

# Impact of Work Motivation, Organizational Commitment on Performance of Radiologic Technology Faculty in Private Universities and Colleges in Calabarzon

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## ABSTRACT

The study analyzed the impact of work motivation and organizational commitment on the performance of radiologic technology faculty in private universities and colleges in CALABARZON, Philippines. It provided insights on how work motivation and organizational commitment along with key factors impacted the performance of radiologic technology faculty in private universities and colleges. It also aimed to contribute to the existing body of literature and provide valuable insights for educational leaders and policymakers aiming to enhance faculty performance in this field. Using a descriptive-correlational research design, the study involved 119 radiologic technology faculty of 16 universities and colleges selected through stratified random sampling. Work motivation, organizational commitment, and performance were assessed using a researcher-made questionnaire. The study found that the faculty members' levels of motivation were high across various dimensions, including extrinsic and intrinsic factors, autonomy and control, work environment, and professional growth. The study also revealed that faculty members' organizational commitment was high, with affective, continuance, and normative commitment all being significant. However, continued professional development, especially in integrating emerging pedagogical techniques and technology-enhanced learning strategies, is necessary to maintain and enhance teaching effectiveness. Key findings also indicated that work motivation positively correlates with both organizational commitment and performance. As work motivation increases, so does organizational commitment and faculty performance. Additionally, work environment and professional growth, along with affective and continuance commitment, were significant predictors of performance. These findings underscore the importance of creating a supportive work environment and fostering professional growth to enhance faculty performance in the field of radiologic technology education.

**Keywords:** work motivation, organizational commitment, performance, radiologic technology faculty, extrinsic, intrinsic, affective, normative, continuance

## INTRODUCTION

In today's highly competitive academic environment, faculty performance plays a critical role in the success of higher education institutions. This is more inclusive in the field of radiologic technology, where advancements in medical imaging and treatment modalities require educators to constantly adapt to new technologies and methods (Lang et al., 2024). Moreover, Elfisa et al. (2024), reiterated that teaching

effectiveness is often influenced by several factors, among which work motivation and organizational commitment are paramount. Motivation drives individuals to achieve personal and organizational goals, while commitment ensures loyalty and dedication to institutional missions. With increasing demands for improved academic standards and the ever-evolving healthcare sector, radiologic technology faculty members are expected to deliver high-quality education and prepare students to meet professional demands

In the Philippines, the emphasis on faculty performance is particularly relevant, given the competitive nature of both public and private higher education institutions to continuously strive to enhance educational standards (Torres & Garcia, 2021). According to Martinez (2019), work motivation, which encompasses intrinsic and extrinsic factors driving faculty members to perform, has been shown to directly affect not only individual performance but also institutional outcomes. In the case of radiologic technology faculty in private universities and colleges, motivation may stem from various sources, including professional development opportunities, workplace environment, and personal fulfillment from teaching and research. Santos and Cruz (2020) argued that private educational institutions face budgetary and resource constraints and understanding what motivates faculty is essential for improving performance. Similarly, intrinsic motivation, fueled by personal satisfaction and a passion for teaching, enhances faculty commitment to their roles (Ryan & Deci, 2020; Kim, 2021). Conversely, extrinsic motivations such as recognition, salary, and job security—can also positively influence faculty performance but may not sustain long-term commitment if intrinsic factors are lacking (Bennett et al., 2022). Additionally, autonomy and control in the workplace contribute to heightened motivation, as faculty members who feel empowered in their teaching practices demonstrate increased innovation and effectiveness (Miller et al., 2023).

On the other hand, affective commitment, which reflects emotional attachment to the institution, is strongly associated with higher levels of job satisfaction and performance (Meyer & Allen, 2021). Kahn et al. (2022) supports this notion, indicating that faculty with strong affective commitment are more likely to invest effort into their teaching and contribute to positive learning environments. Furthermore, continuance commitment, which relates to the perceived costs of leaving an organization, can sometimes lead to compliance rather than genuine engagement, potentially undermining innovative teaching practices (Meyer et al., 2023).

