those workers who take a positive meaning to life more often create a lot of better opportunities and are best equipped to seize such. They opined that these employees have the tendency to be completely happy, proud and truly enthusiastic about the work they do.

Work engagement is an organizational initiative linked with business success. In fact, Geldenhuys, Laba, andVenter (2014) noted that employee work engagement leads to positive work outcomes. They elaborated that in order to elicit work engagement, employees need to find the meaning in what they do. Furthermore, they mentioned that employers who take effort in understanding the workers' engagement and commitment patterns and laying out strategies to enhance those that are associated with the goals of the organization will produce desirable work outcomes. However, Breevaart, Bakker, Demerouti, and Derks (2016) cautioned that employees usually experience fluctuations in their use of work engagement; thus, it is necessary to find approaches on how to develop a sustained work engagement among employees.

Patrick and Mukherjee (2018) expounded the discussion of Geldenhuys, Laba, and Venter (2014) as they pointed out that it is necessary for any organization to create working environments that are attuned to the development of work engagement. This is because more solid psychological connection between a worker and an employing organization could enable the former to deliver better performance and to engage with the job. Murray, Duncan, Pontes and Griffiths (2015) explained that better engagement is shown both mentally and physically. They argued that high levels of identification with a particular organization could elicit engagement with the goals of the organization. They pointed out that a worker's psychological connection (or non-connection) with his or her employing organization could possibly improve or dampen his or her engagement with the job.

Breevaart, Bakker, Demerouti, and Derks (2016) stated that employees become more engaged when their superiors provide them higher performance evaluation and when their superiors utilize transformational leadership style, and whenever workers practice better self-leadership options. Individuals who are immensely engaged in their job are able to put their energy in their work, which enables them to perform at their best. According to Bakker (2017) in order to develop engaged workers, four bottom-up approaches maybe necessary. These are: (1) self-management (management of own behavior, e.g. setting specific goals for the workday), (2) job crafting (changes in job demands as initiated by the workers themselves), (3) strength use (taking advantage of the workers' strength in accomplishing task), and (4) mobilizing ego resources (self-initiated enhancement of physical and psychological well-being).

Getting the affection of the employees and consequently their commitment is an emergent concern in human resource development (HRD) as well as in organizational development (OD). Alvino (2014) as cited in Mercurio (2015) opined that the rising concern of leaders is the task of recruiting, developing, and retaining skilled and talented employees to retain competitive advantage. The positive

organizational outcomes such as working long hours and productivity are produced foremost by the emotional attachment, or aptly - organizational commitment of the employees to the company's story and mission.

According to Saeed, Waseem, Sikander, and Rizwan (2014), "organizational commitment is described as the employee's association with the organization or the collection of feelings and beliefs about the organization as to involve or attach emotionally in a (sic) organization" p. 246.

Abdul, Noor, and Mohammd (2017) explained that organizational commitment has three factors, namely: affective, continuance, and normative. They elaborated that *affective* commitment is the emotional attachment, identification, and involvement with an employing organization. *Continuance* commitment is one's understanding of the associated costs in leaving the employing organization. *Normative* commitment, on the other hand, is the felt obligation of an employee to the employing organization anchored on his or her own values and norms. Workers who exhibit normative commitment stay with the employing organization because they believe they have to out of moral obligations.

Similarly, Keskes (2014) tied employees' *desire* to stay with an organization as affective commitment, *need* to stay with the organization as continuance commitment, and *obligation* to stay with the organization as normative commitment. It was also cited by Keskes (2014) that there appeared to be a consensus among empirical works that organizational commitment influences the behaviors and attitudes of workers which affect their tendency to stay with their employing organization and improve work performance.

The assumption in organizational commitment is that there is an established relationship between the worker and the employing organization, which benefits not only the firm but all stakeholders in general; thus, organizational commitment refers to the intention of a worker to deliver the best performance and to value loyalty to the goals and objective of the organization (Yeh, 2014).

Yalabit, Rossenberg, Kinnie, and Swart (2014) stressed that it is imperative for professional service firms to understand work engagement and organizational commitment of employees, including the interrelationship among the factors of these two motivational constructs. They cited that very few have studied the drivers of engagement and commitment among professional service firms. The study of work engagement could elicit valuable information on the determinants of organizational commitment in the context of professional service firms.

Jing and Zhang (2014), Meyer (2014), Nazir and Islam (2017), as well as Tok and Cagrisan (2016), studied the relationship of work engagement and organizational commitment among academic professionals and found a significant positive relationship between the two aforementioned work attitudinal concepts.

Jing and Zhang (2014) found that organizational commitment significantly affects the performance and effectiveness of academics in China. The significant relationship of the commitment factors to effectiveness in teaching and research was found to be mediated by the academics' performance. The interrelationship among organizational commitment, performance, and effectiveness is associated

with the academics' resources, own goals, perceptions on the equity of reward to effort, and the effect of teaching and various activities to both teaching and research outputs.

Meyer (2014) identified significant relationship between work engagement and organizational commitment among part-time baccalaureate clinical nursing faculty in schools in United States of America. She further found significant interrelationship among job satisfaction, work engagement and organizational commitment and propounded that career advancement and growth opportunities positively affect work engagement. Career advancement and organizational support were associated with stronger levels of organizational commitment.

The findings of Meyer in 2014 were supported in the succeeding empirical studies on the relationship of work engagement and organizational commitment among academic professionals. For instance, Tok and Cagrisan (2016) also found that there is a positive moderate relationship between work engagement and organizational commitment and explained that the former increases in level with the latter. Moreover, they emphasized that the work engagement level of primary, middle and high school teachers is stronger than organizational commitment.

Similarly, Nazir and Islam (2017) tested the relationship between work engagement, and organizational commitment, particularly affective commitment among employees of higher educational institutions (the bulk of which are faculty members). The outcome verified that work engagement has a positive influence on affective commitment and consequently on employee performance. They concluded that work engagement has a mediation effect on the interrelationships of organizational support with affective commitment and job performance. They concluded that organizations that show commitment on organizational support can develop dutiful employees who give back to the organization through stronger degree of work engagement.

The relationship of work engagement with organizational commitment has also been explored in other work industries. Albdour and Altarawneh (2014) and Prerana (2017) studied the aforementioned relationship among bank employees; Al-Jabari (2017) and Trinrud (2015) among employees of various industries; Burns (2016) among professional managers; Wills (2018) on medical service managers; Yalabik, van Rossenberg, Kinnie, and Swart (2014) among employees of professional firms; and Zhang, Ling, Zhang, and Xie (2015) among engineers.

Albdour and Altarawneh (2014) investigated relationship between work engagement (organizational and job engagement dimensions) and organizational commitment (affective, continuance, and normative commitment dimensions) in the banking industry. Quota and convenience sampling techniques were employed in their study which covered frontline employees of banks in Jordan. Their findings showed that frontline workers who have high levels of work engagement have high levels also on the affective and normative dimensions of organizational commitment. It was also found that workers' continuance commitment is affected by their work engagement.

Among workers in public banks, Prerana (2017) found that there is a high correlation between work engagement (as reflected in their job satisfaction and involvement levels) with organizational commitment. It was stressed that enhancing work engagement leads to improving also the commitment levels of bank employees.

The link between work engagement and organizational commitment was confirmed by Al-Jabari (2017) and Trinrud (2015) among employees of various industries. Al-Jabari (2017) provided strong empirical support on the positive relationship among affective commitment, work engagement, and employee retention. It was affirmed that among employees of various industries, the predictors of employee retention are affective commitment and work engagement. It was also found that the employee's years of service has an effect on the relationship of affective commitment, and work engagement on employee retention.

With the intention to construct a network of nomological relationship of work engagement with attitudinal concepts in organizational behavior, Trinrud (2015) surveyed full-time employees of various industries. It was revealed that work engagement is not a repackaged version of job satisfaction and that it is its own construct, as it correlated significantly with the attitudinal concepts in organizational behavior, including organizational commitment.

In the study of Burns (2016) it was revealed that among full-time professional managers, organizational commitment, along with job satisfaction, significantly affected work engagement. The strong positive linear association between commitment and engagement among employees indicated that higher scores in organizational commitment were associated with higher scores also in work engagement. As firms utilized carefully studied strategies to enhance the levels of organizational commitment among employees, they also inadvertently improved work engagement at the same time.

Similarly, Wills (2018) confirmed that there is a positive relationship between work engagement, organizational commitment, and job satisfaction but in this instance among medical/health services providers. The regression analysis affirmed that organizational commitment and job satisfaction are predictors of the employees' intent to stay.

According to Yalabik, van Rossenberg, Kinnie, and Swart (2014), vigor and dedication (two of the three factors of work engagement) are positively associated with organizational commitment among employees of professional service firms. Workers with strong vigor level, such as perseverance, resilience, and energy, have the tendency to also have strong organizational commitment level.

Dedication, which is characterized by strong work identification, work pride and meaning, as well as enthusiasm, is also positively associated with organizational commitment. Thus, the higher the dedication level the higher also is the organizational commitment level. It was further discussed by Yalabik, van Rossenberg, Kinnie, and Swart (2014) that this may be due to the strong degree of job challenge and work autonomy which are essential elements of job resources and job demands which cause improvement in work engagement.

Among engineers in Taiwan, Zhang, Ling, Zhang, and Xie (2015) found that work engagement has a partial moderation effect on the relationship of organizational commitment and turnover intention, and that the aforementioned association was lower when the worker-supervisor fit became closer.

The link of work engagement and organizational commitment with the other concepts of organizational behavior has been explored by Abu-Shamaa, Al-Rabayah, Wafaa, and Khasawneh (2015) on job satisfaction; Coetzee, Schreuder and Tladinyane (2014) on career anchors; Geldenhuys, Laba and Venter (2014) on meaningful work; Zayas-Ortiz, Rosario, Marquez,

and Colón (2015) on organizational citizenship behavior; and Volkov (2016) on self-perceived employability.

Two antecedent factors were considered by Abu-Shamaa, Al-Rabayah, Wafaa, and Khasawneh (2015) in their study on factors affecting organizational commitment among Jordanian employees, job satisfaction and work engagement (independent variables), which were proven to have positive impact on organizational commitment (dependent variable). Abu-Shamaa et al. (2015) pointed out that in order to improve the workers' organizational commitment, it is imperative that employers consider enhancing the working conditions and provide the necessary tools, materials, and other resources in order to perform the job.

It was also suggested by Abu-Shamaa et al. (2015) that for work engagement of employees to be enhanced, it behooves Human Resource managers to facilitate better organizational communication, to inform the employees about the vision, mission, and goals of the organization, aside from making sure that they hire workers who like and enjoy what they do.

Another moderating model was explored by Coetzee, Schreuder, and Tladinyane (2014). This time, the individual career anchors (through inventory of career orientations) were utilized as the intervening variable in the possible direct relationship between work engagement (measured through the Utrecht Work Engagement Scale) and organizational commitment (as measured through the scale of organization-related commitment).

Using workers in the service industry, it was found in a moderated regression analysis that the relationship of work engagement with organizational commitment was stronger for those with high career anchor preferences (Coetzee, Schreuder, & Tladinyane, 2014).

