ORGANIZATIONAL CHANGE AS INFLUENCED BY ADMINISTRATORS' LEADERSHIP BEHAVIOR AND FACULTY WORK COMMITMENT

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Abstract

This descriptive-correlational study determined organizational change as influenced by administrators' leadership behavior and faculty work commitment among external campuses of West Visayas State University for AY 2014-2015. An adapted questionnaire was used to gather data from the 203 randomly selected respondents taken entirely and categorized as to campus classification, educational attainment, academic rank, length of service and campus classification. The result was processed using the statistical tools such as Mean, and Standard Deviation for descriptive analyses and Kruskal-Wallis, Mann-Whitney and Spearman's correlation for inferential analyses. The status of organizational change for external campuses as a whole was highly stable. Faculty members were all highly committed to their job. There is no significant difference on organizational change when categorized as to sex and length of teaching experience but differs significantly as to the rest of the variables. Administrators' leadership behavior differed significantly when classified into campus classification, educational attainment, academic rank and length of teaching experience. Work commitment differed significantly when classified as to campus classification but did not significantly differ as to other variables. There were significant positive correlations between organizational change and leadership behavior, organizational change and faculty work commitment as well as leadership behavior and faculty work commitment.

Keywords: organizational change, leadership behavior, faculty work commitment

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1.0 Introduction

Organizational change is an important issue in any organizations. It has become a way of life as a result of globalization, information technology advancement and industry consolidation (Zarate, 2006). From a passive perspective, organizational change occurs as a reaction to an ever-changing environment or as a response to a current crisis situation or is triggered by a leader or a progressive manager (Chen et al., 2010). It is often the state in which actions are taken to modify the situation by changing people, tasks, structure or technology (Robbins, 2001). When organization is about to change, there are different forces to prevent them from change. Successful organizational change is not merely a process of adjustment, but also requires sufficient managing capabilities. Hence this study, explores factorsthat influenced organizational change in an higer educational institutions.

There are different factors that influenced organizational change. Prerequisites for successful change include organizational factors such as the vision, mission of the company, support group, motivation and leadership, structures and management-oriented (Carnall, 1986 and Applebaum et al., 1998 as cited by Nordin, 2012). If these prerequisites were not met then there will be no successful organizational change. Yang, Zhuo & Yu (2009) added that there are three levels of restraining forces of successful organizational change; these are the organizational level, secondary unit level, and individual level. Factors in the organizational level include the organizational structure inertia and system pressure, organizational culture, and the pressure from past success. Factors in secondary unit level include the standpoint difference and interest conflict between different departments. Factors in individual level include the misunderstanding, lack of trust, own benefit threat feeling, uncertainty, custom, etc. Change requires the cooperative efforts of all the constituents in the organization such as the administrators and teachers. The administrators, as educational leaders, must possess the behavior that can facilitate successful change and enhance work commitment of teachers.

There is always a transition from one leader to another leader which results in changes in the organizational structure, technology, physical setting and personnel. In this scenario, personal interests are apparent, partiality is evident and resistance is enormous. There could be many conflicting opinions from the employees, from the top management to the bottom level or within the same rank consequently, chaos occurs in the organization. This scenario has been a serious dilemma for employees who seek answers to these emerging problems. Although much attention has been devoted on understanding the influence of some factors to organizational change, relatively there is a dearth information that examines the influenced of administrators leadership behavior and employees work commitment. Whether or not these observations work among the faculty members at the external campuses of West Visayas State University are found out in this study. Ultimately, this will be beneficial to the WVSU system as well as to the academic world throughout the entire country and internationally as regards management and supervision of higher educational institutions.

2.0 Theoretical Framework

The Transtheoretical Model (TTM) change model

[1]West Visayas State University Calinog Campus

developed by Prochaska and DiClemente coupled with the main components of Lewin's Change Theory is used as a theoretical foundation of this research endeavor. It assumes that organizational change is the collective change of many individuals along the same path (Wirth, 2004).

The Expectancy Theory of Motivation by Vroom, Porter, and Lawler is where the story is anchored. Their assumption holds that people are motivated to behave in ways that produce desired combinations of expected outcomes. These cognitive process theories can help leaders develop organizational policies and practices that enhance rather than inhibit employee motivation (Kreitner & Kinichi, 2004).