Faculty performance becomes evident that knowledge of subject matter is a critical determinant. Studies by Shulman (2020) and Tsai et al. (2021) emphasize that deep content knowledge allows educators to create meaningful learning experiences and facilitate critical thinking. Coupled with this, innovative teaching methods have been shown to significantly enhance student engagement and outcomes. Research indicates that employing diverse instructional strategies, such as project-based learning and flipped classrooms, leads to improved academic performance (Hattie, 2021; Weimer, 2022). Faculty who integrates technology into their teaching practices create more engaging environments, facilitating deeper learning experiences (El-Masri et al., 2022; Dziuban et al., 2023). The relationship between work motivation, organizational commitment, and faculty performance underscores the importance of investing in faculty development. By enhancing faculty motivation and commitment, institutions can significantly improve teaching effectiveness, resulting in better student learning experiences and academic outcomes. Despite numerous studies conducted about work motivation and faculty performance, literature and studies are scarce on the significance of faculty motivation and organizational commitment in shaping educational outcomes and have focused on these variables within the radiologic technology discipline in

the CALABARZON region. Existing studies often generalize across disciplines, failing to capture the unique challenges faced by the radiologic technology faculty, such as keeping pace with rapid technological advancements and maintaining clinical competency while fulfilling teaching responsibilities (Garcia & Reyes, 2022).

This study addressed that gap by examining the impact of work motivation and organizational commitment on the performance of radiologic technology faculty in private universities and colleges in CALABARZON. The findings of this research would not only contribute to the existing body of literature but also provide valuable insights for educational leaders and policymakers aiming to enhance faculty performance in this field.

## METHODS

This study on the impact of work motivation and organizational commitment on performance of radiologic technology faculty in private universities and colleges in CALABARZON utilized the descriptive-correlational method of research with the help of survey questionnaire as the main tool for data collection. The descriptive design is used to describe the variables such as work motivation, organizational commitment on performance of radiologic technology faculty in private universities and colleges while correlational research design was used to measure two variables, understand and assess the statistical relationship between them with no influence from any extraneous variable (Bhandari, 2021). Further, the study proved the significance of relationship between work motivation and organizational commitment, work motivation and performance, and organizational commitment and performance of radiologic technology faculty in private universities and colleges in CALABARZON.

The primary sources of data included the respondent - radiologic technology faculty of the different private universities and colleges in CALABARZON. Only the empirical data generated from them were statistically treated and analyzed. The sample size of 119 was determined using the Raosoft calculator with the confidence level of 95 percent, margin of error of 5 percent and response distribution of 50 percent. Actual selection of the respondents was conducted using the stratified random sampling. In this case, to ensure that various subgroups within a population are fairly represented, stratified random sampling was used. With this approach, respondents were chosen at random from each of the homogeneous strata (groups) that were created by dividing the population according to a particular attribute.

A researcher-developed questionnaire was utilized, structured into three sections: (1) work motivation, assessing extrinsic and intrinsic factors, autonomy and control, work environment, and professional growth; (2) organizational commitment, evaluating affective, continuance, and normative commitment; and (3) performance, measuring knowledge of subject, innovative teaching methods, and management of learning. The researcher-made instrument underwent both face validity by panel of experts – a researcher, a statistician, and a radiologic technologist, who thoroughly reviewed the instrument and provided feedback for the improvement of the tool as necessary. Pilot testing was also conducted on another group of faculty members from different departments. Cronbach's Alpha reliability test was used to measure the internal consistency of the indicators, yielding the following results: motivational indicators – .966, organizational commitment indicators – .935, and performance indicators – .949, indicating excellent internal consistency across all measures.

## RESULTS AND DISCUSSION

This study analyzed the impact of work motivation and organizational commitment on performance of radiologic technology faculty in CALABARZON, Philippines.

