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**LINKING WORK ENGAGEMENT AND ORGANIZATIONAL COMMITMENT  
AMONG JOB ORDER EMPLOYEES: AN EVIDENCE FROM A STATE  
UNIVERSITY**

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**ABSTRACT**

The study examined the relationship between work engagement and organizational commitment among job order employees at Aklan State University-Banga. The study adopted a descriptive-correlational design with 100 job order employees of Aklan State University-Banga as respondents. Stratified random sampling was used to select the respondents. A researcher-made questionnaire was used to collect data. The results showed that the respondents were moderately engaged at work and moderately committed to the organization. The results also showed a significant positive relationship between work engagement in term of job demands and job resources and organizational commitment in terms of affective, normative and continuance commitment. Affective commitment was found to have a weak relationship with job demands but have a strong relationship with job resources. Normative commitment has a moderate relationship with both job demands and job resources. Same true with continuance commitment. A significant difference was found in the degree of work engagement in terms of job demands when respondents were classified as to office assignment. Differences were found in terms of affective organizational commitment as to length of service and office assignment.

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**Keywords:** *Work Engagement, Organizational Commitment, Aklan State University-Banga, Job Order Employees, Job Demands, Job Resources, Affective Commitment, Normative Commitment, Continuance Commitment*

## INTRODUCTION

Work engagement and organizational commitment have attracted substantial attention owing to their critical role in molding employee behavior, performance, and overall organizational effectiveness. When employees are involved in their tasks, they feel inspired to strive for tougher objectives while achieving success. Engaged employees will discover that their work is more pleasurable; they transform the pleasure into more effective actions (Bakker & Leiter, 2010). Employees will go to work not because of a strong and uncontainable inner impulse, but because the work is a pleasuring thing (Bakker & Demerouti, 2008).

On the other hand, organizational commitment shows staff members' commitment to their company's aims, values, and objectives (Soomro et al., 2023). Higher levels of discretionary effort, decreased inclinations to leave, and greater work satisfaction correlate with strong organizational commitment.

In higher education institutions, employees are usually classified as permanent, contractual, or job order. Permanent staff have job security, receive benefits, and have opportunities to grow over time. These factors often make them more motivated and loyal. In contrast, job order employees are hired for specific tasks or projects. They contribute much

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to the institution but face limits. They lack tenure, have fewer benefits, and live with job insecurity.

The number of students, academic needs, and administrative duties at Aklan State University – Banga has been steadily rising. As the university grows, it depends more on its workforce, especially job order employees who play an important role in many offices, departments, and operational units. They help with both academic and operational tasks. Even though their positions are not permanent, they take on key responsibilities that help keep the university running well. Knowing their work engagement and organizational commitment matters. These factors affect their job performance, satisfaction, and likelihood of staying. Despite their significant contributions, job order employees are often perceived as occupying a more vulnerable position in the workforce due to the temporary nature of their employment.

Employees on a job order basis at Aklan State University – Banga are vital to its day-to-day operations, despite their work often going unnoticed. They regularly confront elements such as insecure employment status or contracts, fewer benefits, and a limited capacity for professional development, in contrast to permanent staff, which may contribute to disengagement and lower commitment levels. This may ultimately manifest as a decrease in motivation, work performance, and commitment to the institution.

Several studies on work engagement and organizational commitment were focused on permanent employees and do not consider job order employees in state universities. Job order employees contend with job insecurity, less benefits, and lack of opportunities for promotions or advancement. This can potentially impact their work engagement and organizational

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commitment. In this study, the researcher aimed to address these gaps by examining the relationship between work engagement and organizational commitment for job-order employees, thus providing valuable information to assist and inform university administrators and enhance motivation to work and employee performance.

The question of what keeps employees engaged and committed to the organization is particularly significant in light of the fact that their continued engagement occurs without the assurance of a tenure position, benefits, or a prospect for career advancement. Moreover, there is hardly any research that addresses how work engagement translates into organizational commitment within a temporary work environment where job security is absent. As such, this study sought to address this gap by examining the relationship between work engagement and organizational commitment, among long-serving job order employees within the context of a state university and how their employment status and institutional framework influenced their commitment to the organization.

Consequently, the study is both contemporary and pertinent, as it aimed to elucidate how job order employees of Aklan State University – Banga perceive their jobs, maintain engagement in their work, and demonstrate commitment to the university, despite the problems associated with contractual employment. By focusing on this group, the research aimed to provide valuable insights that could guide university administrators in creating policies and programs that promote inclusivity, motivation, and loyalty among all employees, regardless of their employment status.

