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ABSTRACT

An effective institution of higher learning retains faculty members with a deep commitment to their job. Considering that the organizational commitment and job satisfaction of PSU-Bayambang employees may have been affected by the sudden emergence of the coronavirus (COVID-19), the researcher conducted this study. The results may serve as his basis in crafting a Professional Learning Community Development Plan.

The descriptive-survey method of research was used in this study. To obtain the pertinent data, the researcher adapted Allen and Meyer's Organizational Commitment Scale (1991) and a questionnaire on job satisfaction. The gathered data were submitted to appropriate statistical tools such as frequency counts, percentages, weighted means, Pearson r , and One-Way Analysis of Variance (ANOVA).

The findings showed that most faculty members are female, middle-aged, married, educationally qualified, with diverse specializations, hold Instructor I positions, and are members of various professional organizations. Further, this study revealed that faculty members of the PSU-Bayambang Campus are highly committed and highly satisfied in their jobs. The affective domain of their level of organizational commitment is significantly correlated with their level of job satisfaction in terms of compensation. Similarly, their level of organizational commitment in terms of normative commitment is significantly correlated with their level of job satisfaction in terms of physical environment.

The study suggests that university administration should motivate and support those pursuing graduate studies. Likewise, university and campus administrators should create activities and programs to improve commitment and job satisfaction.

Keywords: organization, organization effectiveness, job satisfaction, pandemics

INTRODUCTION

The success of any educational institution depends much on the quality of its human resources. In this regard, it should strive hard to keep its people committed to the institution. It is a fact that cannot be denied that when people have a high sense of commitment to the organization to where they belong, they tend to become productive and efficient.

Alkalha et. al. (2012, cited by Alrowwad et al., 2019) supported the above point of view when they said that human resources are considered the main element that makes an organization tick. Without them, nothing in the organization would get done (Alrowwad et al., 2019). Fully aware of this, an institution of learning must attract and retain the best faculty members if it aims to provide students with quality education. The institution must exert all effort to keep this set of human resources committed to the organization. As viewed by Aladwan et al. (2013, cited by Alrowwad et al., 2019), organizational commitment is a crucial and desirable element in employee behavior. However, it is seen as elusive in workplaces and organizations.

Organizational commitment refers to employees' level of engagement and dedication toward their individual jobs and the organization. It also describes why professionals remain with an employer rather than seek opportunities elsewhere. Any business or institution values this because it can lead to consistent work performance, constructive relationships, and healthy work cultures (Indeed Editorial Team, 2021).

On the other hand, job satisfaction refers to both an employee's positive and negative feelings about their work, or the level of happiness they experience because of their jobs (Singhet al. 2013, cited by Inayat et al. 2021). Job satisfaction and turnover are closely related, so it is crucial to strengthen them through the implementation of suitable human resource policies (Emami et al. 2012).

Premised on the above lines of thought, an institution must strive to enhance its faculty members' organizational commitment and job satisfaction. It is the primary obligation of institutions to look out for the welfare of their employees and appropriately engage them, ensuring that they are satisfied and committed at all times. An

increased organizational commitment encourages faculty members to stay with the institution longer. It is a well-known fact that when there is a high turnover rate of faculty members in an institution of learning, its subsequent results are poor performance among students and poor morale among the remaining faculty members.

High levels of organizational commitment and job satisfaction of faculty member may be stifled by some factors in the workplace or unforeseen events/circumstances. Ratnasari, S. (2021) mentioned that worry over uncertain circumstances involving faculty members' health and safety may impact organization's productivity, commitment, and job satisfaction.

One of the unforeseen events/circumstances that brought great shock not only in the Philippines but all over the world is the emergence of COVID-19. This has affected all sectors of the government and that includes the education sector. Schools were temporarily closed, and students were locked down in their homes.

Considering the ill-effects of schools' closure to the development of the nation's human capital, UNESCO and education technocrats reiterated that education must continue in spite of unexpected hindrances. It is in this regard that a shift in the mode of delivery of learning be implemented. The sudden shift from the traditional face-to-face instruction to distance learning modalities required also changes in the roles played by the faculty. They were forced to adapt to change in spite of their unpreparedness. Faculty members who work from home due to the implementation of different distance learning modalities encounter challenges such as losing concentration due to frequent interruptions from family members, work-life conflict, and an unbalanced work-life schedule. They also do not feel the organizational culture and atmosphere at home. Because of these, the faculty members may feel frustration and dissatisfaction which may affect the faculty's commitment and job satisfaction.

Various studies have been conducted to determine the levels of organizational commitment and job satisfaction of employees during the COVID-19 pandemic. Some of these studies were that of Chanana (2021) and Grant (2021). The study of Chanana (2021) found that the level of organizational commitment is found low in both female and male teachers during the COVID-19. It was found, too, that the relationship between organizational commitment and job satisfaction of the respondents during the health crisis is positive and significant. Grant (2021) conduct a study that determined the impact of remote working on employee's job satisfaction. The study found that working remotely impacts job satisfaction in a positive way.

While there had been studies conducted along this area, none so far had been conducted in the Pangasinan State University. Similar studies also did not consider other profile variables such as age, highest educational attainment, the field of specialization/major, academic rank, years in service, membership to professional organizations, and the number of in-service trainings, seminar-workshops, webinars attended that may significantly affect the organizational commitment and job satisfaction of faculty member during the pandemic.

It is in this regard that the researcher deemed it vital to conduct a similar study focusing on the levels of organizational commitment and job satisfaction of faculty members during the COVID-19 pandemic. Findings of this study will serve as basis in crafting of a Professional Learning Development Plan for the PSU-Bayambang Campus that will be proposed to the Campus Officials. This may be of great help in preventing high turnover rates or faculty burn-out which subsequently affect students' performance.

Statement of the Problem

This study aims to determine the level of organizational commitment and job satisfaction of the faculty members of the Pangasinan State University-Bayambang Campus during the pandemic.

Specifically, the study sought answers to the following questions:

1. What is the profile of the respondents in terms of:
 - a. sex;
 - b. age;
 - c. highest educational attainment;
 - d. field of specialization/major;
 - e. academic rank;
 - f. years in service;
 - g. membership to professional organizations, and
 - h. number of in-service trainings, seminar-workshops, webinars attended?
2. What is the level of organizational commitment of PSU-Bayambang Campus faculty in terms of the following components:
 - a. affective;
 - b. continuance, and
 - c. normative?
3. What is the level of job satisfaction of PSU faculty during the New Normal in terms of the following:
 - a. Relationship with Immediate Head;
 - b. Interdepartmental Relationship,

- c. Physical Environment;
 - d. Relationship with co-employees;
 - e. Compensation;
 - f. Job Identification;
 - g. Implementations of Policies, and
 - h. Communication.
4. Is there a significant relationship between the levels of organizational commitment of the faculty members and their job satisfaction?
 5. Is there a significant difference between the level of organizational commitment and the level of job satisfaction across their profile variables?
 6. What Professional Learning Community Development Plan should be crafted by campus officials based on the findings of this study?