Teachers' work commitment studies evolved from Field Theory of Lewin, which focused primarily on individual psychology-employee feelings, attitudes and the relationship of these things to social processes in an organization. His viewpoint considered in the totality how it works in the institution as synchronized with individual's satisfaction as well as the commitment to the work (Cooper, 2007).

3.0 Research Methodology

This intellectual endeavor is a descriptive-correlational research. The respondents of this study were the 203 randomly selected faculty members of the four (4) external campuses of West Visayas State University namely Calinog Campus, Janiuay Campus, Lambunao Campus and Pototan Campus. In every organization, it is assumed that organizational change is affected by both the leader and the subordinate. Hence, the Transtheoretical Model has created a magnanimous impact on this activity.

The questionnaire was adapted from the research paper of Palma (2008). Its consists of two parts; Part I gathered the personal information about the respondents while Part II was the main questionnaire and has three areas. Area A is the Organizational Change, it contain 40 items based on Robbins' Change Options and is subdivided into four sub-areas namely: Structure, Technology, Physical Setting, and People–each containing ten items. The choices provided for each item were namely: Highly, Stable, Stable, Moderately Stable, and Less Stable with the corresponding weight of 4, 3, 2, and 1 respectively.

Area B is the Leadership Behavior consists of 30 items based on Robert House's Leader Behavior/Styles. The four sub-areas options were grouped into Directive Behavior, Supportive Behavior, Participative Behavior, and Achievement-Oriented Behavior – each containing ten choices. The alternatives which are Highly Desirable, Desirable, Moderately Desirable, and Less Desirable are provided a weight of 4, 3, 2, and one respectively.

Area C on the other hand is the Faculty Work Commitment, which contains 30 items based on Charan and Taylor's institutional commitment. The choices provided for each item were namely: Highly Committed, Committed, Moderately Committed, and Less Committed with a weight of 4, 3, 2, and one respectively. The instrument is reliable with reliability index of .93 and could be administered in other institutions. The Statistical tools used were Mean, and Standard Deviation for descriptive analyses and Kruskal-Wallis, Mann-Whitney and Spearman's correlation for inferential analyses.

4.0 Results and Discussion

Status of Organizational Change as Perceived by the Respondents when taken as an entire group

Table 1 shows the status of organizational change among external campuses of West Visayas State University, the respondents when taken as a whole group perceived it as highly stable. Results indicated that organizational change is at a standstill which may imply that they have not done much to alter or modify the accepted ways of management as they continue to be at par with all the other academic institutions. Among the four areas of organizational change, structure had the highest mean (M=3.48). The outcome implies that change initiatives of the different campuses focused more on making alterations in authority relations, coordination mechanisms, and job redesigning. The lowest area is the physical setting (M= 3.16, stable) which implies that there is a need for more renovations considering the fact that the school buildings are mostly dilapidated. The structural set-up needs to conform to the current standards.

Table 1. Status of organizational change as perceived by the respondents when taken as a whole group

Area	Mean	Description
Structure	3.48	Highly Stable
Technology	3.24	Stable
Physical Setting	3.16	Stable
People	3.40	Highly Stable
Over-all Mean	3.32	Highly Stable

Legend:	Scale	Description	Scale	Description
	3.26-4.00	Highly Stable	1.76-2.50	Moderately Stable
	2.51-3.25	Stable	1.00-1.75	Less Stable

The status of organizational change at the external campuses of West Visayas State University as perceived by the respondents when categorized as to the identified variables is shown in Table 2.

As to campus classification, campuses C and D observed organizational change as highly stable while campuses A and B discerned it as stable having means ranging from 3.09 to 3.53. As to age, it was noted that respondents with age of 41 years and above observed organizational change as highly stable (M=3.41) and the younger ones, below 41 years old as stable (M=3.23). As

to sex, results revealed that males (M=3.36) and females (M=3.30) recognized organizational change as highly stable. As to educational attainment, results revealed that those with doctorate degrees (M=3.64), Doctorate Units (M=3.27) and Master's Degree holders (M=3.37) perceived organizational change as highly stable. The rest were noted it as stable.When classified according to academic rank, Assistant Professors (M=3.38), Associate Professors (M=3.62), Professors (M=3.55), viewed organizational change as highly stable while only the Instructors (M=3.15) perceived it as stable. As to experience, although everyone, regardless of the length of the teaching experience perceived organizational change as highly stable although those with 17 years and above exhibited a higher mean of 3.35.

