

The Organizational Commitment and Ethics in Higher Vocational Colleges Towards a Professional Program

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Abstract: This study assessed the organizational commitment and ethics in higher vocational colleges of teachers as they attend to their duties and responsibilities in school. It aimed to offer an enhanced professional program as yielded in the study. This study employed a non-experimental quantitative design which naturally measured the occurrence of variables. Specifically, the descriptive research design and cross-sectional assessments was used to describe the relationship of teachers' ethical climate and organizational commitment. This paper analyzed the relationship between ethics and organizational commitment through a questionnaire survey of 226 teachers in higher vocational colleges. The assessment of the prevailing ethics, which included dominant characteristics, commitment to organizational leadership, employees' relationships, and success achievement, was correlated with the assessment of organizational commitment based on commitment to the school's vision, commitment to the mission profession, commitment to teaching, and commitment to the work group. The correlation coefficients were positive, indicating that as the assessment of prevailing ethics increases, so does the assessment of organizational commitment, and vice versa.

Keywords: Organizational commitment; ethical climate; dominant characteristics.

1. The Problem and Its Setting

1.1. Introduction

Positive school culture and its positive ethical climate is related to higher rates of attendance, graduation and achievement. The school culture and positive ethical climate is treated as an important characteristic that influences teachers' behavior and teacher's attitudes. These attitudes are crucial for innovation, school improvement and student achievement. In another study, it was mentioned the schools that have higher levels of collaboration among staff tend to promote higher behavioral and academic standards (Bettini, Crockett, Brownell, & Merrill, 2016). This was affirmed by Stickle & Scott, 2016 that school leaders can easily persuade communication by informing staff of how, when, and where they can communicate concerns. Moreover, praise and recognition for good work, and showing an understanding work-life balance, create an atmosphere wherein employees feel valued and there was a sense of trust and team. Du Plessis et al (2015) asserted that when leaders show an awareness of employees' needs and sought to support those needs, they created a culture of caring that better developed staff. When staff feel appreciated and understood by their superiors, they were more likely to express concerns that were hard to handle.

1.2. Background of the Study

As an administrator in the academic affairs Office of a vocational college, the researcher believes that the personal commitment and ethical issues of vocational college teachers to working relationships are very important. The personal commitment of teachers is essential to the education and development of students. For example, a teacher promises to provide students with substantial teaching content and practical opportunities, and actively guide students to develop practical skills and professional literacy. This personal commitment can stimulate students' interest in learning, increase their motivation to learn, and promote their career

development. The moral behavior of teachers has an important influence on the cultivation of students' professional ethics and professional accomplishment. For example, a teacher may lead by example by demonstrating integrity, honesty and responsible behavior to guide students to establish correct professional ethics. This kind of moral behavior can cultivate students' professional ethics and moral qualities, and make them become professional talents with social responsibility. The personal commitment and moral behavior of teachers are directly related to the reputation and social image of the school. A teacher who always maintains integrity and fairness, conducts fair evaluation and assessment of students, and establishes a good reputation of the school. On the contrary, if the teachers have moral problems, such as dishonesty or irresponsibility, it will damage the reputation of the school and affect the development of the school and the cooperative relationship with the enterprise. The personal commitment and ethical behavior of teachers is directly related to the credibility of the entire education profession. A teacher always abides by the code of professional ethics, respects the rights and interests of students, provides fair teaching and assessment, and enhances the trust and recognition of the community in higher vocational education. On the contrary, if teachers have moral problems, such as injustice or dishonesty, it will destroy the credibility of the entire education industry.

1.3. Scope and Delimitation of the Study

This study is based on 226 teachers in Nanjing Railway Vocational and Technical College in which the researcher serves as an administrator. The researchers targeted 30 percent of the population, all of full-time teachers.

Targeted selection based on the following criteria: more than 3 years in Nanjing Railway Vocational and Technical College, Chinese nationality, regardless of gender, age, years of work.

The researcher uses purposeful sampling because it enables him to obtain a sample group that is most representative of the

population being studied as a whole, ensuring that each subgroup of interest is represented.

The study will be conducted at Nanjing Railway Vocational and Technical College. Nanjing Railway Vocational and Technical College has 7 secondary colleges and 4 teaching departments, with about 10,000 full-time students.

The fresh food retail supply chain faces a series of challenges that require companies to adopt innovative and efficient methods to ensure product quality, meet customer needs, and maintain operational efficiency.

2. Methodology

2.1. Research Design

This study employed a non-experimental quantitative design which will naturally measure the occurrence of variables. Specifically, the descriptive research design and cross-sectional assessments was used to describe the relationship of teachers' ethical climate and organizational commitment.