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## MATERIALS AND METHODS

### Research Design

The study determined the relationship between the degree of work engagement of job order employees and their level of organizational commitment. The descriptive-correlational research design was used in research studies that aims to provide static pictures of situations and establishes the relationship between different variables (McBurney & White, 2009).

This quantitative research used a non-experimental research design. A survey study was applied for the purpose of determining the relationship between the degree of work engagement of job order employees and their level of organizational commitment.

### Locale of the Study

The survey was conducted in Aklan State University – Banga specifically targeting the job order employees. The university contains five (5) campuses. ASU Banga is the administrative and academic center of all the campuses, which contain four (4) colleges, including the College of Agriculture, Forestry and Environmental Sciences, the College of Teacher Education, the College of Business and Management, the College of Nursing, and the College of Arts and Sciences, along with the School of Veterinary Medicine. The ASU-Kalibo campus holds the College of Engineering and Architecture, the College of Computer Studies, the College of Industrial Technology, and the College of Industrial Education. The ASU-New Washington campus has the College of Fisheries and Marine Science, while the ASU-Makato campus is the site of the College of Human Development and Performance Science, and the ASU-Ibajay campus has the College of Hospitality and Rural Resource Management.

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## Population and Sampling Technique

The total population of the job order employees in Aklan State University – Banga is 133. The sample size to be included in this study using the stratified random sampling is one hundred (n=100). To determine the total sample size, the researcher used Slovin's formula (Slovin, 1960). The sampling technique for selecting one hundred respondents to be included in this study was done through stratified random sampling using the lottery method.

In stratified random sampling, the researcher divided the entire population into two different strata or subgroups: (1) employees assigned in academic offices and (2) employees assigned in administrative offices. There were 38 employees assigned to the academic offices, whereas 95 employees were assigned to the administrative offices. The researcher randomly selected the ratio of final subjects to be the same across each of the different groups in the population being tested.

## Instrument

Data were collected using a **researcher-made questionnaire** consisting of three parts:

- **Part I:** Demographic profile (age, civil status, length of service, office assignment, educational attainment)
- **Part II:** Work engagement (12 items: job demands and job resources)
- **Part III:** Organizational commitment (18 items: affective, normative, continuance)

Responses were measured using a **4-point Likert scale** (1 = Strongly Disagree to 4 = Strongly Agree)

## Content Validity

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Once the researcher was done formulating the questionnaire, content validity followed.

The researcher sought input from experts in the area of study to determine the appropriate use of the questionnaire as a research instrument and verify that it matched with the study being conducted. The researcher used the experts' comments, recommendations and suggestions to enhance the research instrument.

To establish content validity, the expert panel reviewed the wording of all items to determine that they were appropriately clear, relevant and consistent with the overall purpose of the study. They carefully reviewed all feedback received and considered any revision suggestions that were provided to improve the research instrument.

The expert reviewers' feedback was reviewed in detail, and all minimal word and format changes were made to provide a better understanding and contextual appropriateness for respondents. Upon completion of the revisions, the research instrument was deemed valid for use in conducting the research.

## Reliability

Reliability refers to the consistency of the responses or the scores obtained by an individual in a test or research instrument administered twice (David, 2005). The researcher administered a test to 30 respondents (randomly drawn from job orders employees of Aklan State University-Banga) who were not included in the sample. To measure the internal reliability of the questionnaire, Cronbach's Alpha was used. According to Tavakol and Dennick (2011), Cronbach's Alpha is used to provide a measure of the internal consistency of a test or scale. Internal consistency refers to how well all the items in a given test assess the same

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thing or measurement of the same type, and hence relates to how well the items on that test are related to one another. Furthermore, reliability estimates show the amount of error there is on a given test that is, measurement error.

The rule of thumb for interpreting Cronbach's Alpha result ranges from 0.5 to 0.9. An acceptable Cronbach's Alpha range is 0.7 – 0.9; lower than that is unacceptable. The test resulted in a rate of 0.906. This indicates that the questionnaire is measuring the variables of interest consistently in similar respondent profile. Both highly valid and reliable, the instrument was now ready to be used in data collection from 100 respondents chosen for the study in Aklan State University – Banga.

