

## Perceived Organizational Support and Role Conflict Towards Organizational Commitment of Teachers In Selected Private High Schools in The Fourth and Fifth Districts of Cavite

\*Shiela Mae G. Dogoy<sup>1</sup>, Josua R. Ferrer<sup>2</sup>, Bryan H. Supat<sup>3</sup>, Jhunnel Kenneth R. Turla<sup>4</sup>,  
Cristina M. Signo Ph.D.<sup>5</sup>, Maria Andea Conde-Francia Ph.D.<sup>6</sup>  
Cavite State University- Carmona Campus<sup>1</sup>  
cc.bryan.supat@cvsu.edu.ph  
cc.shielamae.dogoy@cvsu.edu.ph

**Abstract:** The study aimed to explore the relationship between perceived organizational support, role conflict, and organizational commitment among employees in the fourth and fifth districts of Cavite. A total of 159 participants from 20 schools in the districts of Dasmariñas, General Mariano Alvarez, and Silang, were surveyed using a modified questionnaire. The researchers employed a descriptive-correlational design, utilizing convenience and purposive sampling techniques. The data was analyzed using weighted mean, standard deviation, and Spearman's rho. Key findings showed that perceived organizational support (POS) in areas such as career development, performance appraisal, rewards system, and supervision was rated as very good. However, role conflict, particularly in terms of work overload, was found to be high, while role ambiguity was low. Organizational commitment among participants was very high. Moreover, POS in terms of career development opportunities and rewards system had a weak, yet significant, correlation with organizational commitment, while its relationship with POS in terms of performance appraisal and supervision showed an average significant correlation. Consequently, role conflict in terms of role ambiguity exhibited a significant, average correlation with organizational commitment. However, no correlation was revealed between work overload and organizational commitment. Overall, the study suggests that while perceived organizational support and role conflict can influence organizational commitment, the impact varies depending on the specific factors involved, with work overload being the least influential.

## 1. SECTION

### *1.1 Rationale*

Employee perceptions of how much the company values and appreciates their work are reflected in their perceived organizational support. When the organization exhibits care and continuous support for its employees, it will help to build up their drive to have determination at work (Worku, 2015).

Moreover, a role in the workplace is a specific position assigned to a person that carries a set of responsibilities. When employees are given many different roles in an organization, conflict arises. According to Kapur et al (2023) role conflict happens when individuals find themselves dealing with numerous and varied roles simultaneously. This can cause harm to the organization as it is possible to have an incompatible and inexperienced employee. This applies to high school teachers.

Bading (2022) mentioned that school administrators should regularly offer training sessions for teachers, incorporating tools that support lesson planning and enhance student engagement. When teachers pursue ongoing professional development within the school, their dedication to their work also tends to grow.

### *1.2 Statement of the Problem*

This study aims to determine if there is a correlation between perceived organizational support and role conflict, and organizational commitment of the teachers in selected private high schools in the fourth and fifth districts of Cavite.

Specifically, the researchers sought to answer the following questions:

1. What is the quality of perceived organizational support in selected private high schools of the participants in terms of:
  - a. career development opportunities;
  - b. performance appraisal;
  - c. rewards system; and
  - d. supervision?

2. What is the level of role conflict of the participants in terms of:
  - a. role ambiguity; and
  - b. work overload?
3. What is the level of organizational commitment of the participants?
4. Is there a significant relationship between the quality of perceived organizational support of the participants and the level of organizational commitment in terms of:
  - a. career development opportunities and organizational commitment;
  - b. performance appraisal and organizational commitment;
  - c. rewards system and organizational commitment; and
  - d. supervision and organizational commitment?
5. Is there a significant relationship between the level of role conflict of the participants and organizational commitment in terms of:
  - a. role ambiguity and organizational commitment; and
  - b. work overload and organizational commitment?

## 2. METHODOLOGY

The study used a descriptive correlational research design to analyze perceived organizational support, role conflict, and commitment among participants, focusing on career development opportunities, performance appraisal, rewards system, and supervision.