METHODOLOGY AND TOOLS

Research Design and Sampling Technique

The purpose of the study, which is to determine the levels of organizational commitment and job satisfaction of the faculty members, suggests using the descriptive-survey research method. Descriptive research aims to accurately and systematically describe a population, situation or phenomenon. McCombes (2022) said that descriptive surveys could answer questions of what, where, when and how, but not why (McCombes, 2022). Siedlecki (2020) defined a descriptive survey as collecting information by interviewing or administering a questionnaire to a sample of individuals. The study used the total population of only 127 faculty members of the PSU-Bayambang Campus.

Population and Instrumentation

The population considered in this study is composed of the Pangasinan State University-Bayambang Campus faculty members during the COVID-19 pandemic. 105 out of the 127 faculty members participated in this study, equivalent to 82.68 percent of the total population. This is already a very good rate because, according to Van Dessel, G. (2013), for an online survey, conventionally, a response rate of 20% is considered a good response rate, while a 30% response rate is considered to be really good.

To gather the data pertinent to the study, the researcher made use of a questionnaire-checklist with three parts. Part I delved on the profile of the respondents. Part II was on the level of organizational commitment of the faculty members. This instrument used was adapted from Allen and Meyer's Organizational Commitment Scale (1991) and evaluated by Alam, A. (2011). Part III dealt with the level of job satisfaction of the respondent-faculty members. The instrument was submitted to a pool of evaluators who assessed its content validity. The pool of evaluators was composed of five (5) faculty members from other campuses of the university who have completed their doctoral degree programs and have been with PSU for ten (10) years and above. The average of the evaluators' ratings was 4.36 indicating that the instrument was highly valid.

Data Gathering Procedure and Data Analysis

Before conducting the study, the researcher sought the permission of Pangasinan State University through the Office of the Campus Executive Director. The researcher attached the approved permit to conduct the study when he administered the Google Forms questionnaire. The gathered data were submitted to appropriate statistical tools such as frequency counts, percentages, weighted means, Pearson r, and One-Way Analysis of Variance (ANOVA).

RESULTS AND DISCUSSION

I. Profile of the Respondents

I.1 Sex

Table 1 presents the profile variables of the respondents and their corresponding frequencies and percentages in terms of sex.

Table 1: Distribution of PSU Faculty According to Sex

Sex	Frequency	Percent	Rank
Male	36	34.29	2
Female	69	65.71	1
Total	105	100.00	

The table shows that out of the 105 faculty members of PSU-Bayambang Campus, 69 or 65.71 percent are female. Only 36 or 34.29 percent are male. This goes to show that the faculty members of the campus are female-dominated.

I.2 Age

Presented in Table 2 are the ranges of the age of the PSU-Bayambang Campus faculty, and their respective frequencies and percentages.

Table 2: Distribution of PSU-Bayambang Faculty According to Age

Sex	Frequency	Percent (%)	Rank
20-29 years old	21	20.00	4
30-39 years old	36	34.29	1
40-49 years old	24	22.86	2.5
50 years old and above	24	22.86	2.5
Total	105	100.00	

The table reveals that 36 or 34.29 percent of the faculty members are within the age range of 30-39 years old. This is closely followed by the number of faculty members (the same 24 or 22.86 percent) whose ages range from 40-49 and 50 years old and above. The least number of faculty members, 21 or 20 percent have ages ranging from 20-29. It could be gleaned from the table that when combined, the faculty members of PSU-Bayambang Campus are middle-aged based on the categories posited by Nosal (2020).

I.3 Civil Status

Table 3 presents the civil status of the respondents and their corresponding frequencies and percentages.

Table 3: Distribution of Respondents According to Civil Status

Civil status	Frequency (f)	Percent (%)	Rank
Single	43	40.95	2
Solo / Single Parent	3	2.86	3
Married	59	56.19	1
Total	105	100	

It is reflected on the table that more than half of the respondent-faculty members, 59 or 5.19 percent, are married. This is closely followed by the number of single faculty members, 43 or 40.95 percent. Only 3 out of 105 faculty members, or 2.86 percent, indicated they are solo/single parents. The findings under the variable age support the findings along this aspect. Since most of the faculty members are middle-aged, they are within the marrying age and capable of raising a family.

I.4 Highest Educational Attainment

The frequencies and percentages corresponding to the highest degree programs attained by the respondent-faculty members are presented in Table 4.

Table 4: Highest Educational Attainment

Educational Attainment	Frequency (f)	Percent (%)	Rank
Doctorate Degree	45	42.86	1
Master's Degree	36	34.29	2
Baccalaureate Degree	24	22.86	3
Total	105	100	

As shown in the table, 45 or 42.86 percent of the respondents have earned their doctorate degrees, followed closely by those who have earned their master's degree, 36 or 34.29 percent. The least number of respondent-faculty members, 24 or 22.86 percent, are baccalaureate degree holders. This implies that the majority of the respondents have met the minimum educational qualifications of a faculty member at the tertiary level as stipulated in CHED Memorandum Order (CMO) No. 40, s. 2008 requiring all higher education institutions (HEIs) faculty to have at least a master's degree. Those who have not met the minimum educational requirements may be those who are newly hired and are on a contractual basis. They may have been hired because there were no qualified applicants to fill the vacant positions.

I.5 Field of Specialization/Major

Table 5 presents the different fields of specialization/major of each of the respondent-faculty members, and their corresponding frequencies and percentages.

Table 5: Distribution of Respondents According to Field of Specialization/Major

Specialization/Major	Frequency (f)	Percent (%)	Rank
Elementary Education	1	0.95	14
Social Sciences	8	7.62	6.5
Professional Education	12	11.43	2.5
Physical Education	6	5.71	8.5
English Language	14	13.33	1
Filipino	4	3.81	12
Technology and Livelihood Education	4	3.81	12
Early Childhood Education	6	5.71	8.5
Science	11	10.48	4
Mathematics	10	9.52	5
Information Technology	8	7.62	6.5
Business Administration	4	3.81	12
Public Administration	5	4.76	10
Nursing	12	11.43	2.5
Total	105	100	

It is shown on the table that most of the faculty members, 14 or 13.33 percent, have the English language as their field of specialization. Next are the faculty members with Professional Education and Nursing as their major or field of specialization, 12 or 11.43 percent. Only 1 or 0.9 percent has Elementary Education as a field of specialization or major.

I.6 Academic Rank

Table 6 presents the academic ranks of respondent-faculty members and their respective frequencies and percentages.