**Table 1 Respondents’ Level of Work Motivation**

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Extrinsic	2.82	High	5
2. Intrinsic	2.92	High	1
3. Autonomy and control	2.83	High	4
4. Work environment	2.90	High	2
5. Professional growth	2.89	High	3
<b>Overall Weighted Mean</b>	<b>2.87</b>	<b>High</b>	

As shown in table 1, the overall weighted mean of 2.87 revealed that the teachers’ level of motivation along extrinsic, intrinsic, autonomy and control, work environment, and professional growth was high. The result implied that the institution had established a supportive environment that fostered motivation across multiple dimensions, with intrinsic factors, work environment, and professional growth ranking the highest. This suggested that faculty support, enhancing self-driven motivation, career advancement opportunities, and a positive workplace culture significantly contributed to teacher motivation. However, extrinsic motivation and autonomy and control ranked lower, indicating potential areas for improvement, such as supporting a healthy work-life balance through flexible scheduling or additional leave benefits and providing greater decision-making authority to teachers.

The results are in line with the studies by Kumari and Kumar (2022) highlight that both intrinsic and extrinsic motivational factors significantly impact teachers' job performance. It underscores that internal factor, such as personal growth and fulfillment, alongside external incentives like pay and recognition, play crucial roles in enhancing teacher motivation. Moreover, Yildiz et al. (2021) research emphasizes that intrinsic and extrinsic sources of motivation affect professional performance. It also suggests that professional satisfaction is greater in work environments where intrinsic motivation is provided, highlighting the importance of autonomy and control in teaching roles.

**Table 2 Respondents’ Level of Organizational Commitment**

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Affective commitment	2.88	High	2
2. Continuance commitment	2.77	High	3
3. Normative commitment	2.90	High	1
<b>Overall Weighted Mean</b>	<b>2.85</b>	<b>High</b>	

Table 2 presents the overall weighted mean average of 2.85 which revealed that the teachers’ level of organizational commitment, including affective commitment, continuance commitment, and normative commitment, was high. The result implied that teachers felt emotionally attached to and involved with the institution (affective commitment) recognized the costs associated with leaving (continuance commitment) and felt a moral obligation to remain (normative commitment). This commitment could lead to increased job satisfaction, reduced turnover, and enhanced institutional performance.

The results are in line with the study by Werang et al. (2017) which highlighted that teachers exhibit high levels of affective, continuance, and normative commitment, which are positively correlated with job satisfaction and teaching performance.

**Table 3 Respondents’ Level of Performance**

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Knowledge of subject	2.95	High	2
2. Innovative teaching method	2.94	High	3
3. Management of learning	2.96	High	1
<b>Overall Weighted Mean</b>	<b>2.95</b>	<b>High</b>	

Table 3 shows the overall weighted average of 2.95 which revealed that the teachers' level of performance, including knowledge of the subject, innovative teaching methods, and management of learning, was high. The result implied that teachers demonstrated strong competencies in managing learning environments, mastering subject knowledge, and utilizing innovative teaching methods. Their ability to create structured, engaging, and adaptive learning experiences reflected a commitment to delivering quality education. While their performance in all three areas was high, institutions needed to continue providing opportunities for professional development, particularly in integrating emerging pedagogical techniques and technology-enhanced learning strategies to sustain and enhance teaching effectiveness.

The results are in line with the study by Virtanen et al. (2023) which explored the relationship between classroom quality and student behavioral engagement in secondary schools. The findings indicated that high-quality classroom environments, characterized by emotional, organizational, and instructional support, are associated with increased student engagement. Similarly, Garcia and Lopez (2022) highlighted that subject mastery combined with innovative teaching approaches significantly enhances students' comprehension and critical thinking skills. Additionally, Wang et al. (2021) found that educators who actively incorporate technology and collaborative learning strategies experience higher levels of student participation and achievement.