Table 2. Status of organizational change as perceived by the respondents when classified as to campus, age, sex, educational attainment, academic rank, and length of teaching experience.

	Category	Mean	Description
Campus	Campus A	3.19	Stable
	Campus B	3.09	Stable
	Campus C	3.38	Highly stable
	Campus D	3.53	Highly stable
Age	below 41 yrs old	3.23	Stable
	41 yrs old and above	3.41	Highly stable
Sex	Male	3.36	Highly stable
	Female	3.30	Highly stable
Educational Attainment	Baccalaureate	3.14	Stable
	Baccalaureate with units in Master's Degree	3.20	Stable
	Master's Degree	3.37	Highly stable
	Master's Degree with units in Doctorate Degree	3.27	Highly stable
	Doctorate Degree	3.64	Highly stable
Academic Rank	Instructor	3.15	Stable
	Assistant Professor	3.38	Highly stable
	Associate Professor	3.62	Highly stable
	Professor	3.55	Highly stable
Length of Teaching Experience	Below 17 yrs	3.30	Highly stable
	17 yrs. and above	3.35	Highly stable

Legend:

Scale	Description	Scale	Description
3.26-4.00	Highly Stable	1.76-2.50	Moderately Stable
2.51-3.25	Stable	1.00-1.75	Less Stable

The perceptions of the respondents towards organizational change could be attributed to their perceived maintained safety oriented, status quo type strategy without effecting any major changes in its present operations. As mentioned earlier, change initiatives were focused more on making alterations in authority relations, coordination mechanisms, and job redesigning.

Administrators' Leadership Behavior as Perceived by the Respondents

A leader's behavior is a powerful display of mannerisms that convey the expectations and values of the organization that sets the tone for the organizational climate (Grojean et al., 2004). Since there is a relative direct connection between employees, their productivity, and the organization's performance (Wang and Shyu, 2008), it is essential for leaders to maintain a positive work environment to maximize and enhance their employees' efforts to reach organizational efficacy. Table 3 shows the administrators leadership behavior as perceived by the respondents.

Table 3. Administrators' leadership behavior as perceived by the respondents when taken as a whole group

Area	Mean	Description
Directive	3.21	Desirable
Supportive	3.41	Highly Desirable
Participative	3.35	Highly Desirable
Achievement-Oriented	3.49	Highly Desirable
Over-all Mean	3.37	Highly Desirable

Legend:

Scale	Description	Scale	Description
3.26-4.00	Highly Desirable	1.76-2.50	Moderately Diserable
2.51-3.25	Desirable	1.00-1.75	Less Desirable

It is revealed that the respondents perceived their superiors' leadership behavior as highly desirable in general (M=3.37) and in the areas achievement–oriented (M=3.49), supportive (M=3.41) and participative (M=3.35) (Table 3). They recognized their administrators' leadership behavior in the directive area (M=3.21) as desirable. These imply that teachers discerned their bosses' leadership behavior as very much acceptable to the faculty members and believe in the fact that these heads of the institution can lead them to the realization of the campus mission, vision, and goals.These findings coincide with the study of Wang and Shyu, (2008) of which behaviors possessed by a leader could maintain positive work environment to maximize and enhance their employees' efforts to reach organizational efficacy.