Table 6: Academic Rank

Academic Rank	Frequency (f)	Percentage (%)	Rank
Instructor I	55	52.38	1
Instructor II	3	2.86	7
Instructor III	3	2.86	7
Assistant Professor I	3	2.86	7
Assistant Professor II	7	6.67	4
Assistant Professor III	10	9.52	3
Assistant Professor IV	2	1.90	9
Associate Professor I	1	0.95	12.5
Associate Professor II	1	0.95	12.5
Associate Professor III	4	3.81	5
Associate Professor IV	14	13.33	2
Associate Professor V	1	0.95	12.5
Professor IV	1	0.95	12.5
Total	105	100	

The table shows that 55 or 52.38 percent of the respondent-faculty members hold the Instructor I position. This is followed by the number of respondents, 14 or 13.33 percent, who hold Associate Professor IV. Next in rank are those who hold Assistant Professor III, 10 or 9.52 percent. The least number of respondents, one (1) or 0.95 percent in each rank, hold Associate Professor I, Associate Professor II, Associate Professor V, and Professor IV.

I.7 Years in Service

Table 7 presents the ranges of the number of years in service of the respondents, and their respective frequencies and percentages.

Table 7: Distribution of Respondents in Terms of Years in Service

Years in Service	Frequency (f)	Percentage (%)	Rank
1 – 5 years	20	19.0	3
6 – 10 years	32	30.5	1
11 – 15 years	16	15.2	4
16 – 20 years	15	14.3	5
21 years and above	22	21.0	2
Total	105	100	

It could be gleaned from the table that 32 or 30.5 percent of respondents have been in the service for 6-10 years. This is followed by the number of faculty members, 22 or 21 percent, who have been in the service for 21 years and above. Only 15 or 14.3 percent indicated they have been in the service for 16 – 20 years. This implies that most respondents have been in the service for over five (5) years. This is supported by their age, most of whom are middle-aged.

I.8 Membership to Professional Organizations

Table 8 shows the levels of professional organizations in which the respondents applied for membership, and the corresponding frequencies and percentages.

Table 8: Membership to Professional Organizations

Membership	Frequency (f)	Percentage (%)	Rank
Campus			
1	5	4.76	6
2	22	20.95	2
3	10	9.52	5
4	17	16.19	4
5	20	19.05	3
6	27	25.71	1
7	3	2.86	7
8	1	0.95	8
University			
1	17	16.19	3
2	42	40.00	1
3	26	24.76	2
4	8	7.62	4
5	4	3.81	6
6	7	6.67	5
7	1	0.95	7
Regional			
0	12	11.43	4
1	23	21.90	2
2	42	40.00	1
3	19	18.10	3
4	5	4.76	5
5	2	1.90	6.5
6	2	1.90	6.5
National			
1	17	16.19	4
2	38	36.19	1
3	18	17.14	3
4	6	5.71	5
5	21	20.00	2
6	3	2.86	6

8	1	0.95	7.5
9	1	0.95	7.5
International			
0	30	28.57	3
1	34	32.38	2
2	38	36.19	1
3	1	0.95	5
4	1	0.95	5
5	1	0.95	5
Total	105	100	

The table shows that as to membership to Campus level organizations, 27 or 25.71 percent of them indicated that they are members of 6 organizations at the campus level. Twenty-two (22) or 20.95 percent have indicated they are members of campus-level organizations within the Campus level. Only one (1) or 0.95 indicated that he/she is a member of 8 campus-level organizations.

Forty-two or 40 percent of the respondent-faculty members indicated they are members of 2 university-level organizations. The least number of respondents have said that they are members of 7 organizations at the university level.

At the regional level, 42 or 40 percent are members of 2 organizations, followed by 23 or 21.90 percent who said they are members of only one (1) regional organization. The same number of respondents have indicated that they are members of 5 and 6 organizations at the regional level.

Thirty-eight (38) of the respondents or 36.19 percent are members of 2 professional organizations at the national level. Next are those with five (5) memberships in organizations at the national level, which is 21 or 20 percent. The least number (same number), 1 or 0.95 percent, indicated they are members of 8 and 9 professional organizations at the national level.

Regarding their membership in professional organizations at the international level, 38 or 36.19 percent indicated they are members of 2 international organizations. This is closely followed by 34 or 32.38 percent who said they are members of only one (1) international organization. Thirty (30), or 28.557 percent, said they are not members of any organizations at the international level.

I.9 In-Service Trainings/Seminar-Workshop or Webinars Attended

Table 9 presents the levels of in-service training attended by the respondents, their respective frequencies and percentages.

Table 9: In-Service Trainings Seminar-Workshops or Webinars Attended

Seminar	Frequency (f)	Percentage (%)	Rank
Campus			
10	7	6.67	7
11	2	1.90	10
12	16	15.24	3
13	3	2.86	9
14	17	16.19	2
15	10	9.52	6
16	4	3.81	8
17	12	11.43	4
18	20	19.05	1
19	11	10.48	5
20	1	0.95	12
23	1	0.95	12
25	1	0.95	12
University			
7	3	2.86	6.5
8	3	2.86	6.5
9	6	5.71	5
10	26	24.76	2
11	10	9.52	4
12	37	35.24	1
13	17	16.19	3
14	1	0.95	9

15	1	0.95	9
16	1	0.95	9
Regional			
4	2	1.90	6
5	18	17.14	3
6	9	8.57	5
7	17	16.19	4
8	32	30.48	1
9	27	25.71	2
National			
1	1	0.95	5
2	30	28.57	1
3	28	26.67	2
4	23	21.90	3.5
5	23	21.90	3.5
International			
1	17	16.19	3
2	32	30.48	1
3	27	25.71	2
4	16	15.24	4
5	9	8.57	5
6	4	3.81	7
10	7	6.67	6
Total	105	100	

It could be gleaned from the table that 20 or 19.05 percent of in-service training attended at the campus level have indicated that they have attended 18 in-service trainings. The same number of respondents, 1 or 0.95 percent, attended 20, 23, and 25 campus-level in-service trainings.

As to the university level, 37 or 35.24 percent attended 12 in-service trainings, followed by those who attended 10 (26 or 24.76 percent). The same number (1 or 0.95 percent) have attended 14, 15, and 16 trainings at this level.

Thirty-two (32), or 30.48 percent of the faculty, have attended eight (8) in-service trainings, and 27 or 25.71 percent have attended 9. The least number of faculty members, 2 or 1.90 percent have attended only 4.

At the national level, 30 or 28.557 percent attended 2 and 28, or 26.67 percent attended three (3) in-service trainings. Only 1 or 0.95 percent has said he/she has attended only 1.

It could also be gleaned from the table that thirty-two (32) or 30.48 percent of the faculty have attended in-service trainings at the international level, and 27 or 25.71 have attended 3. The least number of respondents, 4 or 3.81 percent, have attended six (6) in-service trainings at this level. The findings show that faculty members of the PSU-Bayambang Campus attended in-service trainings as a way of earning points for their NBC Evaluation. In addition, they would like to have updates on the recent trends in teaching at the tertiary level.