**Table 4 Relationship Between the Respondents’ Level of Work Motivation and Level of Organizational Commitment**

Variables	Statistical Treatment (Pearson’s)	p-value	Decision	Interpretation
Work motivation and organizational commitment	r=.828 (strong correlation)	.000**	H <sub>0</sub> rejected	Significant

\*\*Significant @ .01

As shown in table 4 on the relationship between the respondents' level of work motivation and level of organizational commitment, the Pearson’s r value of .828 indicated a strong correlation. The obtained p-value of .000, which was lower than the significance level of .01, provided enough statistical evidence to

reject the null hypothesis. This confirmed a significant relationship between the level of work motivation and the level of organizational commitment among radiologic technology faculty of private universities and colleges in CALABARZON. This suggests that as the work motivation of radiologic technology faculty increases, so does their organizational commitment.

The results are in line with the study by Kim and Ryu (2021) which investigated the relationship between public employees' satisfaction with work-life balance policies (WLBP) and organizational commitment in the Philippine context. The findings indicated that overall satisfaction with WLBP is positively related to organizational commitment, suggesting that when employees are satisfied with policies that support their work-life balance, their commitment to the organization increases. Moreover, the study by Palma (2024) study explored the organizational commitment of non-tenured employees in the Philippine government service. It identified factors influencing commitment levels, emphasizing the importance of understanding employee motivation to enhance organizational commitment.

**Table 5 Relationship Between the Respondents' Level of Work Motivation and Level of Performance**

Variables	Statistical Treatment (Pearson's)	p-value	Decision	Interpretation
Work motivation and performance	r=.803 (strong correlation)	.000**	H <sub>0</sub> rejected	Significant

\*\*Significant @.01

As presented in table 5, for the relationship between the respondents' level of work motivation and level of performance, Pearson's r value of .803 indicated a strong correlation, with a p-value of .000, which was lower than the significance level of .01. This provided enough statistical evidence to reject the null hypothesis, confirming a significant relationship between the level of work motivation and the level of faculty performance among radiologic technology faculty of private universities and colleges in CALABARZON. This suggests that as the work motivation of the radiologic technology faculty increases, their performance also improves.

The results are in line with the study by Uka et al. (2021), which shows that actors influencing employee motivation and its impact on performance and productivity in Albania. The research highlighted that while monetary incentives affect performance, other motivational factors also play significant roles in enhancing employee productivity. Moreover, Usop et al. (2023) study examined the relationship between work performance and job satisfaction among teachers in Cotabato City. The findings indicated that job satisfaction, closely linked to motivation, had a significant positive correlation with work performance.

**Table 6 Relationship Between the Respondents' Level of Organizational Commitment and Level of Performance**

Variables	Statistical Treatment (Pearson's)	p-value	Decision	Interpretation
	r=.809 (strong)	.000**	H <sub>0</sub> rejected	Significant

Organizational commitment and correlation) performance

\*\*Significant @.01

As reflected in table 6, for the relationship between the respondents' level of organizational commitment and level of performance, Pearson's r value of .809 indicated a strong correlation, with a p-value of .000, which was lower than the significance level of .01. This provided enough statistical evidence to reject the null hypothesis, confirming a significant relationship between the level of organizational commitment and the level of performance among the radiologic technology faculty of private universities and colleges in CALABARZON. This suggested that as the organizational commitment of the radiologic technology faculty increases, their performance improves.

The findings supported by the study conducted by Nazir and Islam (2022) which revealed a positive influence of perceived organizational support on employee performance and affective commitment, suggesting that supportive organizational environments enhance both commitment and performance.

**Table 7 Regression Analysis of the Respondents' Level of Work Motivation on their Level of Performance**

Dependent Variable	$\beta$	$R^2$	ANOVA	t	p-value	Decision	Interpretation
Work environment	.519			6.014	.000**	Null Hypothesis Rejected	Significant
Professional growth	.345	.670	F=117.544	3.992	.000**	Null Hypothesis Rejected	Significant

\*\*Significant @ .01

Table 7 shows the predictive power of the respondents' level of work motivation on their level of performance. As indicated, the work environment ( $\beta=0.519$ ) suggested a strong positive relationship between the work environment and work motivation. Specifically, for each unit an increase in the perception of the work environment, the level of work motivation increased by 0.519 units, holding all else constant.