To test the research instrument's reliability, the test-retest method was used by the researcher. A test-retest was also conducted to ensure the external reliability of the research instrument. Reliability refers to the extent to which the obtained test scores may be used to distinguish between subjects, despite the presence of measurement errors. In the test-retest method, intra-individual response variability is used to estimate the measurement errors. The mean scores of the test and retest were correlated. Using Pearson's  $r$ , a coefficient of 0.940 was obtained which means a very strong relationship.

### Data Gathering Procedure

This study needed the permission of the Dean of the Faculty of Business and Management Education before the researcher started. An adviser was chosen after the Dean's approval.

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After this, a letter to conduct the study was secured by the researcher from the Administrative Officer V/ HRMO III of Aklan State University – Banga.

The questionnaire was reproduced after the validation and reliability testing. These were distributed personally to the job order employees. Moreover, the respondents were assured of utmost confidentiality in the treatment of the data to be gathered. After the data gathering, the data were consolidated, tabulated, tallied, and analyzed using the Statistical Package for Social Sciences (SPSS) for Windows version 20.

### Statistical Treatment

The study used descriptive statistics using frequency counts, percentages and weighted mean. A t-test was used whenever two samples are being compared with each other and to test if the means of the two samples are significantly different from each other. The ANOVA was adopted to find out if there are any differences between the means of three or more independent samples.

The research's statistical tool was subject to both descriptive and inferential statistics. The confidence level set for the study is 95%, and a level of significance or p-value of 0.05 was applied for the inferential testing.

## RESULTS AND DISCUSSION

### Demographic Profile

The majority of respondents were 18–29 years old (52%), single (76%), and college graduates (80%). Most were assigned to administrative offices (66%), with a substantial

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proportion having 1–3 years of service (40%) . These findings indicate a predominantly young and early-career workforce.

Regarding age, 52% of respondents were between 18 to 29 years old, 31% were 30 to 41 years old, and the remaining 17% were 42 years old or older. This indicates that there is a young workforce. In terms of civil status, 76% of respondents were single and 24% who were married. This shows there was a higher percentage of single respondents compared to married. With regards to length of service, 40% were employed for 1 to 3 years, followed by 36% for 7 years and above, 16% were employed for less than a year, and 8% for 4 to 6 years. This means that a little less than 50% of the respondents have been working for 1 to 3 years. With regard to the office assignment, 66% of respondents had administrative office assignments, and 34% had academic office assignments. In terms of educational attainment, 80% of employees have a bachelor’s degree, 15% have college level, and only 5% have graduated from high school.

### Work Engagement

Overall, respondents were **moderately engaged**:

- **Job Demands:** Mean = 3.25
- **Job Resources:** Mean = 3.32

Employees demonstrated strong motivation and positive attitudes toward their responsibilities despite moderate levels of workload stress and emotional demands. High scores on items such as responsibility and loyalty suggest resilience and psychological investment in work.

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However, moderate ratings on workload and emotional exhaustion indicate areas where job demands may strain engagement.

In terms of job resources, supervisory support emerged as the strongest factor, reinforcing the **Job Demands–Resources (JD-R) model**, which posits that adequate resources enhance engagement. Nonetheless, moderate ratings across training, resources, and development opportunities suggest that institutional support can still be improved to maximize engagement levels .

### Organizational Commitment

Respondents were **moderately committed** across all dimensions:

- **Affective Commitment:** 3.32
- **Normative Commitment:** 3.12
- **Continuance Commitment:** 2.92

This indicates that employees maintain a balanced level of emotional attachment, moral obligation, and cost-based retention. Affective commitment was the highest, suggesting that employees stay primarily because they **want to**, reflecting positive emotional ties to the institution. However, the moderate level implies that deeper identification and long-term attachment can still be strengthened.

Normative commitment results indicate a **moderate sense of duty**, while continuance commitment being the lowest suggests that employees are **less driven by economic necessity** and more by intrinsic or relational factors

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**Discussion:**

The findings support the theoretical assumptions of the **JD-R model** and the **Three-Component Model of Organizational Commitment**, confirming that work engagement is linked to organizational commitment. Moderate engagement corresponds with moderate commitment, indicating that while employees are functional and motivated, they are not fully optimized in terms of psychological attachment and performance.