Table 4 presented the administrators' leadership behavior as perceived by the respondents at the external campuses classified according to variables. When group acording to campuses, all satellite schools' heads had highly desirable leadership traits with means ranging from 3.24 to 3.51. The result indicated that they all are equipped with the necessary potentials to influence all the members of the workforce to work for the attainment of the institutional objectives. As to age and sex, results showed that faculty members of all ages either male or female judged their administrators as having highly desirable leadership behavior. The outcome indicated that respondents in the different external campuses of

WVSU believe that their administrators have competent leadership traits. As to educational attainment, only faculty members with the baccalaureate degree (M=3.20) believed their administrators' leadership behavior as desirable while those with the other categories recognized it as highly desirable. As to academic rank, professors have the highest mean of 3.68 while the Instructors have the lowest mean of 3.31, however, all are described their leaders as highly desirable. Results implied that educators of different academic ranks considered their administrators as leaders equipped with excellent leadership potentials. As to the length of teaching experience, faculty members having 17 years and over teaching experience showed a higher mean of 3.42 over those having experience below 17 years with a mean of 3.32, all highly desirable. The consequence indicated that both the young and older generations assessed their campus administrators as having highly desirable leadership behavior which leads them to greater heights.

Table 4. Administrator's leadership behavior as perceived by the respondents when classified as to campus, age, sex, educational attainment, academic rank, and length of teaching experience

	Category	Mean	Description
Campus	Campus A	3.38	Highly Desirable
	Campus B	3.32	Highly Desirable
	Campus C	3.24	Desirable
	Campus D	3.51	Highly Desirable
Age	below 41 yrs old	3.35	Highly Desirable
	41 yrs old and above	3.38	Highly Desirable
Sex	Male	3.47	Highly Desirable
	Female	3.32	Highly Desirable
Educational Attainment	Baccalaureate	3.20	Desirable
	Baccalaureate with units in Master's Degree	3.26	Highly Desirable
	Master's Degree	3.44	Highly Desirable
	Master's Degree with units in Doctorate Degree	3.31	Highly Desirable
	Doctorate Degree	3.56	Highly Desirable
Academic Rank	Instructor	3.31	Highly Desirable
	Assistant Professor	3.36	Highly Desirable
	Associate Professor	3.58	Highly Desirable
	Professor	3.68	Highly Desirable
Length of Teaching Experience	Below 17 yrs	3.32	Highly Desirable
	17 yrs. and above	3.42	Highly Desirable

Legend: Scale / Description: 3.26-4.00 Highly Desirable; 2.51-3.25 Desirable; 1.76-2.50 Moderately Diserable; 1.00-1.75 Less Desirable

Faculty Work Commitment as Perceived by the Respondents when taken as a whole group

Table 5 revealed a general mean of 3.68 which indicates that the faculty members are always highly committed to their job. Furthermore, the value indicates that the faculty members exhibit exemplary commitment towards public service and that their performance to service beyond the call of duty. In the areas of identification, involvement, and loyalty they were all highly committed. The assessment indicated that everyone within the system works hand in hand towards the achievement of the institutional mission, vision, and goals. According to Meyer and Herscovitch (2001) commitment is a force that binds an individual to a course of action that is of relevance to a particular target.

Table 5. Faculty work commitment as perceived by the respondents when taken as a whole group

Area	Mean	Description
Identification	3.69	Highly Committed
Involvement	3.64	Highly Committed
Loyalty	3.70	Highly Committed
Over-all Mean	3.68	Highly Committed

Legend: Scale / Description: 3.26-4.00 Highly Committed; 2.51-3.25 Committed; 1.76-2.50 Moderately Committed; 1.00-1.75 Less Committed

Table 6 showed the faculty work commitment at the external campuses when the respondents were classified according to categories of variables.

Table 6. Faculty work commitment as perceived by the respondents when classified as to campus, age, sex, educational attainment, academic rank, and length of teaching experience

	Category	Mean	Description
Campus	Campus A	3.46	Highly Committed
	Campus B	3.65	Highly Committed
	Campus C	3.83	Highly Committed
	Campus D	3.68	Highly Committed
Age	below 41 yrs old	3.67	Highly Committed
	41 yrs old and above	3.69	Highly Committed
Sex	Male	3.68	Highly Committed
	Female	3.68	Highly Committed
Educational Attainment	Baccalaureate	3.90	Highly Committed
	Baccalaureate with units in Master's Degree	3.62	Highly Committed
	Master's Degree	3.64	Highly Committed
	Master's Degree with units in Doctorate Degree	3.71	Highly Committed
	Doctorate Degree	3.83	Highly Committed
Academic Rank	Instructor	3.66	Highly Committed
	Assistant Professor	3.67	Highly Committed
	Associate Professor	3.75	Highly Committed
	Professor	3.93	Highly Committed
Length of Teaching Experience	Below 17 yrs	3.64	Highly Committed
	17 yrs. and above	3.73	Highly Committed