II. Level of Organizational Commitment of PSU-BC Faculty

II. 1 Affective Component

Table 10 presents the indicators of the facultymembers' level of organizational commitment in terms of the affective component, their corresponding weighted means, and descriptive interpretation.

Table 10: Affective Component

Statement	Mean	SD	Interpretation
I would be very happy to spend the rest of my career in this organization/school.	4.61	0.49	SA/HC
I enjoy discussing about my organization/school with people outside it.	4.01	1.04	A/C
I really feel as if the organization's/school's problems are my own.	2.76	0.85	U/MC
I think that I could easily become as attached to another organization/school as I am to this one.	3.19	0.81	U/MC
I feel like I am not a "part of the family" at my organization/school.	1.58	0.58	SD/NC
I do not feel "emotionally attached" to this organization/school.	2.04	0.78	D/FC
This organization/school has a great deal of personal meaning for me.	4.39	0.56	SA/HC

I do not feel a strong sense of belonging to my organization/school.	1.73	0.67	SD/NC
Overall Weighted Mean	3.04	0.28	U/MC

Legend: 4.21 – 5.00 Strongly Agree/Highly Committed (SA/HC)
3.41 – 4.20 Agree/Committed (A/C)
2.61 – 3.40 Undecided/Moderately Committed (U/MC)
1.81 – 2.60 Disagree/Fairly Committed (D/FC)
1.00 – 1.80 Strongly Disagree/Not Committed (SD/NC)

The table shows that in terms of the affective component, the respondent-faculty members are moderately committed, as evidenced by the computed overall weighted mean of their ratings which is 3.04. Among the eight (8) indicators under this component, the respondents strongly agreed on two indicators, as indicated by their respective weighted means. These are “I would be very happy to spend the rest of my career in this organization/school, 4.61” and “This organization/school has a great deal of personal meaning for me, 4.39.” They, also strongly disagreed on two indicators which are “I do not feel a strong sense of belonging to my organization/school (1.73)” and “I feel like I am not a “part of the family” at my organization/school (1.58).

The findings show that the respondents are undecided about their feelings or attitudes toward the organization during the pandemic. This implies that they are moderately committed. This could be attributed to the fact that they were in a situation that is uncertain due to the fast transmission of the coronavirus.

Thus, the obtained findings revealed that the sudden shift in the modality of delivering learning during the COVID-19 pandemic influence their commitment. What is noteworthy, however, in the result is that they strongly disagree with the negative indicators of organizational commitment along the affective domain.

II.2 Continuance Commitment

Presented in Table 11 are the indicators of the respondents’ organizational commitment in terms of the domain continuance commitment. Their respective weighted means and descriptive interpretations were also presented.

Table 11: Continuance Component

Statement	Mean	SD	Interpretation
I am not afraid of what might happen if I quit my job without having another lined up.	1.71	0.70	SD/NC
It would be very hard for me to leave my organization right now, even if I wanted to.	4.00	0.98	A/C
Too much in my life would be disrupted if I decided I wanted to leave my organization/school now.	3.58	0.51	A/C
It wouldn't be too costly for me to leave my organization/school now.	1.68	0.58	SD/NC
Right now, staying with my organization is a matter of necessity as much as I desire.	3.53	0.50	A/C
I feel that I have too few options to consider leaving this organization.	1.54	0.50	SD/NC
One of the few serious consequences of leaving this organization/school would be scarcity of available alternatives.	4.11	0.86	A/C
One of the major reasons I continue to work with this organization/school is that leaving would require considerable personal sacrifice – another organization/school may not match the overall benefits I have here.	4.44	0.57	SD/NC
Overall Weighted Mean	3.08	0.23	U/MC

Legend: 4.21 – 5.00 Strongly Agree/Highly Committed (SA/HC)
3.41 – 4.20 Agree/Committed (A/C)
2.61 – 3.40 Undecided/Moderately Committed (U/MC)
1.81 – 2.60 Disagree/Fairly Committed (D/FC)
1.00 – 1.80 Strongly Disagree/Not Committed (SD/NC)

The table shows that the respondent-faculty members strongly agree on only one indicator out of 8, as evidenced by its weighted mean of 4.44. This indicator is "One of the major reasons I continue to work with this organization/school is that leaving would require considerable personal sacrifice – another organization/school may not match the overall benefits I have here." However, they strongly disagreed on three indicators, as indicated by their weighted means, which are within 1.81-2.60. Overall, the overall weighted mean of 3.08 shows that the faculty members were undecided about their commitment to the organization in terms of the continuance domain. This implies that faculty member’s level of commitment during the pandemic is

moderately committed. Again, the result could be attributed to the uncertainties caused by the sudden emergence of the deadly coronavirus and the sudden shift in the modality of the delivery of learning.

To add, faculty members of Pangasinan State University-Bayambang Campus (PSU-BC) continue to remain in the university because looking for another job during the pandemic is difficult. Thus, based on the findings of the study, it can be implied that the continuance component is affected by the uncertainties in job security during the COVID-19 pandemic.

II.3 Normative Commitment

Table 12 presents the indicators of the respondents' level of organizational commitment in terms of the normative domain, weighted means, and their respective interpretations.

Table 12: Normative Component

Statement	Mean	SD	Interpretation
I think that people these days move from company/school to company/school too often.	1.50	0.50	SD
I do not believe that a person must always be loyal to his or her organization.	4.02	0.73	A
Jumping from organization/school to organization/school does not seem at all unethical to me.	1.85	0.74	D
One of the major reasons I continue to work for this organization/school is that I believe loyalty is important and therefore feel a sense of moral obligation to remain.	4.24	0.61	SA
If I got another offer for a better job elsewhere, I would not feel it was right to my organization.	2.26	0.95	D
I was taught to believe in the value of remaining loyal to one organization	4.29	0.60	SA
Things were better in the days when people stayed in one organization for most of their careers	3.80	0.56	A
I do not think that to be a "company man" or "company woman" is sensible anymore	1.90	0.77	D
General Weighted Mean	2.98	0.22	U

Legend: 4.21 – 5.00 Strongly Agree (SA) 3.41 – 4.20 Agree (A)
2.61 – 3.40 Undecided (U) 1.81 – 2.60 Disagree (D)
1.00 – 1.80 Strongly Disagree (SD)

As reflected in the table, the respondents strongly agreed on two indicators. These indicators and their respective weighted means are "I was taught to believe in the value of remaining loyal to one organization, 4.29" and "One of the major reasons I continue to work with this organization/school is that leaving would require considerable personal sacrifice – another organization/school may not match the overall benefits I have here, 4.24." As evidenced by the computed weighted mean of 1.50, the respondent-faculty members strongly disagreed with the indicator "I think that people these days move from company/school to company/school too often." The overall weighted mean of 2.98 shows that they are undecided as to their level of organizational commitment during the pandemic.