1. The result of the demographic profile of the respondents in terms of age, civil status, length of service, office assignment, and educational attainment are the following:
  - a) In terms of the age of the respondents, 52% were between the ages of 18-29 years old, 31% were between the ages of 30-41 years, and only 17% of the respondents were between the ages of 42 years and above. This shows that the workforce is comprised of young people.
  - b) In terms of civil status, the study revealed that the majority of the respondents were single at 76%, while only 24% were married. This shows that the workforce is predominantly composed of unmarried workers, which implies a young employee demographic.
  - c) Relative to the length of service, 40% have served the university for 1-3 years, 36% for 7 years and more, 16% for less than 1 year, and 8% for 4-6 years.
  - d) Regarding office assignment, 66% of respondents were assigned in the administrative offices, and 34% have been assigned in academic offices.

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- e) In terms of educational level, 80% of the respondents have a bachelor's degree, 15% have reached some college level, and 5% have completed high school.
- The degree of work engagement of the respondents was described as moderately engaged ( $M = 3.25$ ,  $SD = 0.38$ ) in job demands. In terms of job resources, ( $M = 3.32$ ,  $SD = 0.50$ ) findings revealed a moderate level of work engagement.
  - Relative to the level of organizational commitment of the respondents it was found out that the mean score for affective commitment was 3.32 ( $SD=0.45$ ), thus indicating moderate commitment for the employees' level of emotional attachment, identification and involvement with their supervision. Normative commitment yielded a mean of 3.12 ( $SD = 0.45$ ), also interpreted as moderately committed. This indicates that there is some degree of moral obligation perceived by employees, on average, to remain part of the university. Continuance commitment has the lowest mean ( $M = 2.92$ ,  $SD = 0.46$ ), and it was consistently classified as moderately committed.
  - The degree of work engagement in terms of job demands and job resources in the Aklan State University – Banga, when grouped according to their profile variables, was found to have no significant differences as to age ( $F (2,97) = 2.313$ ,  $p > .05$ ), civil status ( $t (98) = .153$ ,  $p > .05$ ), length of service ( $F (3,96) = .216$ ,  $p > .05$ ) and educational attainment ( $F (2,97) = 2.149$ ,  $p > .05$ ). However, a significant difference resulted as to office assignment ( $t (98) = -2.015$ ,  $p < .05$ ). In terms of job resources, no significant differences were found as to age ( $F (2,97) = 1.495$ ,  $p > .05$ ), civil status ( $t (98) = -.112$ ,  $p > .05$ ), length of service ( $F (3,96) = -1.979$ ,  $p > .05$ ), office

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assignment ( $t(98) = -.277, p > .05$ ), and educational attainment ( $F(2,97) = -.414, p > .05$ ).

5. There were no significant differences in the level of affective organizational commitment of the respondents based on age ( $F(2,97) = 1.059, p > .05$ ), civil status ( $t(98) = -.469, p > .05$ ), and office assignment ( $t(98) = .818, p > .05$ ). However, there were significant differences based on length of service ( $F(3,96) = 3.979, p < .05$ ) and educational attainment ( $F(2,97) = 3.249, p < .05$ ).

In terms of normative organizational commitment, no significant differences were found based on age ( $F(2,97) = .083, p > .05$ ), civil status ( $t(98) = -1.051, p > .05$ ), length of service ( $F(3,96) = 2.366, p > .05$ ), office assignment ( $t(98) = -.659, p > .05$ ) and educational attainment ( $F(2,97) = 1.711, p > .05$ ).

No significant differences were also found in the level of continuance organizational commitment as to age ( $F(2,97) = 1.716, p > .05$ ), civil status ( $t(98) = -.649, p > .05$ ), length of service ( $F(3,96) = .130, p > .05$ ), office assignment ( $t(98) = -1.328, p > .05$ ) and educational attainment ( $F(2,97) = .581, p > .05$ ).

6. There was a significant relationship between the degree of work engagement of the respondents and their level of organizational commitment. Affective commitment was found to have a weak relationship with job demands ( $r = 0.258, p\text{-value} = 0.010$ ). Normative commitment was found to have a moderate relationship with job demands ( $r = 0.410, p\text{-value} = 0.000$ ). Continuance commitment was also found to have a moderate relationship with job demands ( $r = 0.444, p\text{-value} = 0.000$ ).

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Job resources had a stronger impact than job demands on organizational commitment. Affective commitment had a strong relationship with job resources ( $r = 0.679$ ,  $p = 0.000$ ). Normative commitment had a moderate relationship ( $r = 0.579$ ,  $p = 0.000$ ). Continuance commitment had a moderate relationship ( $r = 0.395$ ,  $p = 0.000$ ), implying that job resources play a less significant role in increasing employees' consideration of the costs and benefits of staying with the organization.