Geldenhuys, Laba, and Venter (2014) explored the possibility of yielding positive benefits through development of meaningful work. It included a test on the possible moderating effect of work engagement on the direct relationship between psychological meaningfulness and organizational commitment. The findings confirmed that there is a positive relationship among psychological meaningfulness, work engagement, and organizational commitment. Furthermore, it was noted in their study that the predictor of work engagement is only psychological meaningfulness, while the predictors of organizational commitment included both psychological meaningfulness and work engagement.

The relationship of work engagement and organizational commitment with organizational citizenship behavior (OCB) was confirmed in the study of Zayas-Ortiz, Rosario, Marquez, and Colón (2015). According to them there is a positive relationship between the indicators of organizational citizenship behavior (OCB) and organizational commitment among bank employees in Puerto Rico. The strongest correlation was observed with the dimensions of affective and moral commitment to civic virtue variables of organizational citizenship.

Volkov (2016) discussed that the interrelationship between work engagement and organizational commitment is moderated by self-perceived employability. The data from employees of organizations in South and Central Florida revealed that organizational commitment and self-perceived employability were significant determinants of work engagement.

The relationship of employee demographic variables with work engagement was studied by Allen (2017); Albdour, Altarawneh, and Abdul (2014); Alkhalaf (2017); Baumgardner (2014); Borkowska and Czerw (2017); Czerw and Grabowski (2015); Guglielmi, Bruni, Simbula, Fraccaroli, and Depolo (2016); Jaworek (2017); Madan and Srivastava (2015); Maniam and Samuel (2015); Tok and Cagrisan (2016).

Allen (2017) examined whether work engagement differ for full-time and adjunct instructors, online and face-to-face faculty members, for those with heavy and light loads, including service years. Analysis showed that full-time face-to-face instructors had higher levels of work engagement compared to full-time online instructors. The same was also observed for adjunct instructors on an online scheme compared to adjunct instructors on a face-to-face scheme.

Full-time instructors who have six or more teaching loads and adjuncts teaching with one class load showed higher levels of work engagement than full-time instructors with light teaching load and adjunct with heavy teaching load. Correlation of years of teaching among community college instructors did not show significant relationship with work engagement (Allen, 2017).

Years of service was affirmed to have an effect on work engagement. Maniam and Samuel (2015) observed that workers were able to exhibit higher level of work engagement and build emotional attachment to the organization as their service years increased. The findings of Maniam and Samuel (2015) and Madan and Srivastava (2015) on the effect of years of service on work engagement were consistent with that of Albdour, Altarawneh, Abdul (2014) who also found no significant association of work engagement with gender, marital status, age, and educational background of employees.

Contrary to the findings of Albdour, Altarawneh, and Abdul (2014), Madan and Srivastava (2015), Maniam and Samuel (2015), Baumgardner (2014), and Volkov (2016) found that age impacted work engagement. They discussed that age showed a significant association with work engagement, specifically for dedication and absorption work engagement. A positive relationship was registered among the aforementioned, which indicated that the older the respondents the stronger is the level of work engagement.

In 2017, Alkhalaf also affirmed that as employee aged, their work engagement levels amped up. Similarly, Guglielmi, Bruni, Simbula, Fraccaroli, and Depolo (2016) discussed that work engagement differed across teachers' age group. Their data also indicated that work engagement among young teachers was caused by development opportunity and social interaction, while older teachers were grateful whenever their competencies were recognized. Jaworek (2017) also indicated that older workers (50 and above) showed higher work engagement level than younger employees.

Tok and Cagrisan (2016) found that among primary, middle and high school teachers in Turkey the employee gender was found to affect work engagement and organizational commitment at the same time. They explained that male teachers were found to have better work engagement and organizational commitment than female teachers. Iyer (2016) also confirmed that the work engagement of male teachers was higher than female teachers. He asserted that the financial returns for male teachers in the teaching profession were below what other industries could offer; hence, males who have chosen to stay in the teaching profession may indicate their genuine interest in teaching work.

According to Czerw and Grabowski (2015) and Volkov (206) job position has an effect on the work engagement. This was concurred by Jaworek (2017) who mentioned that managers appeared to be more engaged than non-managers. Managers and specialists showed higher level of work engagement compared to line and clerical workers. In addition, Borkowska (2017) revealed that higher levels of job position resulted to higher levels of organization and work engagement. More critical job roles in the organization were associated with increased levels of work engagement while lower job roles were disassociated with it.

The association of organizational commitment with employee demographic variables was tested by a number of researchers. These researchers included Chhantyal (2018); Jena (2015); Jones (2018); Leszczynska (2018); Punjab and Parveen (2015); Sepahvand, Atashzadeh-Shoorideh, Parvizy, and Tafreshi (2017); Sheikh (2017); Timalsina, Rai, and Chhantyal (2018); Tok and Cagrisan (2016); and Mamman, Buela, and Rajalakshmi (2017).

According to Sepahvand, Atashzadeh-Shoorideh, Parvizy, and Tafreshi (2017), there was a significant correlation between continuance commitment and job position, work experience, and work shifts. No significant correlation was found between organizational commitment and age, marital status, employment status, gender, and education level. This finding was concurred by Timalsina, Rai, and Chhantyal (2018) who propounded that higher educational level as well as work experience could predict high organizational commitment among faculty members teaching nursing courses, whereas job position could predict moderate levels of organizational commitment. Age and marital status were found to be insignificant predictors of organizational commitment.

Employee age was affirmed to be a non-significant factor also by Jones (2018) who emphasized that it cannot be used as an indicator of work engagement and organizational commitment and does not mediate in the relationship of the two aforementioned attitudinal concepts.

Contrary to the findings of Sepahvand, Atashzadeh-Shoorideh, Parvizy, and Tafreshi (2017), Timalsina, Rai, and Chhantyal (2018) as well as Jones (2018), Sheikh (2017) discussed that organizational commitment was influenced by age, gender, and marital status among academics. Leszczynska (2018) also indicated that the organizational commitment of employees was significantly different among the age groups and increased as employees aged. The benefits gained through old age become greater as the workers get older. As for length of service, the surveyed academics felt that the time serving their institution was an asset itself. Female academics perceived university life as a caring environment. Marital status, especially among female academics, seemed to affect organizational commitment because they appreciate the more favorable work hours provided by university.

Sepahvand, Atashzadeh-Shoorideh, Parvizy, and Tafreshi (2017), Timalsina, Rai, and Chhantyal (2018), as well as Sheikh (2017) all agreed that length of service impacted organizational commitment. This finding was, however, contradicted by Tok and Cagrisan (2016) who found that seniority in profession and years of service did not affect the level of work engagement and organizational commitment of teachers.

The findings of Sheikh (2017) were similar with that of Jena (2015) who also discussed that gender, service years, job level, and marital status significantly affected organizational commitment. Affective commitment correlated positively with years of service.

Job level affected affective and continuance commitments but no significant relationship was found between job level and normative commitment. Marital status showed significant relationship with organizational commitment, with married workers exhibiting higher level of commitment (Jena, 2015).

The contention of Jena (2015) that organizational commitment was higher among men when compared to women, as the latter perceived family role a priority over professional role, was opposed by Punjab and Parveen (2015) who revealed that female academics have higher level of organizational commitment compared to male academics. However, Mamman, Buela, and Rajalakshmi (2017) and Leszczynska (2018) contradicted both Jena (2015) and Punjab and Parveen (2015) as they opined that there was no significant difference in the level of organizational commitment between male and female employees because both sexes exhibited such only at the same level.

Part of the outputs of this research includes strategic human resource interventions. Essays (2018) pointed out that "personnel management" has been replaced with the term "human resource management" or HRM, or more appropriately to "strategic human resource management" or SHRM.

Strategic human resource management focuses on the interest of the firm's administration and on application of a strategic approach to obtain value added through the development of human resources, employee performance management, and commitment to the vision, mission, goals, and objectives of the organization. The concept of strategic human resource interventions is that the policies of HRM are linked to the development, implementation, and control of strategic company objectives.

Essays (2018) discussed that SHRM has four important components, namely: selection of employees, their performance management, employee development, and rewards systems. Strategic human resource interventions put their strength on matching human resource policies with the business strategies. HRM takes an important position in the development of organizational policy, thus, the integration of strategic management with human resource management or aptly strategic human resource management. A strategic approach provides an approach to the formulation and application of HRM policies, practices, and interventions.

Strategic human resource interventions concern about organizational decisions that have effect on the employment, development, and retention of employees on a long-term basis. The interventions provide the framework for the development of plans, programs, and practices in managing people (Essays, 2018).

According to Mello (2014), strategic management and human resource management are interrelated. The development of strategic human resource management starts with (1) development (if non-existing) or review (if already existing) of mission statement and vision statement, (2) organizational self-assessment (in terms of resources and management systems), (3) establishing goals and objectives, and (4) setting strategies.

The mission statement explains the purpose of the existence of the business organization while the vision statement is what it intends to become in the future. Organizational self-assessment includes an evaluation of the financial, physical, human, technological, and capital resources. Organizational self-assessment also focuses on the evaluation of management systems which include culture,

organizational structure, power dynamics, and decision-making processes. Goals and objectives need to be short, specific, measurable and attainable. Strategies include the means to achieving the goals and objectives of the organization (Mello, 2014).

In this study, the human resource strategic interventions were developed using a strategic framework that highlights target (or objective), programs/projects/activities, time frame, and manpower requirement (David & David, 2017).

The review of related literatures and studies has indicated that work engagement is a motivational-psychological condition with vigor, dedication, and absorption as its tripartite factors. It was also described as being exhibited by employees who have high energy levels, immensely involved, focused and happy in performing their jobs. Employees who are engaged are proactive job creators and take initiative in creating solutions to job problems and challenges by mobilizing their work resources. Empirical studies in the field of work engagement have provided observation on the stronger link between work engagement and job performance when compared to the other constructs of organizational behavior (OB), and of human resource management (HRM) in general.

The other construct that was explored in this research is organizational commitment. Similar to work engagement, organizational commitment has three very distinct factors. These are affective commitment, continuance commitment, and normative commitment.

Organizational commitment is the felt and exhibited relationship between the employee and the organization, which is usually seen in the proclivity of the employee to stay in the business organization. It is also described as the personal attachment and voluntary effort of the employee to achieve the vision, mission, and goals (VMGO) of the organization. Finding an attachment to the VMGO has great benefits to the organization. Enhancing it way above the ideal levels could produce more than adequate effect on the success of a business organization.

Therefore, it is necessary for any organization to identify the levels of work engagement and organizational commitment of its employees. Identifying the aforementioned could lead to better human resource (HR) strategies in developing more engaged and more committed employees. Studies have also indicated the need to explore any differences in the level of work engagement and organizational commitment of the employees when they are grouped according to certain variables.

The surveyed empirical studies in this research have found significant relationship between work engagement and organizational commitment among frontline bank employees, service industry workers such as call center employees, nurses (both in private and government hospitals), doctorate degree holders working in Research and Development projects, and government employees. However, there is a dearth of information on the interaction effect of work engagement and organizational commitment among academic professionals working in a service environment.

This study tested the degree of relationship between work engagement and organizational commitment among academic professionals. The factors of work engagement, specifically vigor, dedication, and absorption were correlated with the factors of organizational commitment, which are affective, normative, and continuance.