The participants of the study were 159 junior high school teachers from 20 private schools in the Fourth and Fifth Districts of Cavite, specifically from General Mariano Alvarez, Silang, and Dasmariñas, Cavite. The study used a modified questionnaire with five parts: informed consent, gatekeeper questions, and the modified questions. A 4-point Likert scale was used for interpretation, ranging from four (4) for strongly agree; three (3) for agree; two (2) for slightly agree; and one (1) for strongly disagree. Questionnaires from Whitaker & Steven (2020), Muhammad, F. (2022), Nkouangas, L. (2023), Plessis, L. D., Stanz, K., & Barkhuizen, N. (2010), Homayed (2020), Aplan, Cobb, French, Van Harrison, and Pinneau (1980), and Robinson, D., Simourd, L., &

Porporino, F. (1990).

The statistical treatments used were the weighted mean, standard deviation, and Spearman's rho. To interpret the results of the study, the following descriptive interpretations were utilized (Tables 1-4).

**Table 1. Quality of perceived organizational support in terms of career development opportunities**

NUMERICAL RANGE	VERBAL INTERPRETATION	DESCRIPTIVE INTERPRETATION
3.26 – 4.00	Very good	The teachers perceived that there are very systematic and progressive changes in their career and growth, such as professional development and enhanced skills and abilities through job-related training.
2.51 – 3.25	Good	The teachers perceived that there is a systematic and progressive change in their career and growth, such as professional development and enhanced skills and abilities through job-related training.
1.76 – 2.50	Fair	The teachers perceived that there is somehow a systematic and progressive change in their career and growth, such as professional development and enhanced skills and abilities through job-related training.
1.00 – 1.75	Poor	The teachers perceived that there is no systematic and progressive change in their career and growth, such as professional development and enhanced skills and abilities through job-related training.

**Table 2. Quality of perceived organizational support in terms of performance appraisals**

NUMERICAL RANGE	VERBAL INTERPRETATION	DESCRIPTIVE INTERPRETATION
3.26 – 4.00	Very good	The teachers perceived that they are always receiving incentives to commend and encourage good performance and their contributions to the organization.
2.51 – 3.25	Good	The teachers perceived that they are receiving incentives to commend and encourage good performance and their contributions to the organization.
1.76 – 2.50	Fair	The teachers perceived that they are somehow receiving incentives to commend and encourage good performance and their contributions to the organization.
1.00 – 1.75	Poor	The teachers perceived that they are not receiving incentives to commend and encourage good performance and their contributions to the organization.

**Table 3. Quality of perceived organizational support in terms of the rewards system**

NUMERICAL RANGE	VERBAL INTERPRETATION	DESCRIPTIVE INTERPRETATION
3.26 – 4.00	Very good	The teachers perceived that they are always receiving incentives to commend and encourage good performance and their contributions to the organization.
2.51 – 3.25	Good	The teachers perceived that they are receiving incentives to commend and encourage good performance and their contributions to the organization.
1.76 – 2.50	Fair	The teachers perceived that they are somehow receiving incentives to commend and encourage good performance and their contributions to the organization.
1.00 – 1.75	Poor	The teachers perceived that they are not receiving incentives to commend and encourage good performance and their contributions to the organization.

**Table 4. Quality of perceived organizational support in terms of supervision**

NUMERICAL RANGE	VERBAL INTERPRETATION	DESCRIPTIVE INTERPRETATION
3.26 – 4.00	Very good	The teachers perceived that they were always overseen and directed by their administration to provide support and ensure their well-being.
2.51 – 3.25	Good	The teachers perceived that they were overseen and directed by their administration to provide support and ensure their well-being.
1.76 – 2.50	Fair	The teachers perceived that they were somehow overseen and directed by their administration to provide support and ensure their well-being.
Table 5. Continued		
1.00 – 1.75	Poor	The teachers perceived that they were not overseen and directed by their administration to provide support and ensure their well-being.