The findings imply that along this aspect the faculty members of PSU-Bayambang Campus have a moderate level of commitment despite the fact that they strongly agreed on statements on loyalty to one's organization. Their level of commitment has been affected by the working conditions specifically their readiness on the use of distance learning modalities and the inadequacy of learning resources during the COVID-19 pandemic such as computers, modules, webcam, reliable internet connection, and a conducive working environment at home.

II.4 Summary Table on the Level of Organizational Commitment

Presented on Table 13 is the summary of the level of organizational commitment of the PSU-BC faculty in terms of the three domains.

Table 13: Summary of the Level of Organizational Commitment of PSU Faculty Members

Domains	Mean	SD	Interpretation
Affective Domain	3.04	0.28	U/MC
Continuance Domain	3.08	0.23	U/MC
Normative Commitment	2.98	0.22	U/MC

Legend: U = Undecided

MC = Moderately Committed

The table shows that the PSU-BC faculty members were undecided as to their responses on the indicators of each of the domains of organizational commitment. The results imply that during the COVID-19 pandemic, their level of commitment to the organization is moderate.

The results of this study correspond to the study of Chanana (2021) where it was revealed that due to the impact of coronavirus disease, both male and female teachers are dissatisfied with their jobs. Thus, making them undecided or moderately committed to their job.

III. Level of Job Satisfaction

Table 14 presents the summary of the computation of the weighted means of the indicators of the level of job satisfaction of the respondent-faculty members and their respective descriptive interpretation.

Table 14: Level of Job Satisfaction of PSU-BC Faculty Members

Statement	Mean	SD	Interpretation
A. Relationship with Immediate Head			
My superior cares about my personal needs.	3.84	0.76	HS
My superior lets me know which areas of my performance are weak.	4.42	0.50	VHS
My superior treats me with respect.	4.25	0.72	VHS
My superior willing to listen to my job-related problems	4.46	0.50	VHS
My superior praises me when I good performance	3.72	0.66	HS
My superior provides updates/feedbacks on my job performance regularly	4.02	0.83	HS
Average Weighted Mean	4.12	0.27	HS
B. Interdepartmental Relationship			
Unity, teamwork, and collaboration are manifested in the different departments of this institution.	3.34	1.12	MS
The different departments in the institution support each other.	3.99	0.89	HS
Departments share resources willingly to other departments	3.36	1.15	MS
Average Weighted Mean	3.56	0.56	HS
C. Physical Environment			
The environment in this institution is safe and comfortable.	4.24	0.64	VHS
There is hygiene maintenance in the institution.	4.27	0.64	VHS
The institution has adequate facilities/equipment and furnishings that support the performance of employees.	3.85	0.62	HS
The institution is free from any form of pollution	4.05	0.64	HS
Average Weighted Mean	4.10	0.33	HS
D. Relationship with Co-Employees			
My co-workers trust and respect me.	3.93	1.02	HS
My co-workers provide support to each other when necessary.	4.18	0.73	HS
My co-workers work as a team.	3.97	0.89	HS
My co-workers are friendly and inspire me	3.96	1.03	HS
Average Weighted Mean	4.01	0.52	HS
E. Compensation			
The benefits received in this institution are as good as those of others.	4.37	0.59	VHS
Salaries receive reflects employees' work amount and responsibility.	4.20	0.58	HS
Incentive programs are established in the institution to encourage employees' long-term contribution.	4.21	0.58	VHS
General Weighted Mean	4.26	0.53	VHS
F. Job Identification			
I have clear and well-written job description.	4.24	0.61	VHS
I have the opportunity to do a variety of tasks.	4.23	0.61	VHS

I have the opportunity to learn new things and skills from their job.	4.09	0.67	HS
I have a job that is suitable to my competence and characteristics	4.27	0.59	VHS
I have the opportunity to attend trainings for professional advancement	4.21	0.68	VHS
Average Weighted Mean	4.21	0.29	VHS
G. Implementation of Policies			
The institution has clearly defined policies	4.44	0.50	VHS
The institution sees to it that policies are communicated well.	4.59	0.49	VHS
The institution implements policies fairly and justly.	4.43	0.50	VHS
Average Weighted Mean	4.49	0.28	VHS
Employees are given the opportunity to express their opinions during meetings/conferences.	3.87	0.62	HS
Communication among employees in this institution seems good.	3.84	0.64	HS
Average Weighted Mean	3.85	0.62	HS
GENERAL MEAN	4.075		HS

Legend: 4.21 – 5.00 Very Highly Satisfied -VHS 3.41 – 4.20 Highly Satisfied-HS
2.61 – 3.40 Moderately Satisfied – MS 1.81 – 2.60 Fairly Satisfied -FS
1.00 – 1.80 Least Satisfied -LS

The table shows that in terms of relationship with the immediate head, PSU-BC faculty members are highly satisfied, as evidenced by the computed overall weighted mean of 4.12. As to the specific indicators, there were three in which they indicated that they are very highly satisfied with the relationship of their immediate head, as shown by their respective weighted means, which are within the range of 4.21-5.00. As shown by the computed weighted means ranging from 3.41 to 4.20, the respondents were highly satisfied with their relationship with the immediate head.

Regarding interdepartmental relationships, the respondent-faculty members were highly satisfied with the indicator "The different departments in the institution support each other." Its weighted mean is 3.99. As indicated by their weighted means, they were moderately satisfied in the other two indicators within 2.1-3.40. Overall, the respondents are highly satisfied regarding interdepartmental relationships, as supported by the weighted mean of 3.56.

Regarding the physical environment, the average weighted mean of 4.10 indicates that the respondent-faculty members were highly satisfied with the campus's physical environment. The respondents were very highly satisfied, as shown by their respective weighted means in the indicators "The environment in this institution is safe and comfortable, 4.24" and "There is hygiene maintenance in the institution, 4.27." The respondents said they were highly satisfied with the other two indicators, as shown by their corresponding weighted mean ranging from 3.41 to 4.20.

Regarding their relationship with co-employees, the respondents rated themselves very highly satisfied in all four indicators, as shown by the weighted means, which are within the range of 3.41 to 4.20. The indicator with the highest weighted mean is "My co-workers provide support to each other when necessary, 4.18." The least weighted mean is "My co-workers trust and respect me", as shown by its weighted mean, which is 3.93. Overall, the respondents were highly satisfied, as evidenced by the average weighted mean of 4.01.

Regarding compensation, the respondents rated themselves very highly satisfied, as shown by the average weighted mean of 4.26. The respondents rated themselves very highly satisfied in all indicators. Obtaining the highest weighted mean of 4.37 is "The benefits received in this institution are as good as those of others." The lowest weighted mean of 4.20 is "Salaries receive reflect employees' work amount and responsibility."