Moreover, it examined the interrelationship of work engagement factors (combined and independently) and organizational commitment factors (combined and independently) with the employee demographic variables, which included age, educational attainment, employment status, rank, sex, and years of service. As such, the following were ought to be answered:

1. How do the factors of work engagement (combined and independently) and the factors of organizational commitment (combined and independently) interact with the employee demographic variables, specifically age, educational attainment, employment status, rank, sex, and years of service?
2. Is there a significant relationship between the factors of work engagement (combined and independently) and the factors of organizational commitment (combined and independently)?
3. How may the work engagement and organizational commitment of the employees be enhanced?

3. Research Philosophy, Framework, Design and Methodology

The conceptual framework for the study showcases the factors under the dimensions of employee engagement and organizational commitment and their possible relationship. The framework highlights the objective of the study to determine the most dominant factor/s of work engagement and organizational commitment among academic professionals in a service environment. It also focuses on the possible interrelationship between and among the factors of work engagement and organizational commitment in an educational work setting.

Organizational commitment factors are affective, normative, and continuance (Abdul, Noor, & Mohammd, 2017; Keskes 2014) while the work engagement factors are vigor, dedication, and absorption (Blomme, Kodden, & Suffolk, 2014; Scrima, Lorito, Parry, & Falgares, 2014; Suzuki, Tamesue, Asahi, &Ishikawa, 2015). These attitudinal concepts and the three factors under each of these two aforementioned dimensions are described as follow:

Work Engagement

A motivational-psychological condition with tripartite dimensions of vigor, dedication, and absorption. Work engagement is exhibited by those individuals who exhibit high levels of enthusiasm and energy about their job.

Work Engagement characterized by Vigor

Represented by those employees who exhibit high energy levels and psychological resilience in the performance of the job.

Work Engagement characterized by Dedication

Exhibited by individuals who are immensely involved in their job and show a sense of significance, enthusiasm, and challenge.

Work Engagement characterized by Absorption

Represented by workers who are concentrated and happily involved in their work in such a way that they have difficulties in being detached from their job.

Organizational Commitment
It pertains to the attachment with the vision, mission, and goals of the business organization, and the voluntary effort to achieve its goals. Its three distinct factors are affective commitment, continuance commitment, and normative commitment.

Affective Commitment
An emotional relationship with the organization along with its core values. It is characterized by the personal attachment an employee has developed with the business organization.

Normative Commitment
Refers to ethical and moral obligations to stay with the organization. This is observed to be high when the employees perceive employers as being committed to their well-being.

Continuance Commitment
Pertains to the economic circumstances of staying with the employing organization. It refers to the economic costs associated in leaving the employing business organization.

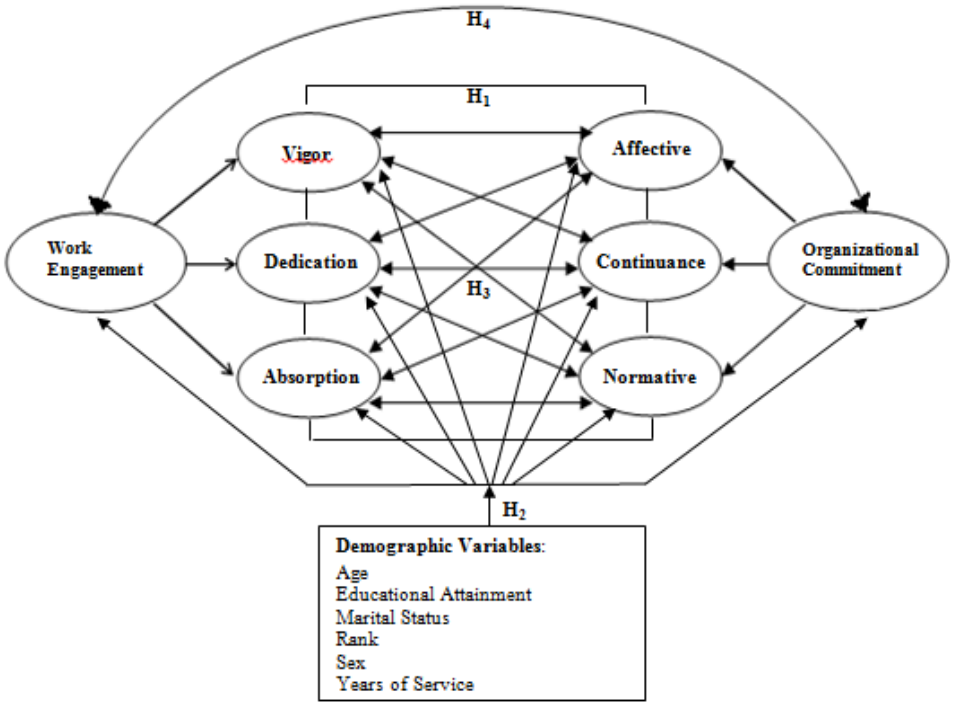

Figure 1. Conceptual Framework

The conceptual framework focuses on two positive attitudinal concepts of employee engagement and organizational commitment.

The study of Hoole and Bonnema (2015) has indicated that there is a significant difference in the work engagement and sense of meaning in work between Generation X and Baby Boomers and Generation Y and Baby Boomers, but no significant differences were observed between Generation Y and Generation X. While the work of Hoole and Bonnema (2015) explored on generational cohorts differences on work engagement and sense of meaning in work, this study covered an expanded scope

where the level of work engagement and organizational commitment were investigated based on these grouping variables – age, educational attainment, employment status, marital status, rank, sex, and years of service.

Albdour and Altarawneh (2014) investigated the interrelationship between work engagement and organizational commitment in the banking industry and found significant positive relationship among the aforementioned factors. Moreover, Geldenhuys, Laba and Venter (2014) found that work engagement has mediating effect in the relationship between psychological meaningfulness and organizational commitment using various types of workers. There is a dearth of information, however, on the interaction of work engagement, organizational commitment, and demographics among academic professionals in the service industry. This study tested the following hypotheses:

H_1 There is a difference in the evaluation of the employees on the three factors of work engagement and the three factors of organizational commitment.

H_2 Employee demographic variables (age, educational attainment, marital status, rank, sex, and years of service) are positively correlated with the factors of work engagement and organizational commitment (independently and combined).

H_3 Vigor, dedication, and absorption factors of work engagement (taken independently) are positively correlated with the affective, normative, and continuance factors of organizational commitment (taken independently).

H_4 Work engagement (all factors combined) is positively correlated with organizational commitment (all factors combined).

Hypothesis 1 identified significant differences on the evaluation of the employees on the three factors of work engagement and the three factors of organizational commitment. This provided information on the most dominant factor/s of the aforementioned two attitudinal concepts. The one-sided arrows shown in Figure 1 (for hypothesis 2) indicate that the demographic variables were tested as determinants of the factors of work engagement and organizational commitment, *independently* and *combined*. Significant correlation values proved that the demographic variables affected the level of work engagement and organizational commitment. On the other hand, the double-sided arrows (for hypotheses 3 and 4) indicate a test of correlation between the factors of work engagement and organizational commitment, also *independently* and *combined*.

3.1. Methodology

This paper is descriptive and correlational in nature. It described the level of work engagement and organizational commitment of employees in a private academic organizational setting. It explored the antecedent relationship of employee demographic variables with work engagement and organizational commitment. The interaction of the three factors of work engagement (vigor, dedication, and absorption) with the three factors of organizational commitment (affective, continuance, and normative) was also be studied. Although previous works in the field of organizational behavior have identified positive relationship between work engagement and organizational commitment, this research further validated such relationship, in this case among academic professionals.

The antecedent relationship of employee demographic variables to work engagement and organizational commitment, and the interaction effect of the two aforementioned attitudinal concepts were tested among academic professionals using the work engagement and organizational commitment survey conducted on March 2017. The participants of this study were 105 academic professionals with faculty rank (Department A: full time employees = 26, part-time employees = 21; Department B: full time employees = 32, part-time employees = 26). Guest lecturers were not included due to the limited service time involvement they have with the school.

Primary data was utilized in this study. The March 2017 work engagement and organizational commitment survey was used for this purpose. School year 2016-2017 was the initial implementation of the K to 12 transition period in higher education institutions in the Philippines. It marked the period prior to the reduction in the teaching loads of full-time faculty members and non-employment of long-time part timers in the school under study. The work engagement and organizational commitment questionnaire was administered personally to all the full-time and part-time faculty members. The total number of respondents was obtained through the records of the subject school.

Section A of the questionnaire obtained the demographic profile of the participating academic professionals. Section B of the questionnaire was adapted from the Utrecht Work Engagement Scale (UWES-9) developed by Schaufeli and Baker (utilized in the study of Breevaart, Bakker, Demerouti, & Derks, 2016; Burns, 2016; Iyer, 2016; Nazir & Islam, 2017; Wills, 2018; Woerkom, Oerlemans, & Bakker, 2016; among others). The first three items pertain to vigor work engagement, the succeeding three items refer to dedication work engagement, while the last three pertain to absorption work engagement. It used a seven-point scale (0 = never or no engagement, 6 = very high engagement). Mouraa, Ramos, Goncalves (2014) reported a cronbach alpha of 0.90 for the UWES-9.

Section C of this questionnaire was adapted from the organizational commitment scale of Meyer and Allen (utilized in the study of Abdul, Noor, & Mohammd, 2017; Al-Jabari, 2017; Mamman, Buela, & Rajalakshmi, 2017; among others). The first six items are variables of affective commitment, the next six items are continuance commitment variables, while the last six items are the variables under the normative commitment dimension. It originally used a five (5) point scale, but was rescaled to a seven (7) point item to achieve consistency in the rating scale as adapted for this study (0 = never or no organizational commitment, 6 = very high organizational commitment). Negatively stated items in the questionnaire were recoded. These were items A3, A4, and A6 under affective factor, and item N1 under the normative factor. In this study, the aforementioned items were reversed to positive statements for results reporting purposes. Abdul, Noor, and Mohammd (2017) reported a Cronbach alpha of 0.90 for the organizational commitment scale of Meyer and Allen.

The reliability test revealed that the work engagement instrument is reliable in the locale of the study – the Cronbach alphas were 0.81 = vigor, 0.93 = dedication, 0.81 = absorption, and 0.92 = *all items* combined. The organizational commitment scale is also reliable in this study's locale. Affective commitment registered a Cronbach alpha of 0.78, continuance commitment = 0.81, normative commitment = 0.83, and *all items* combined = 0.85.

A seven-point Likert scale was used to identify the level of work engagement and organizational commitment of the employees. The weighted average of each of the variables of the three factors of work engagement and organizational commitment was generated using SPSS *ver.* 23. To identify if the

demographic variables age, educational level, marital status, rank, sex, and years of service have a significant relationship or effect on work engagement and organizational commitment, spearman correlation analysis was utilized. Spearman correlation was also used to identify the interaction effect between the factors of work engagement and organizational commitment. A significance level of 0.05 was applied for this purpose. The correlation values (*r*) signify the degree of relationship between two variables, while the *p-values* indicate rejection of the null hypothesis (of no correlation) whenever they are lower than the significance level of 0.05.

The normality test indicated that the data distribution is generally not normal. Kruskal-Wallis test, a non-parametric version of analysis of variance or ANOVA, was used in testing significant differences in the evaluation of the employees on the factors of work engagement and organizational commitment.