**Table 5. Level of role conflict in terms of role ambiguity**

NUMERICAL RANGE	VERBAL INTERPRETATION	DESCRIPTIVE INTERPRETATION
3.26 – 4.00	Very low	The teachers have a very high clarity on their job responsibilities and fully comprehend the nature of their work.
2.51 – 3.25	Low	The teachers have high clarity on their job responsibilities and fully comprehend the nature of their work.
1.76 – 2.50	High	The teachers have a slight clarity on their job responsibilities and somehow comprehend the nature of their work.
1.00 – 1.75	Very high	The teachers lack clarity on their job responsibilities and does not comprehend the nature of their work.

**Table 6. Level of role conflict in terms of work overload**

NUMERICAL RANGE	VERBAL INTERPRETATION	DESCRIPTIVE INTERPRETATION
3.26 – 4.00	Very high	Teachers are always given overloading workloads that exceed their capacity to handle them.
2.51 – 3.25	High	Teachers are often given overloading workloads that exceed their capacity to handle them.
1.76 – 2.50	Low	Teachers are often given a workload, and they have the capacity to handle it.
1.00 – 1.75	Very low	Teachers are given a workload, and they have the capacity to handle it.

**Table 7. Level of organizational commitment of the participant**

NUMERICAL RANGE	VERBAL INTERPRETATION	DESCRIPTIVE INTERPRETATION
3.26 – 4.00	Very high	The teachers are perceived to have a very high degree of involvement and interest in both the company and their particular jobs.
2.51 – 3.25	High	The teachers are perceived to have a high degree of involvement and interest in both the company and their particular jobs.
1.76 – 2.50	Low	The teachers are perceived to have a moderate degree of involvement and interest in both the company and their particular jobs.
1.00 – 1.75	Very low	The teachers are perceived to have a very low degree of involvement and interest in both the company and their particular jobs.

### 3. RESULTS AND DISCUSSION

#### Quality of Perceived Organizational Support

Table 8 shows the quality of perceived organizational support in terms of career development opportunities, performance appraisals, rewards system, and supervision.

Table 8. Quality of Perceived Organizational Support

VARIABLES	Weighted Mean	Standard Deviation	Interpretation
Career development opportunities	3.51	0.55	Very good
Performance appraisal	3.47	0.59	Very good
Rewards system	3.30	0.71	Very good
Supervision	3.36	0.64	Very good

*Career development opportunities.* The result of this study in terms of career development opportunities got a weighted mean of 3.51 and a standard deviation of 0.55, which was interpreted as very good. It showed that the private junior high school teachers experienced very good professional development from their respective schools. The participants perceived that there are systematic and progressive changes in their careers and growth, such as professional development and enhanced skills and abilities through job-related training.

These findings are aligned with Eble (2019), who emphasized the importance for teachers to stay updated with the latest advancements in their field to remain competitive and effective. Educational institutions should provide professional development opportunities, such as workshops and conferences, to help teachers improve their knowledge and abilities.

*Performance appraisal.* Results showed that performance appraisal got a weighted mean of 3.47 interpreted as very good, revealing that private junior high school teachers were being assessed thoroughly by their evaluators. The teachers perceived that there

was a very good assessment of their work efficiency and overall contribution to the organization.

The findings of this study are supported by Elliot (2015), who argued that effective performance appraisal should balance performance assessment with support for personal development. Appraisals positively impact teachers by improving their teaching practices. Additionally, they must receive ongoing feedback about their skills in certain areas to use for their continuous learning process.

*Rewards system.* The result of this study in terms of reward system had a weighted mean of 3.30 and a standard deviation of 0.71, which is interpreted as very good. The affirms that private junior high school teachers received an appropriate reward system. Kalsoom et al. (2017) indicated that the school reward structure is vital in promoting competition among teachers within their institutions. This competitive atmosphere can improve their performance, ultimately supporting the achievement of the organizational goals.

*Supervision.* The result in terms of supervision got a weighted mean of 3.36, interpreted as very good. It shows that private junior high school teachers were being handled well by their administration. The teachers perceived that they were always overseen and directed by their administration to provide support and ensure their well-being.