Regarding job identification, the respondents rated themselves very highly satisfied in four of the five indicators. The highest weighted mean of 4.27 is "I have a job that is suitable to my competence." The lowest weighted mean of 4.09, interpreted as highly satisfied, is "I have the opportunity to learn new things and skills from the job." Overall, the average weighted mean of 4.21 shows that the respondents are highly satisfied with their job identification.

Concerning the implementation of policies, the respondents rated themselves very highly satisfied in all the indicators, as evidenced by the weighted means, which are within the range of 4.21-5.00. The indicator with the highest weighted mean of 4.59 is "The institution sees to it that policies are communicated well." the lowest weighted mean of 4.43 is "The Institution implements policies fairly and justly." Taken as a whole, the average weighted mean of 4.49 shows that the faculty members in the institution are very highly satisfied with the implementation of policies.

Lastly, the respondents perceived themselves as highly satisfied with communications, as evidenced by the average weighted mean of 3.85. The two indicators' weighted means ranged from 3.41 to 4.20, indicating that the respondents were highly satisfied with communication.

The general mean of 4.075 indicates that the faculty members of the PSU-Bayambang Campus are highly satisfied with their job.

It is worthy to note that faculty members of PSU-Bayambang Campus remained highly satisfied in their jobs despite the adversities and the fears they have encountered during the health crisis. The findings imply that campus officials have undertaken measures to ensure the welfare, security, and safety of the faculty members.

IV. Significance of the Relationship of the Level of Organizational Commitment and Level of Job Satisfaction of the Faculty

Table 15 found on the next page show the summary of the computation of Pearson r which was used to determine the significance of the relationship of the respondents' levels of organizational commitment and job satisfaction.

Table 15: Significant relationship between the level of organizational commitment and level of job satisfaction of PSU faculty

Correlation between ...	Pearson Correlation	Sig. (2-tailed)	Decision	Remarks
Affective and ...				
Relationship With Immediate Head	0.00	0.99	Accept Ho	NS
Interdepartmental Relationship	-0.15	0.13	Accept Ho	NS
Physical Environment	0.17	0.09	Accept Ho	NS
Relationship With Co-Employees	-0.07	0.50	Accept Ho	NS
Compensation	-.244*	0.01	Reject Ho	S
Job Identification	0.00	0.98	Accept Ho	NS
Implementations Of Policies	-0.08	0.43	Accept Ho	NS
Communication	0.14	0.16	Accept Ho	NS
Continuance and ...				
Relationship With Immediate Head	0.01	0.95	Accept Ho	NS
Interdepartmental Relationship	0.08	0.43	Accept Ho	NS
Physical Environment	-0.01	0.95	Accept Ho	NS
Relationship With Co-Employees	0.05	0.58	Accept Ho	NS
Compensation	0.04	0.67	Accept Ho	NS
Job Identification	0.09	0.36	Accept Ho	NS
Implementations Of Policies	-0.07	0.45	Accept Ho	NS
Communication	-0.07	0.49	Accept Ho	NS
Normative and ...				
Relationship With Immediate Head	-0.14	0.15	Accept Ho	NS
Interdepartmental Relationship	0.07	0.47	Accept Ho	NS
Physical Environment	.386**	0.00	Reject Ho	S
Relationship With Co-Employees	-0.09	0.37	Accept Ho	NS
Compensation	-0.10	0.30	Accept Ho	NS
Job Identification	-0.06	0.56	Accept Ho	NS
Implementations Of Policies	-0.10	0.31	Accept Ho	NS
Communication	0.03	0.77	Accept Ho	NS

*. Correlation is significant at the 0.05 level (2-tailed).

S=Significant

**. Correlation is significant at the 0.01 level (2-tailed).

NS=Not Significant

It could be gleaned from the table that as to the level of organizational commitment and level of job satisfaction of PSU faculty, using Pearson r resulted in a not significant relationship in the majority of correlation presented above, which was confirmed by the Pearson correlation interpreted as negligible correlation and sig. 2 tailed greater than 0.05 level (2-tailed) and 0.01 level (2-tailed).

However, a significant relationship was revealed in the correlation between affective component and compensation. This implies that the attachment and involvement of the faculty members of PSU-BC can be enhanced through proper compensation and support from the institution.

The findings also revealed the correlation between normative and physical environment. This implies that physical environment is significant in the reciprocal obligation of the faculty members of PSU-BC to the institution and the promotion of socialization among the people in the organization. These are obviously affected since the COVID-19 pandemic required faculty members to work from home while continuing to provide quality education through different distance learning modalities.

Overall results imply a significant relationship between affective and compensation and a correlation between normative and physical environment.

V. Significance of the Difference Between the Level of Organizational Commitment Across Profile Variables

Table 16 presents the computation of the One-Way ANOVA which was used to determine the significance of the difference of the level of organizational commitment across the respondents' profile variables.

Table 16: Significant Difference Between the Level of Organizational Commitment Across their Profile Variables

Difference when grouped according to ...	F value	Sig. (2-tailed)	Decision	Remarks
Age profile				
Affective	3.44	0.02	Reject Ho	S
Continuance	0.22	0.88	Accept Ho	NS
Normative	0.82	0.48	Accept Ho	NS
Civil status profile				
Affective	1.51	0.23	Accept Ho	NS
Continuance	0.57	0.57	Accept Ho	NS
Normative	0.10	0.91	Accept Ho	NS
Highest Educational Attainment				
Affective	0.51	0.60	Accept Ho	NS
Continuance	0.44	0.64	Accept Ho	NS
Normative	1.35	0.26	Accept Ho	NS
Field Of Specialization/Major				
Affective	1.36	0.19	Accept Ho	NS
Continuance	0.52	0.91	Accept Ho	NS
Normative	0.86	0.59	Accept Ho	NS
Academic Rank profile				
Affective	1.40	0.18	Accept Ho	NS
Continuance	1.83	0.054	Accept Ho	NS
Normative	1.32	0.22	Accept Ho	NS
Years In Service profile				
Affective	1.18	0.32	Accept Ho	NS
Continuance	0.58	0.68	Accept Ho	NS
Normative	1.49	0.21	Accept Ho	NS
Difference when grouped according to ...	t stat.	Sig. (2-tailed)	Decision	Remarks
Sex profile				
Affective	-2.52	0.01	Reject Ho	S
Continuance	1.38	0.17	Accept Ho	NS
Normative	-0.75	0.45	Accept Ho	NS

If Sig. (2-tailed) > 0.05 Level of Significance: Accept Ho: Not Significant

As shown in the table above, significant difference between the level of organizational commitment across their profile variables, using One way ANOVA for three or more groups and independent t – test for two groups comparison resulted to a not significant difference in most of the level of organizational commitment across their profile variables presented above which was confirmed by the sig. 2 tailed greater than 0.05 level of significance. However, a significant difference was revealed in Affective component. This means that the degree

of commitment of the PSU-BC faculty members along affective component varies significantly when grouped according to age profile and sex profile.