4. Ethical Consideration

Ethical considerations were strictly complied in conducting this research. Approval to survey Accounting and Business Management faculty groups was secured from the Dean of the School of Business and Accountancy (SBA). The letter to the Dean of the school under study is shown in Appendix B. To retain anonymity, the school under study was assigned a pseudonym, Alpha School. The two departments were labeled Departments A and B.

A letter to Dr. Arnold B. Bakker and Dr. Wilmar B. Schaufeli, authors of the Utrecht Work Engagement Scale, asking permission to adapt their questionnaire, is attached in Appendix C. Permission to use the Utrecht Work Engagement Scale was consequently granted by the authors as shown in Appendix D. Similarly, the researcher also wrote to Dr. John P. Meyer and Dr. Natalie J. Allen, authors of the Organizational Commitment Scale, asking permission for the adaptation of their organizational commitment instrument in this study. A letter is attached as Appendix E.

As for the respondents, a letter was included as part of the questionnaire indicating that their return of the accomplished questionnaire shall indicate their informed consent and that their names along with the other information provided by them shall be treated with utmost confidentiality.

5. Data Results and Analysis

The test of relationship using correlation for all employees (full-time and part-time workers of Department A and Department B) revealed a *weak positive correlation* between absorption work engagement and educational level ($r = 0.23$, *p-value* = 0.02), and also a *weak positive correlation* of work engagement (*all factors* combined) with educational level ($r = 0.23$, *p-value* = 0.02). This signified that as the educational level of employees moved higher, their work engagement also improved. Details of the correlation results are shown in Table 11 below.

Vigor work engagement registered correlation values ranging from -0.09 to 0.16 with *p-values* from 0.11 to 0.96. The dedication work engagement posted correlation values from -0.11 to 0.17, with *p-values* from 0.08 to 0.70. The correlation rule applied in this study stated that whenever the p-value is lower than 0.05, the null hypothesis of no correlation is rejected.

Because the aforementioned *p-values* of vigor work engagement and dedication work engagement across the demographic variables age, marital status, sex, years of service, rank, and employment status

were all higher than the significance level of 0.05, the null hypothesis of no correlation was not rejected. Therefore, except for educational level, there was no significant relationship between vigor and dedication work engagement with all the other demographic variables covered for all the employees of the school under study.

Years of service has a *weak positive relationship* with continuance organizational commitment ($r = 0.27$, *p-value* = 0.01). This implied that the more senior the employees were, the better was their continuance organizational commitment. It was also found that marital status has a *weak positive relationship* with normative organizational commitment ($r = 0.20$, *p-value* = 0.04). Consequently, marital status registered a *weak positive relationship* with organizational commitment (*all factors combined*) with an $r = 0.23$ and *p-value* = 0.02. This implied that employees who are married have the propensity to be more committed to the employing organization compared to single employees.

Specifically, married employees have the tendency to exhibit higher level of normative commitment to the employing organization. Because all *p-values* which registered higher than the significance level of 0.05 on affective organizational commitment, the null hypothesis - there is no correlation between affective organizational commitment and the demographic variables age, educational level, sex, rank, and employment status - was not rejected. Thus, affective organizational commitment was not associated with any of the employee demographic variables covered for all employees in this study.

To study in detail the possible relationship of work engagement and organizational commitment with the demographic variables, a correlational analysis was conducted on a per department per employee group (part-time and full-time employees) basis. Table 1 highlights the correlation results of work engagement and organizational commitment with the demographic variables of the full-time employees of Department A.

None of the demographic variables of the full-time employees in Department A showed significant relationship with work engagement and organizational commitment. Vigor correlation's *p-values* range from 0.09 to 0.76. Dedication generated *p-values* from 0.07 to 0.39 while absorption *p-values* were from 0.08 to 0.91. Work engagement (*all factors* combined) also did not produce *p-value* lower than 0.05. All the *p-values* of the aforementioned variables were higher than the threshold level (0.05 level of significance). Therefore, *the null hypothesis that there is no correlation* cannot be rejected.

The same result was obtained for all the three factors of organizational commitment; they did not show significant relationship with the demographic variables because the *p-values* were higher than the significance value of 0.05. Affective organizational commitment generated *p-values* ranging from 0.09 to 0.93, continuance organizational commitment *p-values* were from 0.25 to 0.87, while normative commitment posted *p-values* were from 0.26 to 0.67. Organizational commitment (*all factors* combined) posted *p-values* higher than the significance level of 0.05; thus, the *null hypothesis of no correlation* was not rejected.

Table 1. Demographics vs. Work Engagement and Organizational Commitment of All Employees

		Age	Educational Level	Employment Status	Marital Status	Rank	Service Years	Sex
A. Work Management								
Vigor	Correlation	0.11	0.13	-0.04	0.16	0.04	-0.01	-0.09
	P-value	0.26	0.18	0.71	0.11	0.74	0.96	0.37
Dedication	Correlation	0.04	0.17	0.06	0.05	0.10	-0.04	-0.11
	P-value	0.68	0.08	0.56	0.62	0.33	0.70	0.25
Absorption	Correlation	0.11	0.23*	0.01	0.03	0.11	0.13	0.05
	P-value	0.27	0.02	0.89	0.78	0.25	0.20	0.64
All Factors	Correlation	0.08	0.23*	0.01	0.05	0.11	0.07	-0.06
	P-value	0.42	0.02	0.93	0.61	0.25	0.51	0.55
B. Organizational Commitment								
Affective	Correlation	0.09	-0.01	0.08	0.16	-0.04	0.13	0.03
	P-value	0.38	0.90	0.40	0.10	0.72	0.19	0.74
Continuance	Correlation	0.12	-0.03	0.07	0.09	0.03	0.27*	0.04
	P-value	0.21	0.77	0.47	0.39	0.77	0.01	0.68
Normative	Correlation	0.02	0.09	-0.05	0.20*	-0.03	0.04	0.13
	P-value	0.88	0.36	0.58	0.04	0.77	0.68	0.18
All Factors	Correlation	0.11	0.02	0.06	0.23*	0.01	0.18	0.08
	P-value	0.25	0.81	0.55	0.02	0.96	0.06	0.40

Table 2. Demographics vs. Work Engagement and Organizational Commitment of Department A- Full-time Employees

		Age	Educational Level	Marital Status	Rank	Service Years	Sex
A. Work Engagement							
Vigor	Correlation	-0.12	-0.20	-0.06	-0.34	-0.34	0.01
	P-value	0.57	0.34	0.76	0.09	0.09	0.96
Dedication	Correlation	-0.17	-0.18	-0.14	-0.37	-0.26	0.18
	P-value	0.39	0.37	0.51	0.07	0.20	0.39
Absorption	Correlation	-0.35	-0.02	0.02	-0.26	-0.26	0.31
	P-value	0.08	0.91	0.94	0.20	0.19	0.12
All Factors	Correlation	-0.32	-0.12	-0.17	-0.37	-0.22	0.09
	P-value	0.11	0.56	0.39	0.07	0.29	0.68
B. Organizational Commitment							
Affective	Correlation	0.03	0.07	0.29	-0.02	-0.25	0.34
	P-value	0.87	0.72	0.16	0.93	0.23	0.09
Continuance	Correlation	0.08	0.03	-0.13	0.19	0.18	-0.23
	P-value	0.71	0.87	0.54	0.36	0.38	0.25
Normative	Correlation	0.09	0.12	0.24	0.10	-0.23	0.21
	P-value	0.67	0.57	0.24	0.62	0.26	0.31
All Factors	Correlation	0.16	0.11	0.26	0.17	-0.13	0.20
	P-value	0.44	0.58	0.19	0.42	0.54	0.34

Note: Asterisk (*) mark signifies that correlation is significant at 0.05 level.

In the case of the part-time employees of Department A, vigor work engagement has a *moderate positive correlation* with marital status (r = 0.45, p-value = 0.04) as shown in Table 3 below. Similarly, work engagement (*all factors* combined) was found to have a *moderate positive relationship* with years of service (r = 0.50, p-value = 0.02). Thus, married part-time employees of Department A have the tendency to exhibit higher level of vigor work engagement compared to single part-time employees. Part-time employees of Department A, who have served longer number of years, were found to have higher level of vigor work engagement.

The normative organizational commitment of the part-time employees of Department A registered a *moderate positive correlation* with educational level (r = 0.45, *p-value* = 0.04). Normative factor of organizational commitment has a moderate positive correlation with sex (r = 0.45, *p-value* = 0.04). Similarly, organizational commitment (*all factors* combined) posted a *moderate positive correlation* (r = 0.48, *p-value* = 0.03) with sex. The male respondents were coded 1 while the female respondents were coded 2. Therefore, the higher the educational level of the part-time employees of Department A is, the higher also is the normative organizational commitment. It can also be implied that female employees have better organizational commitment level compared with the male part-time employees of Department A.

None of the demographic variables of the full-time employees of Department B correlated with vigor, dedication, and absorption factors of work engagement. The affective, continuance, and normative factors of organizational commitment also have no significant relationship with the demographic variables considered in this study. Even when all the aforementioned factors were taken in combination, all the *p-values* still registered beyond the 0.05 level of significance. Details of the correlation of the demographic variables of the full-time employees of Department B with the factors of work engagement and organizational commitment are shown in Table 4.

Table 3. Demographics vs. Work Engagement and Organizational Commitment of Department A - Part-time Employees

		Age	Educational Level	Marital Status	Rank	Service Years	Sex
A. Work Engagement							
Vigor	Correlation	0.27	0.14	0.45*	0.10	0.43*	0.05
	P-value	0.22	0.56	0.04	0.68	0.04	0.84
Dedication	Correlation	0.15	0.20	0.20	0.26	0.37	0.14
	P-value	0.52	0.40	0.40	0.26	0.10	0.56
Absorption	Correlation	0.02	0.20	-0.09	0.10	0.35	-0.05
	P-value	0.93	0.38	0.70	0.66	0.12	0.84
All Factors	Correlation	0.18	0.28	0.17	0.18	0.50	0.05
	P-value	0.43	0.23	0.46	0.44	0.02	0.84
B. Organizational Commitment							
Affective	Correlation	0.22	0.19	0.27	0.11	0.33	0.16
	P-value	0.34	0.40	0.24	0.65	0.15	0.49
Continuance	Correlation	0.27	0.08	0.34	0.22	0.38	0.36
	P-value	0.24	0.75	0.13	0.34	0.09	0.11
Normative	Correlation	-0.01	0.01	0.18	-0.12	0.36	0.45*
	P-value	0.97	0.97	0.43	0.60	0.11	0.04
All Factors	Correlation	0.17	0.12	0.35	0.05	0.40	0.48*
	P-value	0.45	0.61	0.12	0.83	0.07	0.03

Note: Asterisk (*) mark signifies that correlation is significant at 0.05 level.