This finding aligns with the research conducted in the Philippines by Sumapal and Haramain (2023), which emphasizes the importance of effective supervision in creating a supportive environment centered on growth, leading to improved teaching practices and better student outcomes. It highlights the commendable commitment of school principals to meet teachers' needs and concerns.

#### Level of Role Conflict

Table 9 shows the level of role conflict of the participants in terms of role ambiguity and work overload.

Table 9. Level of role conflict

VARIABLES	Weighted Mean	Standard Deviation	Interpretation
Role ambiguity	3.45	0.59	Very low
Work overload	2.87	0.81	High

*Role ambiguity.* The results of this study in terms of role ambiguity had a weighted mean of 3.45 and a standard deviation of 0.59, which is interpreted as very low. It unveils that high school teachers understand their job responsibilities well. The teachers have a very high clarity on their job responsibilities and fully comprehend the nature of their work. This result is aligned with Urien et al. (2016), stating that the teachers need to have a clear understanding of their responsibilities and the boundaries of their roles. This clarity is crucial for effectively fulfilling their duties, particularly in education.

*Work overload.* Results revealed that, with a mean of 2.87, the highschool teachers have a high work overload, revealing that they were given a lot of tasks. The teachers are always given overloading workloads that exceed their capacity to handle them. These results were supported by Garcia-Arroyo and Osca (2019) stating that work overload can impact a teacher's quality of life, as well as the effectiveness of their teaching and the academic preparation they offer for their future careers.

### Level of Organizational Commitment

The results of this study in terms of organizational commitment had a weighted mean of 3.33 and a standard deviation of 0.67, which is interpreted as very high (Table 10). This revealed that private junior high school teachers were highly dedicated to their work in their organization.

The teachers are perceived to have a very high degree of involvement and interest in both the company and their particular jobs.

Table 10. Level of organizational commitment

VARIABLES	Weighted Mean	Standard Deviation	Interpretation
Organizational Commitment	3.33	0.67	Very high

This result was aligned with Bading (2022), revealing that the teachers' commitment to the organization is crucial as it benefits various stakeholders, including the school, fellow educators, and students. In a further study from Tadesse (2019), organizational commitment in private high schools fosters a sense of belonging and identity among teachers, enhancing their alignment with the school's vision and mission.

### Relationship of Perceived Organizational Support and Organizational Commitment

Table 11 shows that all factors of organizational support are significantly related to the participants' organizational commitment.

Table 11. Relationship of perceived organizational support and organizational commitment

VARIABLES	P-VALUE	REMARKS	R-VALUE	REMARKS
Career development opportunities and Organizational Commitment	0.00	Significant	0.36	Weak Correlation
Performance appraisal and Organizational Commitment	0.00	Significant	0.44	Average Correlation
Rewards system and Organizational Commitment	0.00	Significant	0.39	Weak Correlation
Supervision and Organizational Commitment	0.00	Significant	0.47	Average Correlation

*Career development opportunities and organizational commitment.* Based on the results shown in Table 11, given the p-value of 0.00 and r-value of 0.36, there is a significant relationship and weak correlation between the quality of career development opportunities and the level of organizational commitment. This displays that as the quality career development opportunities gets better, their organizational commitment slightly increases. The result supports the study of Wicaksono & Soeling (2022), stating that in order for an employee to strengthen its organizational commitment, it is

important for the organization to extend their influence when it comes to career development, by providing a lot of opportunities for its employees.

*Performance appraisal and organizational commitment.* Based on the findings shown from table, given the p-value of 0.00 and r-value of 0.44, there is a significant average correlation between the quality of performance appraisal and the level of organizational commitment. This means that as the quality of performance appraisal gets better, their level of organizational commitment increases as well. Agyare et al.(2016) study, demonstrated that employee commitment is significantly influenced by performance appraisal systems. They found a positive correlation between employee commitment and the integration of performance appraisals with salary adjustments, training needs identification, and the overall purpose of the appraisal process. They also highlighted the importance of involving employees in developing appraisal tools for a transparent and meaningful evaluation.