Overall results imply that there is significant difference in the level of organizational commitment in terms of affective component when grouped according to age and sex.

V. Significance of the Difference Between the Level of Job Satisfaction Across Profile Variables

Table 17 found on the next page shows the summary of the computation of One-Way ANOVA to determine the significance of the difference between the level of job satisfaction of the faculty members across their profile variables.

Table 17: Significant Difference Between the Level of Job Satisfaction Across Their Profile Variables

Difference when grouped according to ...	F value	Sig. (2-tailed)	Decision	Remarks
Age profile				
Relationship With Immediate Head	0.20	0.90	Accept Ho	NS
Interdepartmental Relationship	2.29	0.08	Accept Ho	NS
Physical Environment	3.38	0.02	Reject Ho	S
Relationship With Co-Employees	0.62	0.60	Accept Ho	NS
Compensation	1.40	0.25	Accept Ho	NS
Job Identification	1.95	0.13	Accept Ho	NS
Implementations Of Policies	0.13	0.94	Accept Ho	NS
Communication	1.26	0.29	Accept Ho	NS
Civil status profile				
Relationship With Immediate Head	0.24	0.79	Accept Ho	NS
Interdepartmental Relationship	1.86	0.16	Accept Ho	NS
Physical Environment	0.49	0.61	Accept Ho	NS
Relationship With Co-Employees	2.53	0.08	Accept Ho	NS
Compensation	2.43	0.09	Accept Ho	NS
Job Identification	1.48	0.23	Accept Ho	NS
Implementations Of Policies	0.43	0.65	Accept Ho	NS
Communication	0.72	0.49	Accept Ho	NS
Highest Educational Attainment				
Relationship With Immediate Head	1.61	0.20	Accept Ho	NS
Interdepartmental Relationship	0.64	0.53	Accept Ho	NS
Physical Environment	0.29	0.75	Accept Ho	NS
Relationship With Co-Employees	0.31	0.74	Accept Ho	NS
Compensation	0.78	0.46	Accept Ho	NS
Job Identification	0.80	0.45	Accept Ho	NS
Implementations Of Policies	0.08	0.92	Accept Ho	NS
Communication	0.25	0.78	Accept Ho	NS
Field Of Specialization/Major				
Relationship With Immediate Head	0.89	0.57	Accept Ho	NS
Interdepartmental Relationship	0.35	0.98	Accept Ho	NS
Physical Environment	0.65	0.81	Accept Ho	NS
Relationship With Co-Employees	0.53	0.90	Accept Ho	NS
Compensation	1.50	0.13	Accept Ho	NS
Job Identification	0.68	0.78	Accept Ho	NS
Implementations Of Policies	0.59	0.86	Accept Ho	NS
Communication	0.65	0.81	Accept Ho	NS
Academic Rank profile				

Relationship With Immediate Head	0.61	0.83	Accept Ho	NS
Interdepartmental Relationship	1.00	0.46	Accept Ho	NS
Physical Environment	1.46	0.16	Accept Ho	NS
Relationship With Co-Employees	1.30	0.23	Accept Ho	NS
Compensation	1.14	0.34	Accept Ho	NS
Job Identification	1.14	0.34	Accept Ho	NS
Implementations Of Policies	1.39	0.19	Accept Ho	NS
Communication	0.74	0.71	Accept Ho	NS
Years In Service profile				
Relationship With Immediate Head	0.11	0.98	Accept Ho	NS
Interdepartmental Relationship	0.84	0.50	Accept Ho	NS
Physical Environment	0.39	0.81	Accept Ho	NS
Relationship With Co-Employees	0.37	0.83	Accept Ho	NS
Compensation	0.12	0.98	Accept Ho	NS
Job Identification	1.74	0.15	Accept Ho	NS
Implementations Of Policies	1.64	0.17	Accept Ho	NS
Communication	0.67	0.61	Accept Ho	NS
Difference when grouped according to ...	t stat.	Sig. (2-tailed)	Decision	Remarks
Sex profile				
Relationship With Immediate Head	1.75	0.08	Accept Ho	NS
Interdepartmental Relationship	-0.13	0.90	Accept Ho	NS
Physical Environment	-1.15	0.25	Accept Ho	NS
Relationship With Co-Employees	0.22	0.82	Accept Ho	NS
Compensation	1.15	0.25	Accept Ho	NS
Job Identification	-0.15	0.88	Accept Ho	NS
Implementations Of Policies	0.88	0.38	Accept Ho	NS
Communication	0.77	0.44	Accept Ho	NS

If Sig. (2-tailed) > 0.05 Level of Significance: Accept Ho: Not Significant

As shown in the table above, significant difference between the level of job satisfaction across their profile variables, using One way ANOVA for three or more groups and independent t – test for two groups comparison resulted to a not significant difference in the majority of the level of job satisfaction across their profile variables presented above which was confirmed by the sig. 2 tailed greater than 0.05 level of significance. However, a significant difference was revealed in Physical Environment. This means that when grouped according to Age profile, the level of job satisfaction in terms of physical environment of PSU-BC faculty members varies significantly.

Overall results imply that there is significant difference in the level of job satisfaction in terms of Physical Environment when grouped according to age.

CONCLUSIONS AND RECOMMENDATIONS

Based on the study's findings, the researcher concluded that female faculty members of PSU-Bayambang Campus outnumbered the males, who are middle-aged and married. The majority of the faculty members have met the minimum educational requirement for one to teach at the tertiary level. They have varied fields of specialization or majors. Most of them hold Instructor I position and have been in the service for years. They, too, are members of various professional organizations and have attended in-service training at all levels.

The faculty members of PSU-Bayambang Campus are moderately committed in the organization but remained highly satisfied in their jobs during the COVID-19 pandemic. The affective domain of their level of organizational commitment is significantly correlated with their level of job satisfaction in terms of compensation. Similarly, their level of organizational commitment in terms of normative is significantly correlated with their level of job satisfaction in terms of the physical environment.

Based on the study's conclusions, the researcher highly recommends that the university administration motivate and extend support to those who still need to meet the minimum educational requirements to teach at the tertiary level. Moreover, university and campus administrators may plan activities or create programs that enhance faculty members' levels of commitment and job satisfaction. The researcher proposes the Professional Learning Development Plan to the top and middle-level managers, which may enhance the faculty members' level of commitment and job satisfaction to avoid turnover and burnout which may subsequently affect students' performance.

Proposed Professional Learning Development Plan

Introduction

The Covid-19 pandemic ignited a process that would fundamentally alter how faculty members teach, how students learn, and how leaders manage their people. The pandemic deepens and speeds up the connection between technology and educational processes and reshapes the higher education landscape.

Pangasinan State University, the primary state university in the province of Pangasinan, was put to the test by the pandemic. The pandemic has aggravated social injustice, inequality, and the digital divide, necessitating unique and specific measures to address them. These measures should be based on empathy, open education perspectives, and ethical considerations, surveillance, and data privacy concerns that arise from reliance on some online private solutions (Bozkurt et al. 2020).