Table 4. Demographics vs. Work Engagement and Organizational Commitment of Department B - Full-time Employees

		Age	Educational Level	Marital Status	Rank	Service Years	Sex
A. Work Engagement							
Vigor	*Correlation*	-0.02	0.32	0.29	0.26	-0.19	-0.12
	P-value	0.93	0.07	0.11	0.15	0.30	0.53
Dedication	Correlation	0.05	-0.01	0.06	-0.08	-0.12	-0.31
	P-value	0.78	0.95	0.75	0.66	0.53	0.09
Absorption	Correlation	0.00	0.09	-0.11	-0.08	-0.15	-0.18
	P-value	0.98	0.63	0.57	0.66	0.40	0.32
All Factors	Correlation	0.03	0.20	0.08	0.09	-0.17	0.27
	P-value	0.85	0.26	0.66	0.63	0.36	0.14
B. Organizational Commitment							
Affective	Correlation	0.23	0.06	0.17	0.22	0.28	-0.31
	P-value	0.20	0.74	0.37	0.24	0.12	0.08
Continuance	Correlation	-0.13	-0.08	0.07	-0.07	0.19	-0.21
	P-value	0.54	0.66	0.72	0.70	0.31	0.26
Normative	Correlation	-0.25	0.10	0.26	0.05	-0.11	0.02
	P-value	0.17	0.58	0.16	0.80	0.54	0.90
All Factors	Correlation	-0.04	0.10	0.28	0.16	0.19	-0.28
	P-value	0.82	0.59	0.12	0.40	0.31	0.12

Note: Asterisk (*) mark signifies that correlation is significant at 0.05 level.

Table 5 highlights the correlation results of work engagement and organizational commitment with the demographic variables of the part-time employees of Department B. Vigor had a *moderate negative correlation* with sex (r = -0.47, *p-value* = 0.01). In this study, the male employees were coded 1 while the female workers were coded 2 and because a reverse relationship was observed, it can be concluded that the male part-time employees have better vigor work engagement level than female part-time employees. Dedication showed a *moderate negative correlation* with sex (r = -0.42, *p-value* = 0.03), while work engagement (*all factors* combined) registered a *moderate negative relationship* with sex (r = -0.46, *p-value* = 0.02). It can therefore be implied that male part-time employees have better work engagement level than female part-time employees, brought about mainly by vigor and dedication factors of work engagement.

Vigor and dedication factors of work engagement of the part-time employees of Department B showed no correlation with the other demographic variables because their *p-values* were all beyond the 0.05 significance level. Compared with vigor and dedication which registered significant relationship with sex, absorption did not show significant relationship with any of the demographic variables. Only the continuance organizational commitment showed a significant relationship with a demographic variable of the part-time employees. The continuance factor had a *moderate negative correlation* with

educational level (r = -0.56, *p-value* = 0.00). This indicated that as educational level of part-time employees (of Department B) moved up, continuance organizational commitment moved in a reverse direction; the higher the education level, the lesser is the tendency to stay in the school under study. Affective and normative factors of organizational commitment did not have any correlation with the demographic variables covered in this study. All their *p-values* were higher than the significance level 0.05 as shown in Table 5.

Table 5. Demographics vs. of Work Engagement and Organizational Commitment of Department B - Part-time Employees

		Age	Educational Level	Marital Status	Rank	Service Years	Sex
A. Work Engagement							
Vigor	Correlation	0.11	-0.07	-0.15	0.04	0.14	-0.47*
	P-value	0.60	0.75	0.46	0.86	0.49	0.01
Dedication	Correlation	-0.14	0.32	-0.17	0.27	-0.15	-0.42*
	P-value	0.49	0.11	0.41	0.19	0.46	0.03
Absorption	Correlation	0.23	0.01	-0.22	0.11	0.32	-0.23
	P-value	0.25	0.96	0.27	0.61	0.11	0.25
All Factors	Correlation	0.13	0.09	-0.21	0.15	0.15	-0.46*
	P-value	0.53	0.63	0.30	0.48	0.48	0.02
B. Organizational Commitment							
Affective	Correlation	0.03	-0.07	0.05	-0.35	0.23	-0.01
	P-value	0.89	0.74	0.82	0.08	0.27	0.96
Continuance	Correlation	0.16	-0.56*	-0.04	-0.34	0.24	0.30
	P-value	0.43	0.00	0.84	0.09	0.24	0.14
Normative	Correlation	0.05	0.15	0.09	-0.27	0.18	-0.12
	P-value	0.82	0.47	0.67	0.19	0.38	0.57
All Factors	Correlation	0.08	-0.30	0.04	-0.36	0.27	0.03
	P-value	0.69	0.14	0.84	0.07	0.19	0.90

Note: Asterisk (*) mark signifies that correlation is significant at 0.05 level.

5.1. Correlation of Work Engagement with Organizational Commitment

Table 6 highlights the results of the test of relationship between the factors of work engagement and organizational commitment among all the employees of the school under study. Vigor work engagement registered a *moderate positive correlation* with normative organizational commitment (r = 0.41, *p-value* = 0.00) and a *weak positive correlation* with affective organizational commitment (r = 0.30, *p-value* = 0.00).

This finding implied that as the level of vigor work engagement improved, the levels of their normative and affective organizational commitment also improved. Vigor, however, did not register significant relationship with the continuance factor of organizational commitment (r = 0.06, *p-value* = 0.58). The *p-value* is beyond the significance level of 0.05. Therefore, the *null hypothesis of no relationship* was not rejected.

Dedication work engagement is observed to have a *weak positive correlation* with affective (r = 0.21, *p-value* = 0.03), and normative organizational commitment (r = 0.29, *p-value* = 0.00). Thus, an increase in the level of dedication work engagement of all the employees resulted to improved organizational commitment, and vice versa. The absorption work engagement factor only showed positive relationship with the normative factor of organizational commitment (r = 0.24, p-value = 0.01 or *weak correlation*). No relationship was observed between absorption work engagement and the affective (r = 0.08, *p-value* = 0.43) and continuance (r = 0.07, *p-value* = 0.51) factors of organizational commitment.

Generally, work engagement had a *weak positive correlation* with affective (r = 0.22, *p-value* = 0.03) and normative (r = 0.36, *p-value* = 0.00) factors of organizational commitment. Work engagement (*all factors* combined) and organizational commitment (*all factors* combined) were observed to have a *weak positive correlation* together (r = 0.32, *p-value* = 0.00). Work engagement did not show any relationship with the continuance factor (r = 0.07, *p-value* = 0.47). Thus, work engagement improved the organizational commitment of all the employees, and vice versa. Such positive correlation of work engagement with organizational commitment was caused mainly by the affective and normative factors of the latter. Continuance organizational commitment had no effect to the aforementioned positive correlation.

Table 6. Correlation of Work Engagement and Organizational Commitment among All Employees

		Affective	Continuance	Normative	OC All Factors
Vigor	Correlation	0.30*	0.06	0.41*	0.39*
	P-value	0.00	0.58	0.00	0.00
Dedication	Correlation	0.21*	0.00	0.29*	0.26*
	P-value	0.03	0.97	0.00	0.01
Absorption	Correlation	0.08	0.07	0.24*	0.06
	P-value	0.43	0.51	0.01	0.11
WE All factors	Correlation	0.22*	0.07	0.36*	0.32*
	P-value	0.03	0.45	0.00	0.00

Note: Asterisk (*) mark signifies that correlation is significant at 0.05 level.

An in-depth analysis of the test of relationship was conducted on a per department basis. Table 7 below shows that, for the full-time employees of Department A, vigor work engagement registered a *moderate positive correlation* with affective (r = 0.52, *p-value* = 0.01) and normative (r = 0.51, *p-value* = 0.01) factors of organizational commitment, while it showed no relationship with continuance factor of organizational commitment (r = -0.08, *p-value* = 0.70).

Taking organizational commitment as a whole (*all factors* combined), it registered a *moderate correlation* with vigor work engagement (r = 0.45, *p-value* = 0.02). The positive correlation between vigor work engagement and organizational commitment (*all factors* combined) was caused mainly by the affective and normative factors of the latter.

Dedication and absorption factors of work engagement did not exhibit significant positive linear relationship with all the three factors of organizational commitment as the *p-values* were all higher than the significance value of 0.05. This was the case when the factors were taken independently, and as a whole.

A significant correlation among the variables of this study was found between vigor factor of work engagement and normative factor of organizational commitment of the part-time employees of Department A. The strength of relationship between vigor and normative factors was posted with an $r = 0.51$ and a *p-value* = 0.02, or *moderate positive correlation*.

Table 7. Correlation of Work Engagement and Organizational Commitment among Department A Employees

		Affective	Continuance	Normative	OC All Factors
A. Full-time Faculty					
Vigor	Correlation	0.52*	-0.08	0.51*	0.45*
	P-value	0.01	0.70	0.01	0.02
Dedication	Correlation	0.29	-0.03	0.30	0.28
	P-value	0.15	0.88	0.14	0.17
Absorption	Correlation	0.15	-0.08	0.16	0.11
	P-value	0.45	0.69	0.44	0.59
WE All factors	Correlation	0.22	0.02	0.18	0.17
	P-value	0.29	0.94	0.37	0.41
B. Part-time Faculty					
Vigor	Correlation	0.41	0.33	0.51*	0.61*
	P-value	0.07	0.14	0.02	0.00
Dedication	Correlation	0.34	0.11	0.41	0.42
	P-value	0.13	0.63	0.07	0.05
Absorption	Correlation	0.05	0.35	0.22	0.23
	P-value	0.83	0.13	0.35	0.32
WE All factors	Correlation	0.30	0.35	0.45*	0.51*
	P-value	0.18	0.13	0.04	0.02

Note: Asterisk (*) mark signifies that correlation is significant at 0.05 level.

Vigor posted a *strong positive correlation* with organizational commitment (*all factors* combined) [r = 0.61, p-value = 0.00]. This strong positive correlation of vigor with organizational commitment was brought about mainly by the normative factor of the latter. Work engagement (*all factors* combined) positively affected organizational commitment (*all factors* combined) [r = 0.51, p-value = 0.02] also mainly due to the positive correlation effect of the normative factor. The details of these results are shown in Table 7.

No significant correlation was identified among the factors of work engagement and organizational commitment when the test of relationship was conducted among the employees of Department B. All the p-values of vigor, dedication, absorption, and all factors combined of work engagement were

higher than the significance level of 0.05. This is the case for both the full-time and part-time employees of the said department (see Table 8 for the details). Therefore, it can be concluded that the strength of the correlation of vigor and work engagement (*all factors combined*) with affective and organizational commitment (*all factors combined*) when all employees were taken together is due mainly to the significant relationship of these variables among the full-time and part-time employees of Department A.

Table 8. Correlation of Work Engagement and Organizational Commitment among Department B Employees

		Affective	Continuance	Normative	OC All Factors
A. Full-time Faculty					
Vigor	Correlation	0.24	0.09	0.25	0.27
	P-value	0.18	0.65	0.18	0.14
Dedication	Correlation	0.33	0.09	0.31	0.32
	P-value	0.07	0.62	0.08	0.08
Absorption	Correlation	-0.06	0.01	0.16	0.00
	P-value	0.75	0.96	0.38	0.99
WE All factors	Correlation	0.22	0.07	0.27	0.24
	P-value	0.23	0.72	0.13	0.18
B. Part-time Faculty					
Vigor	Correlation	0.25	-0.11	0.29	0.20
	P-value	0.22	0.60	0.15	0.32
Dedication	Correlation	-0.05	-0.13	-0.01	-0.03
	P-value	0.81	0.52	0.97	0.87
Absorption	Correlation	0.33	0.02	0.30	0.32
	P-value	0.10	0.93	0.13	0.12
WE All factors	Correlation	0.24	-0.15	0.26	0.20
	P-value	0.25	0.48	0.21	0.33

Note: Asterisk (*) mark signifies that correlation is significant at 0.05 level.