*Rewards system and organizational commitment.* With a p-value of 0.00 and r-value of 0.39, there is a significant weak correlation between the quality of the rewards system and level of organizational commitment. Hence, if the quality of the schools' rewards system is great, the organizational commitment of the teachers slightly increases. This result was supported by the study of Manimalar (2022), stating that the rewards system can have an impact on the employees' commitment. In their study's outcome, an organization's rewards system affects the employees in the manner of being committed. Therefore, focusing on and adjusting the organization's rewards system will help the organization attract and retain employees.

*Supervision and organizational commitment.* Based on the result of the study, given the p-value of 0.00 and r-value of 0.47, there is a significant relationship and average correlation between the

quality of supervision and level of organizational commitment. This indicates that when the quality of supervision is high, the organizational commitment will increase accordingly, and vice versa. Hence, this corresponds to the study of Lutfi et al. (2022). It was revealed that for the employees to have a high level of organizational commitment, providing guidance and support should be administered.

**Relationship of role conflict and organizational commitment**

Table 12 shows that role ambiguity is significantly related to the participants' organizational commitment; however, the result also shows that work overload is not significantly related to organizational commitment.

Table 12. Relationship of role conflict and organizational commitment

VARIABLES	P-VALUE	REMARKS	R-VALUE	REMARKS
Role ambiguity and Organizational Commitment	0.00	Significant	0.45	Average Correlation
Work overload and Organizational Commitment	0.72	Not Significant	0.03	Very weak Correlation

*Role ambiguity and organizational commitment.* Based on the findings, there is a significant and average correlation between role ambiguity and organizational commitment. This discloses that role conflict in the form of role ambiguity could affect the organizational commitment of teachers. It reveals that teachers who have a very high clarity on their job responsibilities also increase the degree of their organizational commitment. Almanshur et al. (2017), found that role ambiguity has a relationship with the teacher's organizational commitment. This shows that a better clarity in a particular job can result in more interest from teachers in committing to the organization.

*Work overload and organizational commitment.* Based on the findings shown in Table 12, given the p-value of 0.72 and r-value of 0.03, work overload and organizational commitment have no significant relationship with a very weak correlation.

This shows that work overload could not affect the organizational commitment of teachers. The findings indicate that teachers had a high level of work overload, which doesn't affect the degree of their organizational commitment.

#### 4. CONCLUSIONS

The following conclusions were created based on the results of this study:

The participants showed that there was very good perceived organizational support in terms of career development opportunities, which means that private junior high school teachers believe there are clear and continuous improvements in their careers and personal growth, including professional development and the strengthening of their skills and abilities through job-related training. The performance appraisal also displayed a very good result, revealing that the teachers believed that their work performance and overall contributions to the organization were assessed very positively. In addition, the reward system has been perceived to be very good, indicating that teachers consistently receive incentives to recognize and motivate good performance as well as their contributions to the organization. Moreover, supervision also displayed a very good result, affirming that the teachers felt that their administration consistently monitored and guided them to offer support and prioritize their well-being.

Consequently, there was a very low role conflict in terms of role ambiguity, indicating that the teachers have a clear understanding of their job responsibilities and a thorough understanding of their work. Work overload displayed a high result, which shows that the teachers are frequently assigned workloads that surpass their ability to manage them.

Moreover, the participants revealed a very high level of organizational commitment which implies that the teachers are seen as having a strong level of engagement and interest in both the organization and their roles.

The quality of perceived organizational support in terms of career development opportunities, performance appraisal, rewards system, and supervision turned out to have a significant relationship with the commitment of teachers in the organization, which means perceived organizational support can affect the organizational commitment of teachers. The more individuals perceive to have continuous growth and they feel supported by the organization, the more involved and interested the teachers are in both the company and their particular jobs.

Further, the level of role conflict in terms of role

ambiguity turned out to have a significant relationship with organizational commitment. This denotes that the clarity of a job responsibility has something to do with the commitment in an organization. On the other hand, the level of role conflict in terms of work overload turned out to have no significant relationship with the organizational commitment. This indicates that the capacity of workloads doesn't affect the organizational commitment of the participants.

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