The assessment of the teacher respondents' on the prevailing ethics in school in terms of the following variables: Dominant Characteristics, Commitment to Organizational Leadership, Employees' Relationship and Success Achievement. The teacher respondents' assessment of their organizational commitment in terms of the following variables: Commitment to School's Vision, Commitment to the Mission Profession, Commitment to Teaching, and Commitment to Work Group are compared and statistically tested.

2.2. Data Gathering Procedure

Prior to the conduction of the study, the ethical clearance was obtained from the ethical Board. Firstly, the researcher selected participants who fulfil the criteria for the study, they were welcomed, and a rapport was established within the participant. After which a consent form was taken from the participants keeping to all the ethical guidelines and code of conduct. The participant was also given a brief detailing about the rationale of the study and the procedures and brief introduction about the questionnaires were introduced.

2.3. Statistical Treatment

In analyzing the data to be gathered, the following statistical treatments will be used in the study at 0.05 level of significance using Statistical Package for Social Sciences or SPSS software:

(1) Frequency Count and Percentage

This was used by the researcher in its analysis of the profile of the respondents.

(2) Weighted Mean

This was used in giving different weights to the individual values as indicated in the demographics of the participants as well as to the assessment of the teachers' commitment and ethical climate of the school.

(3) T-test

The T-test was used by the researcher to determine if there are significant differences in the member respondents as assessed by themselves when their profiles were taken as factors.

The results were interpreted as follows:

Weight Scale/Range	Description/Interpretation
4 3.51-4.00	Very Highly Evident
3 2.51-3.50	Highly Evident

The researcher used Pearson's r correlation analysis to determine the significant relationship among the variables.

3. Discussion

3.1. Summary of Findings

(1). Majority of the educators are female.60% of them were female, while 40% were male. The assessment of the prevailing ethics in schools in terms of the dominant characteristics of a sample of educators, with a mean score of 2.96 and a standard deviation of 0.67. The assessment of the prevailing ethics in schools in terms of commitment to organizational leadership, with a mean score of 2.87 and a standardized deviation of 0.65. The assessment of the prevailing ethics in schools in terms of employees' relationships, with a composite mean score of 2.87 and a standard deviation of 0.65. The assessment of the prevailing ethics in schools in terms of success achievement, with a composite mean score was 2.91 and the standard deviation was 0.68.

(2). The assessment of the prevailing ethics in school when the teachers are classified based on their sex,with all the generated p-values for dominant characteristics are greater than the 0.05 level of significance, the researcher will not reject the null hypothesis. The assessment of the prevailing ethics in school when the teachers are classified based on their age, with all the generated p-values from dominant characteristics are higher than the 0.05 level of significance, the null hypothesis will not be rejected. The assessment of the prevailing ethics in school when the teachers are classified based on their years of teaching, with all the generated p-values from dominant characteristics are higher than the 0.05 level of significance, This suggests that the null hypothesis will not be rejected, and it can be concluded that regardless of how long they have been teaching, their assessment of prevailing ethics is the same.

(3). The teachers rated their organizational commitment in terms of commitment to the school's vision. The descriptive statistics showed that the average score was 2.83 and the standard deviation was 0.68. The assessment of organizational commitment in terms of commitment to the mission profession, which yields a composite mean score of 2.88 and a standard deviation of 0.67. the assessment of organizational commitment in terms of commitment to teaching by a sample of teachers. The descriptive statistics revealed a composite mean score of 2.88 and a standard deviation of 0.70, implying that the teachers have an average rating on this construct. evaluation of organizational commitment by a representative group of educators are presented in Table 12, which focuses on commitment to work groups. Based on the tabulated data, it generated a composite mean score of 2.90 and a standard deviation of 0.68, implying that they have a moderate assessment of this construct.

(4). The assessment of the teachers' organizational commitment when the teachers are classified according to their gender,with all the generated p-values are greater than the 0.05 level of significance, the researcher will not reject the null hypothesis. Hence, it can be concluded that their evaluation of their organizational commitment is the same no matter what gender they are. The assessment of the teachers' organizational commitment when the teachers are classified

according to their age, with all the generated p-values are higher than the 0.05 level of significance, the null hypothesis will not be rejected. Hence, it can be concluded that there is no significant difference in the assessment of organizational commitment when the teachers are grouped according to their age. The assessment of the teachers' organizational commitment when the teachers are classified according to their years of teaching, with all the p-values higher than the 0.05 level of significance, the null hypothesis will not be rejected, and the researcher may conclude that regardless of how long they have been into teaching, their assessment of organizational commitment is the same.

(5). The assessment of the respondents' prevailing ethics and organizational commitment. The Pearson's r correlation analysis showed p-values of less than the 0.05 level of significance for all the domains. This means that the null hypothesis will be rejected and will conclude that there is a significant relationship between the variables. With correlation coefficients that range from 0.51 to 0.62 (moderate to strong relationship). The correlation coefficients are positive, indicating that as the assessment of prevailing ethics increases, so does the assessment of organizational commitment, and vice versa.