5.2. Interaction of Work Engagement and Employee Demographic Variables

When *all employees* were taken together, the correlation results indicated that there was no relationship between their status and the factors of work engagement (independently and combined). The demographic variables age, marital status, sex, years of service, and rank also did not show significant relationship with the factors of work engagement (independently and combined) when *all the employee* groups were taken altogether. Similar insignificant results were found by Allen (2017) on years of service; and Jones (2018) on age; Albdour, Altarawneh, and Abdul (2014) on sex and marital status.

A cross examination of the correlation results on a per department basis for both full-time and part-time employees showed no interaction effect between educational level and work engagement. However, when employees were taken altogether, educational level registered a weak correlation with

absorption (independently) and work engagement (*all factors* combined). The significant correlation displayed when all employees are taken together can be used as a basis to conclude that educational level is an antecedent of work engagement. Therefore, higher educational level would result to stronger employee work engagement.

Among the part-time employees of Department A, it was found that as the number of service years increased, the level of work engagement (*all factors* combined) also increased. The year of service clusters from less than 5 years of service to 20 years of service provided rating of *high*, while those who have served for 26 to 30 years rated work engagement *very high*. A cross validation with the correlation results showed that work engagement (*all factors* combined) registered a positive moderate correlation with years of service.

Thus, an upward trend in the strength of work engagement (*all factors* combined) was evident among this employee group, which means that as a part-time employee stays longer, work engagement gets stronger also. Maniam and Samuel (2015) also found that as service years increased, the level of work engagement also moved at a higher level. It should be stressed, however, that this finding was found only among the part-time employees of Department A.

Among the part-time employees of Department B, it was observed that female employees exhibited a statistically lower level of work engagement compared to the male employees (a negative correlation was observed). The same finding was found across each of the factors of work engagement (independently and combined).

Vigor, dedication, absorption (independently) and work engagement (*all factors* combined) consistently posted a lower rating by the female part-time employees (of Department B). Although both female and male respondents' ratings were within the *high* level, the female scores were dropping near the moderately high level only. The same pattern in rating was also observed when all employees were taken together. Tok and Cagrisan (2016) found that among primary, middle, and high school teachers in Turkey, sex was found to affect work engagement and organizational commitment at the same time. Congruent with the findings of this research, they also revealed that male teachers were found to have better work engagement than women teachers. It should be noted, however, that this finding was observed only among the part-time employees of Department B.

5.3. Interaction of Organizational Commitment and Employee Demographic Variables

When all the employees were taken together, it was found that *normative* organizational commitment had a significant relationship with marital status. Married employees were observed to exhibit higher level of *normative* organizational commitment (taken independently) and organizational commitment (taken as a whole or *all factors* combined). The same finding on the effect of marital status on organizational commitment of academics was also revealed by Jena (2015) and Sheikh (2017) who indicated that married workers were observed to exhibit higher levels of organizational commitment.

A cross examination of the correlation results (on a per department basis for both full-time and part-time employees) also showed no correlation effect between years of service and organizational commitment (*all factors* combined). However, when all employees were taken together, years of service was observed to significantly affect the *continuance* factor of organizational commitment.

In the study of Tok and Cagrisan (2016), it was found that years of service did not affect the level of organizational commitment of teachers which is contrary to the findings of Sepahvand, Atashzadeh-Shoorideh, Parvizy, and Tafreshi (2017); Timalsina, Rai, and Chhantyal (2018); and Sheikh (2017) who all found that years of service impacted the level of organizational commitment. Thus, the review of related studies showed conflicting results on the effect of years of service on organizational commitment. In this study, however, the years of service variable was found to be a significant antecedent of *continuance* organizational commitment (independent factor) but not of organizational commitment (as a whole or *all factors* combined).

Sex, as a grouping variable, showed significant effect on the organizational commitment (*all factors* combined) of the part-time employees of Department A. Female part-time employees of Department A showed higher levels of organizational commitment compared to male part-time employees (the level of organizational commitment of female employees is moderately high while male employees registered only a moderately low level of commitment).

Similar finding was also identified with the normative factor of organizational commitment. Female employees registered a moderately high level while the male rating was posted moderately low only. These findings are supported by the positive weak correlation between sex and organizational commitment (*all factors* combined) as well as sex and normative commitment among part-time employees of Department A.

Punjab and Parveen (2015) also revealed in their study that female academics exhibited higher level of organizational commitment compared to male academics. This was also supported by Tok and Cagrisan (2016) who found that sex affect organizational commitment. It should be pointed out that the finding of this study on the effect of sex on organizational commitment was evident only among the part-time employees of Department A.

Among the part-time employees of Department B, educational level was found to have a *negative moderate correlation* with continuance commitment. It was observed that continuance commitment among the college degree holders is *moderately high*, master's degree holders' rating is *moderately low*, and doctoral degree holders' rating is *low*. Hence, the higher the educational degree of the part-time employees of Department B is, the higher also is the proclivity to have a low continuance commitment. Those with higher educational attainment have the tendency to seek opportunities in other organizations. Timalsina, Rai, and Chhantyal (2018) propounded that higher educational level could predict high organizational commitment. However, in this study, a negative relationship was found; higher educational levels lead to lower continuance commitment.

5.4. Interaction of Work Engagement and Organizational Commitment

Among the full-time employees of Department A, a moderate positive correlation was observed between *vigor* work engagement, *affective* and *normative* organizational commitment. The aforementioned independent relationship of *vigor* with *affective* and *normative* organizational commitment factors leads to the positive weak correlation between vigor work engagement and organizational commitment (*all factors* combined) among this employee group. Taking all the factors of organizational commitment altogether, the correlation of the aforementioned with *vigor* sustained a positive weak correlation even with the non-significance effect of continuance organizational commitment

When all the part-time employees of Department A were taken together, the relationship of *vigor* with *normative* organizational commitment and organizational commitment (*all factors* combined) became stronger than the relationship posted by the full-time employees of Department A.

The positive strong correlation between vigor and organizational commitment (*all factors* combined) is due to the positive moderate correlation between the former and normative organizational commitment. The positive moderate correlation between work engagement (all factors combined) and organizational commitment (all factors combined) is evident among the part-time employees of Department A.

Among the full-time and part-time employees of Department B, insignificant correlation was observed across the factors of work engagement and the factors of organizational commitment except for absorption engagement. Only absorption engagement showed a positive weak correlation with affective commitment and this is evident only among the part-time employees of Department B.

When all the employees are taken as a whole, it is observed that work engagement (*all factors* combined) has a positive weak correlation with organizational commitment (*all factors* combined). Independently, vigor work engagement registered a positive weak correlation with affective organizational commitment, and a positive weak correlation with normative organizational commitment. Dedication work engagement correlated with affective, normative and *all factors combined* of organizational commitment (positive weak correlation). Absorption work engagement also showed significant relationship with normative organizational commitment (positive weak correlation).

Therefore, this study found that the link between work engagement and organizational commitment is more evident (as it is stronger) when employees are studied on a per group basis – in this case on a per employment status per department. The weak correlation effect when employees are taken as a whole strengthened to a moderate correlation effect when employees were taken on a per group basis (as observed among the part-time employees of Department A).

This implied that whenever employees have high energy levels and psychological resilience (vigor) and immense involvement in their job (dedication), they also exhibit emotional attachment (affective) and ethical and moral obligations to stay with the organization (normative). Those who are focused and happily involved in their work (absorption) have strong ethical and moral obligations to stay with the organization (normative). Jing and Zhang (2014), Meyer (2014), Nazir and Islam (2017) as well as Tok and Cagrisan (2016) also found a significant positive relationship between work engagement and organizational commitment among academic professionals. The significant positive relationship of work engagement and organizational commitment was also affirmed by Al-Jabari (2017) and Trinrud (2015) among workers in various industries.

6. Conclusion

The full-time and part-time employee groups were observed to practice work engagement at the same *high* level. The aforementioned level is above the average weighted score and only one level below the highest possible rating. Vigor (energy level and psychological resilience), dedication (sense of significance, challenge, and immense involvement), and absorption (focused and joyful engagement) were all rated *high*. It can therefore be concluded that vigor, dedication, and absorption are being dominantly practiced at work by the employees at the same *high* level.

Both full-time and part-time employee groups registered a similar general rating of *moderately high* on organizational commitment. This is two levels below the very high level. Affective (emotional relationship with the organization along with its core values) and normative (ethical and moral obligations to stay with the organization) were rated *moderately high* by both employee groups. Continuance (economic circumstances of staying with the organization) lagged behind with a moderately low level of practice.

Therefore, it can be concluded that the dominant factors of organizational commitment were the affective and normative domains. The moderately low rating on continuance factor of organizational commitment implied that both full-time and part-time employee groups were open to opportunities outside their current employing organization as the survey was conducted during the K-12 transition period, which caused a two-year enrollment slack in tertiary education in the Philippines. It was found that between work engagement and organizational commitment, the former was at a stronger level compared to the latter. Work engagement is only one level below the *very high* rating, while organizational commitment is two levels away from the *very high* rating.

The hypothesis that there is a difference in the evaluation of the faculty on the three factors of work engagement was rejected. Using Kruskal-Wallis test (a non-parametric version of analysis of variance or ANOVA) it was found that the minute differences in the evaluation on vigor, dedication, and absorption were insignificant. The aforementioned three factors were being practiced at the same *high* level, and are therefore all dominant.

The hypothesis that there is a difference in the evaluation of the faculty on the three factors of organizational commitment was not rejected. The Kruskal-Wallis test revealed that significant differences in the mean rating of affective, normative, and continuance commitment were evident. Affective and normative factors were being practiced by the employees at the same *moderately high* level and are therefore the dominant factors of organizational commitment. Continuance commitment lagged behind with only a moderately low rating.

The hypothesis that employee demographic variables (educational level, years of service, marital status, and sex) are correlated with work engagement was not rejected. The finding on the significant relationship of educational level and work engagement is applicable to all the employees. It implied that higher educational level was associated with higher level of work engagement. The significant relationship of years of service, marital status, and sex with work engagement was found among the part-time employees.

It was observed that as years of service of the part-time employees (of Department A) increased, work engagement became stronger. A cross validation with the correlation results showed that work engagement (*all factors* combined) registered a positive moderate correlation with years of service. Vigor work engagement was also found to be stronger among married part-time employees (of Department A). The sex of the part-time employees (of Department B) showed a negative weak correlation with vigor and dedication (independently) as well as work engagement (*all factors* combined) which was rated higher by male part-time employees compared to female part-time employees.

The hypothesis that employee demographic variables (marital status, years of service, educational level, and sex) are correlated with organizational commitment was not rejected. The significant relationship of organizational commitment with marital status was found among all the employees. Married employees were observed to exhibit stronger level of organizational commitment compared to single employees. In addition, the significant relationship of years of service was observed on *continuance* organizational commitment among all employees. Stronger *continuance* organizational commitment is evident among senior employees. Retaining these employees would be advantageous to the academic organization.

It was also found in this study that educational level and sex significantly affect organizational commitment. It was observed that higher educational level is associated with lower continuance commitment among the part-time employees (of Department B). Sex was also found to have a significant interaction effect with normative and organizational commitment (*all factors* combined) as displayed by stronger organizational commitment of female part-time employees compared to male part-time employees of Department A.