## Conclusion

1. The job order employees in Aklan State University-Banga are aged 18 to 29 years old, single, 1 to 3 years in service, assigned in the administrative office and are college graduates.
2. Job order employees demonstrate moderate work engagement in terms of both job demands and job resources. They display positive attitudes, effective multitasking, loyalty, and motivation despite work pressures. Job resources, such as guidance and supervisory support, are particularly valued, underscoring their role in sustaining engagement. The employees also received the most significant job resource, indicating the value of guidance and social support for engagement.
3. The job order employees in Aklan State University-Banga have a moderately committed level of organizational commitment. It indicates that the job order employees exhibited a moderately committed level of affective commitment, normative commitment, and continuance commitment. Job order employees exhibit a degree of

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emotional attachment, identification, and involvement with their supervisor. In normative commitment, employees perceive a degree of moral obligation to remain part of the university.

4. There were no significant differences in the degree of work engagement of the respondents in terms of job demands and job resources when grouped according to age, civil status, length of service and educational attainment. However, significant difference in terms of job demands was found when respondents were grouped as to office assignment.
5. There were no significant differences in the level of organizational commitment in terms of affective, normative and continuance commitment based on their age, civil status, and office assignment. However, based on the length of service and office assignment significant differences were found in terms of affective commitment.
6. The degree of work engagement and the level of organizational commitment of the job order employees in Aklan State University-Banga have a moderate and weak relationship. Affective commitment was found to have a weak relationship with job demands. Normative commitment has a moderate relationship with job demands. Continuance commitment was found to have a moderate relationship with job demands. Employees who experience more job demands have a stronger affective and normative commitment to the university due to the sense of responsibility that comes from dealing with demanding jobs. Job resources had a greater impact than job demands on organizational commitment. Affective commitment had a strong

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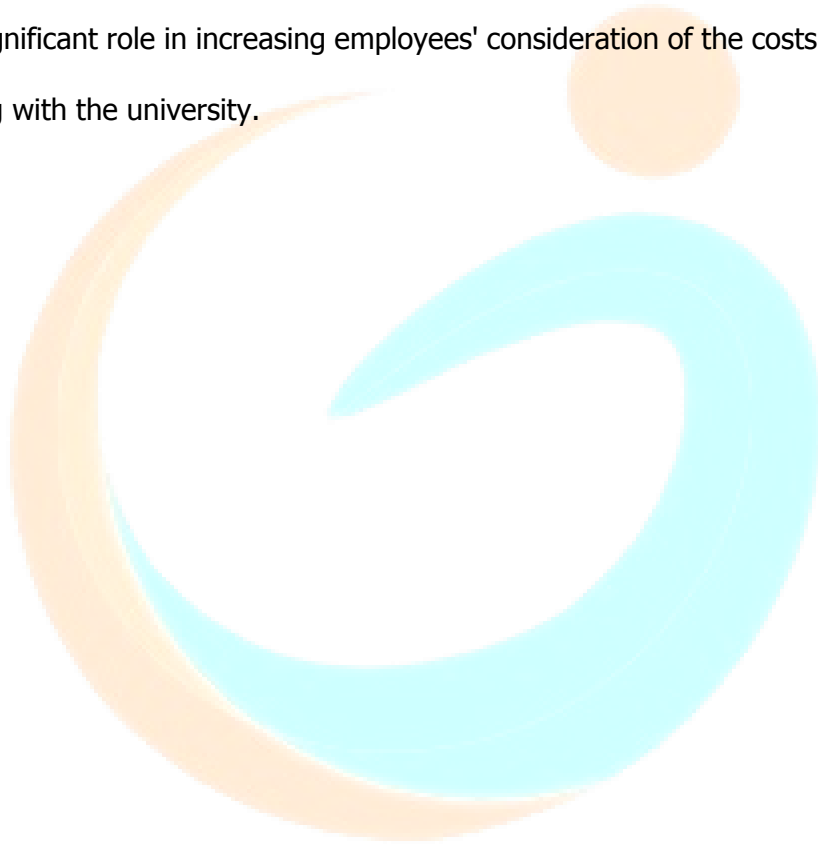
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relationship with job resources emphasizing the role of sufficient support, guidance, and development in increasing employees' emotional commitment to the university. Normative commitment had a moderate relationship, implying that employees with sufficient job resources feel greater duty and obligation to stay with the university. Continuance commitment had a weak relationship, implying that job resources play a less significant role in increasing employees' consideration of the costs and benefits of staying with the university.



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