As a state university, PSU is made up of students, faculty, support personnel, and management, all of whom play significant roles in achieving the institution's vision, mission, and objectives. The faculty member's major role is to give a positive impact on the primary customers of the school, the students, with assistance from the administrative staff. It is the collective effort of all the members of PSU to continue delivering quality instruction and services despite the pandemic.

The success in delivering high-quality services in times of pandemic effectively depends on staff members' active participation in the educational process, effective discharge of their duties and responsibilities, and the concerted efforts of the workforce within the organization. The quality of instruction and support services is dependent on the high level of qualification, preparation, and capability of its faculty and support personnel as well as its leaders and managers.

The institution is aware of how crucial it is for faculty and staff who engage with students' development and other stakeholders' needs to have access to thorough and up-to-date training and development opportunities relevant to the changing demands of the community. The management should devote its financial resources in ensuring the continuous and sustained improvement of the organization's human resources.

The faculty and staff development program is based on two management tenets: first, helping employees become effective in their jobs is one of the core duties in managing people; second, individuals who enter the organization will remain in the organization for a long period if their skills and level of knowledge are nurtured. Hence, this Professional Development Program strives to improve employees' present and future performance by giving them more specific abilities, skills, and a positive outlook on the institution. It also strives to enhance resiliency in all aspects of education to effectively overcome unforeseen and tremendous challenges.

General Objectives

At the end of the five-year period, the faculty members, non-teaching personnel, leaders, and managers of Pangasinan State University are expected to:

1. Provide outstanding administrative services and effective and competent education that are both enhanced by this Professional Development Program.
2. Take advantage of the options available to academics and non-teaching staff so they can develop and maintain a competitive professional position.
3. Create a welcoming hybrid environment where staff members can collaborate with peers to enhance the academic organization while also examining and reflecting on their own values and attitudes.
4. Keep teachers up to date on new innovations and trends in education

Program Resources

Human Resources

The personnel involved in implementing this development program are speakers, lecturers and resource persons who may come from the PSU or outside. The facilitators may be some qualified teachers, administrative staff, or department heads.

Material Resources

The material resources needed in the implementation of the program include equipment, facilities, and funding. The equipment will be provided by the school while the main source of funding is the budget allocation of the school for the faculty and staff development program. The projected budget is computed at 10% increase yearly.

Table 18

Training Needs/Areas in the Pandemic and Post-Pandemic Era)	Specific Objectives	Strategies / Activities	Outcome
Professional Needs			
Teaching Competence			
Subject matter Mastery	To gain mastery of their respective areas of specialization.	In-house trainings Faculty Evaluation	Increased subject matter mastery of faculty members
Instructional Skills	To increase knowledge in curricular and be aware of new trends and planning strategies in teaching such as use of information technology in classroom instruction.	Allow faculty members to participate to different trainings and seminars relevant to their field of specialization on the current situation. In-house trainings Faculty Evaluation Peer Coaching	Improved instructional skills of faculty members
Diagnostic Skills	To acquire and develop skills in preparing test, analyzing, interpreting, and utilizing evaluation results to improve instruction.	Online assessment can be in the form of formative, summative, self-evaluation, and peer-evaluation. Implement different assessment strategies in times of pandemic such as written outputs in the form of Blog post/article review, Essays, Journals, Reflection Papers and performance tasks in the form of Online debate, Online interviews, Multimedia Presentation, Panel Discussion, Online Presentations, Recorded Project Presentation, Recorded Monologues, Speech Delivery, Storytelling and others	Utilized relevant assessment tools
Relational Skills	To improve the teachers' human relations skills To promote deep reflective practices among faculty members.	Open Academic Communities of Learning and Practices (discussion every week between peers who are going through the same process to create useful pedagogical practices)	Improved relational skills among employees
Financial Assistance in pursuing Graduate Studies (PhD/EdD)			
Scholarship Grants / Tuition fee Subsidy	To develop globally competent individuals capable of meeting the needs of the industry, public service, and civic society. To increase the number of faculty members and staff	Establish linkages for scholarship grants, fellowship and faculty exchange. Continuously provide tuition fee discounts on courses taken in PSU Provide transportation allowance and accommodation to faculty members taking their graduate	

	<p>with doctoral degrees on their fields of specialization related to their teaching disciplines to meet requirements of CHED Accreditation program.</p> <p>To Provide scholarship incentives to deserving faculty and staff</p> <p>To help faculty members and staff avail of graduate programs in leading colleges and Universities with known excellent programs.</p> <p>To attract and encourage competent and excellent faculty members to the</p>	<p>studies in Metro Manila</p> <p>Provide research scholarship for faculty members who are currently on dissertation writing.</p> <p>Full/Partial Scholarship for Graduate and Advanced Specialized Studies</p> <p>Allow deserving and qualified faculty members for sabbatical leave.</p>	
Resiliency in Education			
Teaching online under emergency situations	<p>Adapt flexible learning modalities</p> <p>Provide facilities to address challenges in online learning</p>	<p>Training on Learning Management System Using MS Teams</p> <p>Seminar on Mental Well-Being During the Pandemic</p> <p>Health and Safety Protocols for Employees</p> <p>Policy Development on the implementation of Online learning</p> <p>Equip all faculty rooms with a reliable internet connection, up-to-date computers, webcams, and speakers.</p> <p>Provide faculty members with laptops/tablets that can be used for online learning.</p> <p>Online library for faculty members and students to serve as a reliable source of information.</p>	<p>Systematic online teaching and learning process</p> <p>Improved physical environment for online learning</p>
Traditional Learning into Hybrid Learning	<p>Redesign Traditional Teaching and Online Teaching</p> <p>Adopt Moodle as an open-source platform in the teaching and</p>	<p>Expanded and Flipped Classrooms</p> <p>Open Distance Learning</p> <p>Training on the Use of Moodle as a Sustainable Platform for Online Learning</p>	<p>Flexible teaching and learning process</p>

	learning process		
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Further Implications of the study

Higher Education Institutions like Pangasinan State University need to implement advanced strategies that are responsive to the changing needs of the school community especially due to the changes brought by unforeseen events such as the pandemic. Pangasinan State University should adopt or develop effective policies relevant to distance learning and should become more resilient, especially in extreme situations characterized by volatility, uncertainty, complexity, ambiguity, diversity and dynamics. Social responsibility should be strengthened among the top and middle-level management and faculty members despite the challenges brought by the pandemic. Leaders of HEIs should implement activities and different programs that will support not just the physical well-being of employees but also their mental health. It is likewise expected that during the pandemic, leaders of HEIs should promote a secure and safe work arrangement and should gratify the efforts of faculty members virtually to improve their organizational commitment and job satisfaction.

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