The hypothesis that there is a positive correlation between the factors of work engagement and the factors of organizational commitment, *independently,* was not rejected. A *weak positive correlation* was observed between vigor work engagement, affective organizational commitment, and normative organizational commitment among the full-time employees of Department A. The strongest interaction effect (*moderate positive correlation*) was observed between *vigor* work engagement and *normative* organizational commitment of the part-time employees of Department A. Therefore, stronger *vigor* work engagement (high energy and psychological resilience) is associated with stronger *normative* (ethical and moral obligations to stay with the organization) and stronger *affective* (emotional attachment with the organization) organizational commitment levels.

The hypothesis that there is a positive correlation between work engagement (*all factors* combined) and organizational commitment (*all factors* combined) was not rejected. Vigor showed a weak positive correlation with organizational commitment (*all factors* combined) among the full-time employees of Department A. In effect, vigor had the strongest correlation with organizational commitment (*all factors* combined). The aforementioned variables registered a *strong positive correlation* which was evident among the part-time employees of Department A.

Vigor was also observed to have a *moderate positive correlation* with normative commitment also among the part-time employees of Department A. Generally, there was a significant interaction effect between work engagement (*all factors* combined) and organizational commitment (*all factors* combined). Therefore, enhancing work engagement would result into an improved organizational commitment, and *vice versa.*

7. Recommendations

Workers are engaged whenever they physically, psychologically, and affectively occupy themselves in their job roles. Higher work engagement is associated with efforts beyond (extra time and energy) what is expected to accomplish certain tasks. Workers are committed whenever they willingly devote their time and energy in pursuit of certain organizational goals. In return for their commitment, workers expect a sense of reciprocation - that the employing organization would provide something

of value to the employees. Both work engagement and organizational commitment boost valuable organizational results.

The level of work engagement and organizational commitment of the surveyed employees is above average. Specifically, work engagement is only one level below the highest possible rating, while organizational commitment registered two levels under the highest possible rating. Work engagement was also found to be associated with organizational commitment. The *high* rating on vigor, dedication, and absorption indicates that the University, where the school under study is operating, is on its way to accomplishing one of its strategic objectives – a great University to work for.

However, there are still areas that need improvement. For instance, it was found that there is much to be desired on the continuance commitment of the employees as it posted a moderately low rating which indicated that employees were open to switching careers or employment to other employing organizations. In light of these key findings, it is recommended that additional engagement and commitment initiatives be explored by the University.

Develop a mentoring program for younger employee group, including a buddy system for newly-hired employees. The study revealed that senior employees exhibited higher level of work engagement and organizational commitment than the younger ones. A potentially effective means of promoting work engagement and organizational commitment among the younger group of employees is the development of a mentoring program. A buddy system may be adapted for the newly hired employees.

Mentoring and coaching newly-hired and younger group of employees by the senior employees may improve chances of retention, hence, employee commitment. A new employee buddy system may be utilized for this purpose.

The bulk of the teaching workforce of the school under study has been in the University for more than 10 years. The senior teaching workforce may mentor their protégé on their professional journey in the University. Feedback sessions may be undertaken on a regular basis, in which the newly-hired and younger employee group is given an opportunity to speak their minds on their employment circumstances under the guidance of the senior employee. It is further recommended that the younger employee group be offered scholarships not only internally but also for possible acceptance in other national or international universities. The foundation for research and development may extend funds for this purpose.

The findings of this research glaringly revealed that educational level affects both work engagement and organizational commitment of the employees. It is observed that in the academe, the higher the educational level of the employees is, the greater is the propensity for them to exhibit engagement and commitment to the organization.

Training and Development. It is seen by the researcher that aside from the regular professional trainings provided by the Human Resource Department, work engagement and organizational enhancement activities training and development programs focused on such topics as transformational leadership, improving self-efficacy and resiliency among the administrative and teaching staff can be served.

Improving self-efficacy and resilience aside from the professional seminars (which are regularly offered to the teaching staff) may be included in the training program for the administrative and teaching employees. To boost organizational commitment, reciprocity may be demonstrated through budget allocation for training on the aforementioned topics/subjects.

Training on transformational leadership, self-efficacy and resiliency among administrative and other employees has been linked to enhancing inspiration, mobilization, and morale. Transformational leaders could cultivate inspiration among workers to achieve more than what is expected of them, mobilize workers to work in teams to achieve synergy, and increase morale through persistent motivation.

Self-efficacy and resilience are aspects of psychological capital which put emphasis on the strengths and positive disposition of employees which in turn could result to better work engagement and organizational commitment.

Benefits. It was found in this study that continuance commitment of the employees is at the *undecided* level, which indicated that employees are open to switching careers or employment. Developing an improved retirement plan could possibly enhance the employees' continuance commitment.

The school under study may signal commitment reciprocity through equitable employee retirement plan. Additional factors may be considered to increase the 100% of salary per year of service formula used to compute the retirement benefit. Such factors may include exceptional achievements by the employees (e.g. regional/national/international awards and recognitions, as well as grants obtained for the school or the entire University, among others).

It was also revealed in this study that married employees have stronger organizational commitment than single employees. It is observed that the scholarship program for dependent children of employees is being considered as a valuable benefit by the married employees. It is suggested that the same valuable benefit be made available even to single employees by extending the qualifications of those that can be enrolled into the program to the immediate family members of single employees.

The study also revealed that senior employees have stronger continuance organizational commitment. As such, it is also suggested that regular employment be extended up to 65 years of age subject to the endorsement of the immediate supervisor. The endorsement criteria should include leadership achievements and emeritus contribution in the academician's field of study.

Intensify support for employee work-life balance. It may benefit the school if it cultivates reciprocity by ensuring that job demands that thwart engagement and commitments are optimized if not removed. It is observed that the bulk of the workers in the school under study are mostly female and married who are also pre-occupied with family-related needs and commitment. Work-life balance is needed by both male and female employees, but more importantly by married female employees who take most of the family's childcare responsibilities.

Ineffective strategies to balance work and personal needs could possibly thwart engagement and commitment. It would be too much to bear multiple teaching preparations, graduate studies, and research responsibilities all at the same time. De-loading options may again be explored aside from

research incentives whenever teaching employees need to attend to graduate studies and research work at the same time.

Enhance succession planning. Boost commitment reciprocity signals by providing opportunities for career growth and advancement to loyal and best performing internal employees. Person-job fit can possibly be maximized if candidates from the inside are identified and developed as successor for vacant higher job positions.

Succession planning could be started by conducting periodic performance assessment. Employee evaluation by the superior, students, and peers should be periodically assessed (to determine pattern of increasing or decreasing movement in performance). Those internal talents who have gained consistent excellent performance, high job ranks, and commendable achievements (regional/national awards and grants obtained for the school or University) should be identified and further developed through leadership training.

Establish a foundation for employee welfare. The caring organizational culture of the school may further be intensified by establishing a foundation for employee welfare. The planned foundation will be a support arm of the University that will attend to the needs of the employees, such as childcare, eldercare, financial grants in times of crisis, and scholarship (for those not covered by the current scholarship program for employees and their children).

The foundation is intended to support employee needs beyond the current employee assistance program of the University. The foundation is planned to organize fund-raising activities to support its programs and may also invite capable and willing alumni and employees to give or contribute to the fund on a regular basis (e.g., monthly salary deduction for a specified period of time, or other donations). This way the employees will be involved not only in receiving but also in giving which could boost engagement and commitment.

References

Abdul, K., Noor, H., Mohammd, N., Noor H.Z. (2017). Evaluating the psychometric properties of Allen and Meyer's organizational commitment scale: A cross cultural application among Malaysia academic librarians. *Malaysian Journal of Library & Information Science*, 11, 89-101. Retrieved from http://mjlis.um.edu.my/index.ph/MJLIS/article/view/7825

Abu-Shamaa, R., Al-Rabayah, W., & Khasawneh, R. (2015). The effect of job satisfaction and work engagement on organizational commitment. *IUP Journal of Organizational Behavior,* 14(4), 7-27. Retrieved from http://search.proquest.com/business/docview/1751970558/fulltextPDF/4D2A20B742BB4DBDPQ

Albdour, A., Altarawneh, I., & Abdul, N. (2014). Employee engagement and organizational commitment: Evidence from Jordan. *International Journal of Business*, 19(2), 2014, 192-212. Retrieved from https://pdfs.semanticscholar.org/fd0f/fc62aa4b60c4b4d695f510845bce7bca75ed.pdf

Al-Jabari, B. (2017). Investigation of the effects of employee engagement and affective commitment on retention. *ProQuest Dissertations Publishing*. Retrieved from https://search.proquest.com/docview/1964910247/F05DB8B810954532PQ/114?accountid=47253

Alkhalaf, A. (2017). Identifying employee engagement factors in the oil and energy industry in Saudi Araia. *ProQuest Dissertations Publishing*. Retrieved from https://search.proquest.com/docview/1922647221/1DC61ACCF5094828PQ/3

Allen, G. (2017). A Study of Work Engagement Among Community College Instructors. *ProQuest Dissertations Publishing*. Retrieved from https://search.proquest.com/docview/1934395421/fulltextPDF/F5359AF5F509484APQ/11

Alvino, L. (2014). Engage your employees or lose billions. *Forbes Magazine*. Retrieved from http://www.forbes.com/sites/womensmedia/2014/09/29/engage-your-employ- ees-or-lose-billions/

Bakker, A. B. (2017). Strategic and proactive approaches to work engagement. *Organizational Dynamics*, 46, 67-75. Retrieved from https://www.isonderhouden.nl/doc/pdf/arnoldbakker/articles/articles_arnold_bakker_445.pdf

Baumgardner, C. (2014). Critical demographic and workplace factors that influence work engagement in nursing practice in Pennsylvania. *ProQuest Dissertations Publishing*. Retrieved from https://search.proquest.com/docview/1553784272/1DC61ACCF5094828PQ/14

Blomme, R., Kodden, B., Suffolk, A. (2015). Leadership theories and the concept of work engagement: Creating a conceptual framework for management implications and research. *Journal of Management & Organization*, 1-20. doi: 10.1017/ jmo.2014.71

Borkowska, A., & Czerw, A. (2017). Organizational roles and the work and organizational engagement. Polish Psychological Bulletin Warsaw, 48(2), 188-197. doi: 10.1515/ppb-2017-0022

Breevaarti, K., Bakker A., Demerouti, E., & Derks, D. (2016). Who takes the lead? A multi-source diary study on leadership, work engagement, and job performance. *Journal of Organizational Behavior*, 37, 309–325. doi: 10.1002/job.2041

Brown, S. (2010). Likert scale examples for surveys. Retrieved from https://www.extension.iastate.edu/documents/anr/likertscaleexamplesforsurveys.pdf

Burns, M. (2016). A quantitative examination of the relationship between employee engagement, job satisfaction, and organizational commitment among managerial professionals. *ProQuest Dissertations Publishing*. Retrieved from https://search.proquest.com/docview/1791143234/F05DB8B810954532PQ/25