3.2. Conclusions

(1) The majority of respondents are mainly female. The proportion of female teachers is higher than that of male teachers. Therefore, gender balance should be taken into account in the recruitment process. Regardless of the teacher's gender, age, how long they have been teaching, sex, age, their assessment of prevailing ethics is the same.

(2) The teachers agree that the school is a very personal place for them, similar to an extended family. They agree that the leadership in the school exemplifies mentoring, facilitating, or nurturing. They have an average rating on this domain and that they agree that the management style in the school is characterized by job security, conformity, predictability, and relationship stability, teamwork, consensus, and participation, and individual risk-taking, innovation, freedom, and uniqueness. That most of the people who answered agree that the school defines success as developing human resources, teamwork, employee commitment, and care for people, having the newest or most unique products, and beating the competition in the market.

(3) The majority of them agree that they are loyal to the school, work hard for the school, and are willing to deal with the school's future. Similarly, they agree that they prefer working at this school even though they have options for working at other schools. Teachers or educators agree that they are responsible for arriving on time, completing the job with enthusiasm, proud to be teachers. The teachers are in agreement with the statement that they want to make other teachers happy during the breaks.

(4) Evaluation of dominant characteristics, commitment to organizational leadership, employee relations, and mainstream ethics of successful achievement correlated with evaluation of organizational commitment based on commitment to the school's vision, commitment to the mission profession, commitment to teaching, and commitment to the work group, with correlation coefficients ranging from 0.51 to 0.62. The correlation coefficient is positive, indicating that as the evaluation of popular ethics increases, so does the evaluation of organizational commitment, and vice versa.

3.3. Recommendations

(1) Strengthen moral education and cultural construction: schools should strengthen moral education and cultural construction to improve the moral cognition level and moral emotion of teachers and students, so as to enhance the identification and commitment to school morality.

(2) Establish a clear vision and mission: School management should establish a clear vision and mission and work closely with teachers to enable teachers to understand and actively participate in achieving the school's long-term goals.

(3) Strengthen teacher teamwork: Schools should encourage and promote cooperation and teamwork among teachers and create a positive working atmosphere to enhance teachers' commitment to the work team.

(4) Professional Development support: School management should provide various forms of professional development support to help teachers improve their teaching standards and professional skills and enhance their commitment to teaching.

4. Plan of Implementation

4.1. Preparation Phase:

Determine the main objectives and key indicators of the implementation plan. Determine budget and resource requirements for the project. Determine the schedule and responsible person for the project implementation.

Determine the main objectives and key indicators of the implementation plan, communicate and negotiate with relevant personnel. Collect materials and cases on moral education, teamwork, professional development, etc., for reference in the subsequent implementation stage. Discuss and formulate the project budget to ensure that sufficient funds are available to support the implementation plan. Determine the implementation schedule of the project and the timing of related activities, assign leaders and clarify their responsibilities.

4.2. Pre-Preparation Stage:

Determine the specific contents and methods of the implementation plan.

Make adequate preparations for the implementation phase, including the preparation of materials and personnel.

Develop a detailed implementation plan, including the specific content, time, location and participants of each activity. Ensure the preparation of required materials and equipment, such as training materials, award certificates, etc. Recruit and train the personnel necessary for the implementation of the project, including trainers, event organizers, etc. Publicize the content and significance of the project, inform teachers and students and guide their active participation.

4.3. Implementation Stage:

According to the implementation plan, complete all activities on time and on quality. Stimulate the enthusiasm of teachers and students to participate and ensure the smooth progress of the project.

Organize and carry out moral education, team building, professional development and other activities according to the predetermined schedule. During the activities, teachers and students were actively guided to participate in discussions and interactions, and information exchange and experience

sharing were promoted. Pay attention to the feedback and adjustment in the process of activities, timely deal with the problems and difficulties encountered to ensure the smooth progress of the project. Pay attention to the participation and feedback of teachers and students, collect and sort them in time, and provide reference for the subsequent improvement of the project.

4.4. Summary Stage

Summarize and evaluate the implementation process and effect of the project. The successful experience and lessons are extracted to provide reference for similar projects in the future.

Organize meetings or symposia, invite participants to share project experiences and feelings, and collect feedback. Evaluate the implementation of the project and the objectives achieved, analyze the strengths and weaknesses of the project and the problems. The successful experience and lessons are extracted to form a summary report or case to provide reference and guidance for the implementation of similar projects in the future. Summarize the results and effects of the project, report to the relevant personnel and institutions, and do a good job of project archives sorting and archiving work.

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