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A Teacher's Work Ethic: Exploring Organizational Behaviour, Quality Work Life and Commitment

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Abstract: ***The commitment of employees plays a pivotal role in the success of an organization. Such is the case for teachers in academic institutions. A phenomenological study was employed to understand the lived experiences of teachers. This study utilized a qualitative approach to investigate the practice of teachers in their work ethics. 17 participants were identified of which were split into 10 for in-depth interview and 7 for Focus group discussion. These participants were selected from schools in Region XI of the Philippines. The responses from the participants were analyzed through thematic analysis. Themes were drawn directly from their work ethics as faculty. Results show that faculty members have a sense of involvement, duality in work conditions, and feeling of contentment.***

Keywords: ***Work ethics, Work conditions, Work life quality, Employee commitment, Teachers***

1. INTRODUCTION

The responsibility to preserve one's life entails the duty to work. Work is a self-developmental creative process. It is healthy and promotes mental and physical well-being when blended with leisure [1]. However, commitment has a crucial role in the success of teachers in academic institutions. Those with low levels of commitment and poor-quality work life will work only at a bare minimum. The management neglect to understand the reason behind the lack of responsibility for some employees. Research even pointed out that this lack of commitment remains prevalent despite equitable compensation policies. Another study even showed that employees resign from their jobs for various reasons; the reasons often remain unknown to employers. [3]

In the global context, about 3 million Americans resign each month. This figure does not even include layoffs or other forms of involuntary termination. Based on the data extracted from the US Bureau of Labor Statistics updated last September 2018, three million employees have resigned every month since June 2017 [4]. In the context of the academe,

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teacher resignations and early retirements have been seen as major causes of teacher shortage. Cases in Gambia and Zimbabwe show that teachers' resignation and early retirement have increased over the two decades. The same can be said in countries with larger economies: Canada, Great Britain, Germany, Sweden, New Zealand, and the United States of America.
All these countries face severe shortages of teachers as a direct result of mass resignation [5-6]. In addition, an analysis of the official figures of the United Kingdom shows that morethan 27,500

The employees' work ethics is the blessed vessel for each business and institutional pioneer. Getting employees to stay for longer periods is a complex issue for employers [8]. This dilemma is also evident in the Philippines; according to Labor Turnover Statistics, in the 1st Quarter of 2018, the separation rate was at 7.59 percent, implying that for every 1000 employed, 76 workers were either laid-off or quit their jobs. As such no identified reason was revealed. Thus, Commissioner Teresita Baltazar of Presidential Anti-Graft Commission indicated that if Filipinos are to build a better organization, it is not enough to push for good administration; everyone should demand great citizenship practices that are values-based and values-driven. This reflects the employee's commitment to offer help even beyond their contractual duties of their job [9].
Local literature supports work ethics and employee commitment [10-12]. However, there is limited literature on the subject matter from an academe perspective. Studies observed were prevalent in the field of business administration. In addition, the studies conducted were quantitative in nature while this study utilized a qualitative design. The scope of the studywas initiated to cover the local context within the Davao Region.

2. METHOD

Qualitative research is intended for exploring and understanding the meaning people ascribe to a social or human problem [13-14]. In this study, the researchers used a phenomenological approach. Phenomenological research emphasizes the participant's subjective experience. The approach aims to illuminate specific human experience. This includes the identification of phenomena through the participants' perception of a situation [15]. The data is extracted through various means—these range from interviews, discussions, and participant observation [16].
The research was conducted in Davao Region, specifically in Region XI, which covers 91 schools as honored by the Commission on Higher Education offering different programs. The researchers purposefully selected 9 schools as these are all accessible for travel. 10 teachers were identified for the in-depth interview and another 7 participants for the focus group discussions. A prevalent practice in qualitative research is reaching saturation. To achieve this criterion, the researchers followed the suggested sample of 8 to 20 [17]. The said suggestion is also observed in other studies. [18-19] The data obtained from in-depth interview and focus groups were analyzed through thematic analysis. This method emphasizes pinpointing, examining, and recording patterns or themes within data. Themesare patterns in the data relevant for the description of a phenomenon [20].