Coetzee, M., Schreuder D., & Tladinyane, R. (2014) Employees' work engagement and job commitment: The moderating role of career anchors. *SA Journal of Human Resource Management*, 12(1), 1-12. Retrieved from http://search.proquest.com/business/docview/1736330738/fulltextPDF/4D2A20B742BB4DBDPQ

Czerw, A. & Grabowski, D. (2015). Work Attitudes and Work Ethic as Predictors of Work Engagement among Polish Employees. Polish Psychological Bulletin**,** 46(4), 503-512. doi: 10.1515/ppb-2015-0057

David, F. & David F. (2017). *Strategic Management: Concepts and Cases*. Pearson Education South Asia Pte Ltd: Singapore

Essays, UK. (2018). HRM Strategic Interventions Overview. Retrieved from https://www.ukessays.com/essays/business/the-use-of-hrm-strategic-interventions-business-essay.php?vref=1

Geldenhuys, M., Laba, K., & Venter, C. (2014). Meaningful work, work engagement and organisational commitment. *SA Journal of Industrial Psychology,* 40(1), 1-10. Retrieved from http://search.proquest.com/business/docview/1530409605/fulltextPDF/4D2A20B742BB4DBDPQ

Hoole, C. & Bonnema, J. (2015). Work engagement and meaningful work across generational cohorts. *SA Journal of Human Resource Management,* 13(1) , 1-11. Retrieved from http://search.proquest.com/business/docview/1736326600/fulltext/C43DBB0577824984PQ/212

Jaworek, M. (2017). The role of occupational and demographic factors in relation to work engagement in polish sample of employees – initial study. Journal of Positive Management, 8(4), 44-57. Retrieved from https://search.proquest.com/docview/2100821632/fulltextPDF/F5359AF5F509484APQ/17

Jena, R. (2015). An assessment of demographic factors affecting organizational commitment among shift workers in India. *Journal of Contemporary Management Issues*, 20(1), 59-77. Retrieved from https://search.proquest.com/docview/1699539415/fulltextPDF/CF16F9A16B064637PQ/193

Jing, L. & Zhang, D. (2014). The mediation of performance in the relationship of organizational commitment to university faculty's effectiveness. Asia Pacific Education Review, 15(1). Retrieved from
https://search.proquest.com/docview/1655724725/fulltextPDF/3872BE22F3DD491BPQ/

Jing, L., & Zhang, D. (2014). The mediation of performance in the relationship of organizational commitment to university faculty's effectiveness. Asia Pacific Education Review, 15(1), 141-153. doi: 10.1007/s12564-013-9309-2

Jones, R.L. (2018). The relationship of employee engagement and employee job satisfaction to organizational Commitment. *Walden University, ProQuest Dissertations Publishing*. Retrieved from https://search.proquest.com/docview/2029930330/3872BE22F3DD491BPQ/29

Keskes, I. (2014). Relationship between leadership styles and dimensions of employee organizational commitment: A critical review and discussion of future directions. *Intangible Capital*, 10(1), 26-51. Retrieved from https://www.redalyc.org/pdf/549/54930453002.pdf

Madan, P. & Srivastava, S. (2015). Employee Engagement, Job Satisfaction and Demographic Relationship: An Empirical Study of Private Sector Bank Managers. FIIB Business Review, 4(2), 53-62. Retrieved from https://search.proquest.com/docview/1970562889/1DC61ACCF5094828PQ/16

Mamman, J., Buela, S., & Rajalakshmi, V. (2017). Work motivation and organizational commitment of college teachers. *Splint International Journal of Professionals: A Monthly Peer Reviewed International Journal of Management & IT*, 4(1), 67-73. Retrieved from https://search.proquest.com/results/F05DB8B810954532PQ/11

Mello, J. (2014). *Strategic Management of Human Resources*. Cengage Learning Asia Pte Ltd: Singapore

Mercurio, Z. (2015). Affective Commitment as a Core Essence of Organizational Commitment: An Integrative Literature Review. *Human Resource Development Review*, 14(4), 389–414. doi: 10.1177/1534484315603612 hrd.sagepub.com

Meyer, J. R. (2014). Part-time baccalaureate clinical nursing faculty in U.S. schools of nursing: factors related to work engagement, organizational commitment and job Satisfaction. *Villanova University, ProQuest Dissertations Publishing*. Retrieved from https://search.proquest.com/docview/1660200808/3872BE22F3DD491BPQ/22?accountid=47253

Mouraa, D., Ramos, A., & Goncalves, G. (2014). Role stress and work engagement as antecedents of job satisfaction: Results from Portugal. *Europe's Journal of Psychology*, 10(2), 291–300. doi:10.5964/ejop.v10i2.714

Munshi, J. (2014). Method for constructing likert scales. Retrieved from https://www.researchgate.net/profile/Jamal_Munshi/publication/261252700_A_Method_for_Constructing_Likert_Scales/links/59e37a3aa6fdcc7154dba933/A-Method-for-Constructing-Likert-Scales.pdf

Murray, M., Dunkan, N., Pontes, H., Griffiths, M. (2015). Organizational identification, work engagement, and job satisfaction. Retrieved from http://irep.ntu.ac.uk/id/eprint/26348/1/PubSub3487_Karanika_Murray.pdf

Nazir, O., & Islam, J. (2017). Enhancing organizational commitment and employee performance through employee engagement: An empirical check. South Asian Journal of Business Studies**,** 6(1), 98-114. Retrieved from https://search.proquest.com/docview/1951507093/F05DB8B810954532PQ/56?accountid=47253

Patrick, H. & Mukherjee, U. (2018). Work engagement: A cross sectional study of employees in the health sector. *Journal of Contemporary Management Research*, 12(1), 60-79. Retrieved from https://search.proquest.com/docview/2048048750/fulltextPDF/FBD9E55E8813466CPQ/93?accountid=47253

Phanny, I. (2014). Guideline for interpreting correlation coefficient. Retrieved from https://www.slideshare.net/phannithrupp/guideline-for-interpreting-correlation-coefficient

Prerana (2017). Effect of employee engagement on organizational commitment. Indian Journal of Commerce and Management Studies**,** 8(2), 101-108. doi: 10.18843/ijcms/v8i2/14

Punjab, F., & Parveen, N. (2015). Organizational commitment in relation to biographic variations among college teachers. *Journal of Research in Social Sciences*, 3(1), 96-105. Retrieved from https://search.proquest.com/docview/1656649170/F05DB8B810954532PQ/225

Saeed, I., Waseem, M., Sikander, S., Rizwan, M. (2014). The relationship of Turnover intention with job satisfaction, job performance, Leader member exchange, Emotional intelligence and organizational commitment. *International Journal of Learning & Development*, 4(2), 242-256. doi: 10.5296/ ijld.v4i2.6100

Sepahvand, F., Atashzadeh-Shoorideh, F., Parvizy S., & Tafreshi, M. (2017). The relationship between some demographic characteristics and organizational commitment of nurses working in the Social Security Hospital of Khorramabad. *Electronic Physician*, 9(6), 4503-4509. Retrieved from http://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=21&sid=e32d533d-d74e-423f-9ec1-feaef0d354e8%40pdc-v-sessmgr03

Scrima, F., Lorino, L., Parry, E., & Falgares, G. (2014). The mediating role of work engagement on the relationship between job involvement and affective commitment. *International Journal of Human Resource Management,* 25(15), 2159-2173. Retrieved from http://search.ebscohost.com/login.aspx?direct=true&db=bsh&AN=95904301&site=ehost-live

Sheikh, L. (2017). Antecedents and consequences of organizational commitment of teachers: Case of University of the Punjab. *Pakistan Economic and Social Review*, 55(2), 363-386. Retrieved from https://search.proquest.com/docview/2028117127/CF16F9A16B064637PQ/57

Suzuki, Y., Tamesue, D., Asahi, K., & Ishikawa, Y. (2015) Grit and work engagement: A cross-sectional study. *Plos One*, 10(9), 1-11. doi: 10.1371/journal.pone.0137501

Timalsina, R., Rai, N., & Chhantyal, A. (2018). Predictors of organizational commitment among university nursing Faculty of Kathmandu Valley, Nepal. *BMC Nursing*, 17, 30. Retrieved from http://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=26&sid=e32d533d-d74e-423f-9ec1-feaef0d354e8%40pdc-v-sessmgr03

Tok, T.N. & Cagrisan B. (2016). The Relationship between Teachers' Work Engagement and Organizational Commitment. *Pamukkale Üniversitesi Sosyal Bilimler Enstitüsü Dergisi,* Sayı 26, Ocak 2017. Retrieved from https://scholar.google.com.ph/scholar?cluster=4780277323422544645&hl

Trinrud, P. (2015). Constructing a nomological network of work engagement: An examination of the relationships between work engagement, burnout, job satisfaction, organizational commitment, job stress, workaholism, personality, and personal affect. *The Chicago School of Professional Psychology, ProQuest Dissertations Publishing.* Retrieved from https://search.proquest.com/docview/1681371320/F05DB8B810954532PQ/2

Volkov, I.V. (2016). Self-perceived employability, organizational commitment, and demographic characteristics as predictors of employee engagement. *ProQuest Dissertations Publishing.* Retrieved from https://search.proquest.com/docview/1777582131/fulltextPDF/3872BE22F3DD491BPQ/65?accountid=47253

Wills, C. (2018). Work engagement, job satisfaction, and organizational commitment: Relationship with intent to stay. *ProQuest Dissertations Publishing.* Retrieved from https://search.proquest.com/docview/2090948629/F05DB8B810954532PQ/94

Yalabik, Z., van Rossenberg, Y., Kinnie, N., & Swart, J. (2015). Engaged and committed? The relationship between work engagement and commitment in professional service firms. *The International Journal of Human Resource Management*, 26(12), 1602-1621. Retrieved from https://www.researchgate.net/profile/Yvonne_Van_Rossenberg2/publication/274265861_Engaged_and_committed_The_relationship_between_work_engagement_and_commitment_in_professional_service_firms/links/56f6bb6d08ae7c1fda2fd484/Engaged-and-committed-The-relationship-between-work-engagement-and-commitment-in-professional-service-firms.pdf

Yeh, Y. (2014). Exploring the impacts of employee advocacy on job satisfaction and organizational commitment: Case of Taiwanese airlines. *Journal of Air Transport Management*, 36, 94-100. Retrieved from http://www.isihome.ir/freearticle/ISIHome.ir-21028.pdf

Zayas-Ortiz, M., Rosario, E., Marquez, E., & Colon, G. (2015) Relationship between organizational commitments and organizational citizenship behaviour in a sample of private banking employees. *The International Journal of Sociology and Social Policy,* 35(1/2), 106-91. Retrieved from http://search.proquest.com/business/docview/1647576134/fulltextPDF/C43DBB0577824984PQ/39

Zecca, G., Gyorkosa, C., Beckerb, J., Massoudia, K., de Bruinb G., & Rossiera, J. (2015). Validation of the French utrecht work engagement scale and its relationship with personality traits and impulsivity. *European Review of Applied Psychology*, 65(1), p. 19-28. Retrieved from http://doc.rero.ch/record/305065/files/Zecca_G.-Validation_of_the_French-20170830.pdf

Zhang, J., Ling, W., Zhang, Z. & Xie, J. (2015). Organizational commitment, work engagement, person-supervisor fit, and turnover intention: A total effect moderation model. *Social Behavior & Personality: An international journal*, 43(10), 1657-1666.