For professional growth ( $\beta=0.345$ ), this coefficient indicated a positive relationship between professional growth and work motivation, though it was weaker than the relationship with the work environment. For each unit an increase in opportunities for professional growth, the level of work motivation increased by 0.345 units, again holding all else constant. With an  $R^2$  of 0.67, this value indicated that approximately 67% of the variability in the level of work motivation could be explained by the predictors (work environment and professional growth). This suggested a good fit for the model, indicating that these two factors were significant in understanding variations in the work motivation of respondents.

The findings supported by the study conducted by Zhenjing et al. (2022) which emphasize that a supportive and well-structured work environment significantly enhances employee commitment, innovation, efficiency, and overall performance. Similarly, Sandra and Ilyas (2025) highlights those opportunities for professional growth led to higher employee satisfaction, engagement, and dedication, which in turn boost job performance.

**Table 8 Regression Analysis of the Respondents’ Level of Organizational Commitment on their Level of Performance**

Dependent Variable	$\beta$	$R^2$	ANOVA	t	p-value	Decision	Interpretation
Affective	.522			6.667	.000**	Null Hypothesis Rejected	Significant
Continuance	.351	.660	F=112.495	4.479	.000**	Null Hypothesis Rejected	Significant
Level of performance							

\*\*Significant @ .01

Table 8 presented the predictive power of the respondents’ level of organizational commitment on their level of performance. As indicated, affective commitment ( $\beta=0.522$ ) suggested a strong positive relationship between commitment and performance level. Specifically, for each unit an increase in affective commitment, the level of performance increased by 0.522 units, holding all else constant.

For continuance commitment ( $\beta=0.351$ ), this coefficient indicated a positive relationship between continuance commitment and performance level, albeit weaker than that of affective commitment. For each unit increase in continuance commitment, the level of performance increased by 0.351 units, again holding all else constant. With an  $R^2$  of 0.66, this value indicated that approximately 66% of the variability in performance level could be explained by the predictors (affective and continuance commitment). This suggested a good fit for the model, indicating that these two factors were significant in understanding variations in the level of performance of respondents.

The findings are supported by the study conducted by Lorens et al. (2022) which examined the influence of affective, normative, and continuance commitment on employee performance. The results demonstrated that all three types of commitment positively impacted on employee performance, with affective commitment showing a particularly strong effect. Similarly, Gunajar et.al., (2024) study findings revealed that both affective and normative commitments significantly influenced employee performance, highlighting the importance of employees' emotional attachment and sense of obligation to their organization.

### CONCLUSIONS AND RECOMMENDATIONS

The radiologic technology faculty’s level of motivation implies that financial support, career advancement opportunities, and a positive workplace culture significantly contributed to teacher motivation. However, extrinsic motivation and autonomy and control indicate potential areas for improvement, such as supporting a healthy work-life balance through flexible scheduling or additional leave benefits and



providing greater decision-making authority to teachers. The level of organizational commitment suggests that the teachers feel emotionally attached to and involved with the institution, recognize the costs associated with leaving, and feel a moral obligation to remain. This commitment leads to increased job satisfaction, reduced turnover, and enhanced institutional performance. On the level of performance, it manifests that teachers demonstrate strong competencies in managing learning environments, mastering subject knowledge, and utilizing innovative teaching methods. Continuing providing opportunities for professional development, particularly in integrating emerging pedagogical techniques and technology-enhanced learning strategies to sustain and enhance teaching effectiveness are paramount importance. Furthermore, there is also a significant relationship between the level of work motivation and the level of organizational commitment, level of work motivation and the level of performance together with the level of organizational commitment and the level of performance of the radiologic technology faculty of private universities and colleges in CALABARZON. The work environment and professional growth, along with affective and continuance commitment, are significant predictors of the respondents' level of performance.

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