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3. RESULT AND FINDINGS

The results of the study generated three essential themes with corresponding core ideas. These results depict the experience of select teachers in their experiences of work ethics. The developed themes are; sense of involvement, duality in work conditions and feeling ofcontentment.

Table 1. Essential Themes and Cored ideas of the lived experiences of teachers on their work ethics

Essential Themes	Core Ideas
A sense of involvement	• I share a common goal with my co-teachers. • I enjoy working together and being involved with tasks given to me. • I am happy working with my peers. • My peers motivate me to work together. • I want my team to succeed and excel in school
Duality in work conditions	• Exhausting paperwork but I enjoy working. • I am stressed but this is for my career growth. • I am challenged with the task given by my supervisor, but I enjoy it in the long run. • The lack of resources made me creative in completing my workload.
Feeling of contentment	• I am satisfied with my career trajectory and I think I will stay here for a long time. • There is job security in the public sector and as a bonus I am valued here. • I am happy with my income and I also enjoy the company of my colleagues. • I even want my contract to be extended beyond the 6 year period. • As long as the company extends my contract, I will continue to serve in this school.

A. Sense of Involvement on the Task at Hand.

The participants' responses regarding organizational citizenship behavior show that it is significant for teachers to be actively involved in various institution activities. Continuous participation in these activities breeds a collaborative environment that promotes a sense of responsibility in doing their tasks. In fact, collaborative environments have been advocated over many years [21]. Teachers that collaborate are involved with their task. A study shows that citizenship includes social responsibility, loyalty, and teamwork. This represents a feeling of identification and a sense of responsibility towards the common good that stretches beyond personal interest [22]. This result is also in line with positive psychology, known as a flow state, in which a person is fully immersed in activities with feelings of focus, involvement, and enjoyment [23-24].

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B. Duality in work conditions.

In this theme, the participants emphasized that there is a duality in the working conditions of the respective schools they are working. For each negative working condition there is also a positive condition that comes with it. This can be attributed to emotion and resilience. Regardless of difficult work conditions, employees who exhibited positive emotions are inclined to be enthusiastic and muster a positive connection to job performance [25]. The is even supported with the job characteristics model (JCM) which is "an influential theory of work design. It is based upon five characteristics - skill variety, task identity, task significance, task autonomy, and task feedback - which are used to identify the general
content and structure of jobs". This model argues that employees with a personal need for growth and development, as well as knowledge and skill, will display more positive work outcomes [26].

C. The feeling of contentment

Teachers do stay in the organization where they feel committed and secured with their jobs, they feel valued and know their worth as an employee. Also, the result of this is anchored on the goal setting theory which explains that employees not only focus on their needs alone but also on what they dream, want and value [27]. They would not accept a task given to them without evaluating it first. They would analyze whether the assignment is worth the time and effort that they exert. They would also look at the condition and surrounding of the workplace, the facility given, increment, value and the significant of the job to the organization. Even though employees understand the significance of monetary equivalent of their work, they would want their employer to appreciate their effort and recognized their potential and reward what they have invested in the organization accordingly as a justification for a job well done [28-29].

4. CONCLUSIONS

The emerging themes namely sense of involvement, duality in work conditions and feeling contentment depicted the work ethics of select teachers in Region XI of the Davao Region. It is evident that despite the duplicity of the working conditions of which is mix of both the positive and negative, teachers remain steadfast in their work ethic. Teachers find a sense of involvement even in challenging times. In fact, teachers are contended and satisfied with career trajectory. Content and satisfaction are attributed to being valued by the employers.

RECOMMENDATION

The researchers acknowledge the limitations of this study as it only involved a qualitative approach and as such the following recommendations are provided for potential explorations for schools, researchers, and other relevant stakeholders. Academic institutions may link to job performance with rewards to motivate employees to perform better on the different tasks. In addition, Researchers may investigate an expansive study on employees' work ethic using quantitative measures. Finally, school managers may enjoin teachers to take part in activities that foster creative and innovative attitudes for the organization.

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