Legend: Scale / Description: 3.26-4.00 Highly Committed; 2.51-3.25 Committed; 1.76-2.50 Moderately Committed; 1.00-1.75 Less Committed

As to campus classification, all satellite schools have highly committed faculty members. The sense of commitment and dedication to public service have been imbibed by all faculty members as indicated in the result. Respective to groups age and sex, results showed faculty members are highly committed to their work regardless of age and sex. This only implies that age and sex is not a measure of commitment. Similarly, in terms of educational attainment, faculty members in all categories were highly committed to their work with means ranging from 3.62 to 3.90. As to academic rank, professors (M=3.93), associate professors (M=3.75), assistant professors (M=3.67) and instructors (M=3.66) were highly committed to their work. In this variable, both faculty members having 17 years and over (M=3.73) and below 17 years (M=3.64) teaching experience were highly committed to their work.

Differences in Status of Organizational Change, Leadership Behavior and Faculty Work Commitment

Results in Table 7 reveal that when they were categorized as to campus ($\chi^2(3)=36.583$, p=.000), educational attainment ($\chi^2(4)=12.814$, p=.012) and academic rank ($\chi^2(3)=31.743$, p=.000), there are significant differences in the organizational change. The results imply that different campuses of WVSU react differently in the various changes that are introduced by their respective administrators. Moreover, faculty members in the lower strata of educational attainment and academic rank exhibited a lesser degree of conformance to organizational change.

Pairwise comparison analysis on campus classification indicated that there are significant differences in perception among the groups classified as to campus as revealed by the p-values which are all lower than .05 except between A and B and between A and C. As to educational attainment, significant differences exist between baccalaureate and doctorate, between baccalaureate with units in master's degree and doctorate degree, and between master's degree with units in doctorate degree and doctorate degree. As to academic rank, significant differences in perception exist among instructors, assistant professor, and professor. No significant differences were observed among other pairs.

The Mann-Whitney Test Results in Table 8 revealed significant differences in the status of organizational change as perceived by the respondents classified as to age (z=3.446, p=.001). On the other hand, as to sex (z=.991, p=.322) and length of teaching experience (z=1.588, p=.112), no significant difference were observed. The result implies that the perception varies with age bracket. The younger group may have different ideas regarding the change in the organization compared with the older group with the WVSU system. This only mean that older ones were attuned to organizational change, the fact

Table 7. Kruskal-Wallis test results for the differences in the status of organizational change as perceived by the respondents classified as to campus, educational attainment and academic rank

Category	N	Mean Rank	Chi-Square	df	Asymp. Sig.
Campus			36.583*	3	.000
Campus A	32	83.05			
Campus B	52	72.41			
Campus C	54	102.51			
Campus D	65	134.58			
Total	203				
Educational Attainment			12.814*	4	0.012
Baccalaureate	2	82.25			
Baccalaureate with units in Master's Degree	36	89.75			
Master's Degree	74	109.57			
Master's Degree with units in Doctorate Degree	74	91.91			
Doctorate Degree	17	141.24			
Total	203				
Academic Rank			31.743*	3	0.000
Instructor	80	75.68			
Assistant Professor	98	113.10			
Associate Professor	24	143.50			
Professor	1	124.00			
Total	203				

*p<.05, significant at .05 alpha

Table 8. Mann-Whitney test results for the differences in the status of organizational change as perceived by the respondents classified as to age, sex, and length of teaching experience

Category			N	Mean Rank	Sum of Ranks	z	Asymp. Sig. (2-tailed)
Age	below 41 years old		96	87.02	8353.50	3.446*	0.001
	41 years old and above		107	115.44	12352.50		
		Total	203				
Sex	Male		65	107.95	7016.50	.991	.322
	Female		138	99.20	13689.50		
		Total	203				
Length of Teaching Experience	Below 17 yrs.		110	95.99	10558.50	1.588	.112
	17 yrs and above		93	109.11	10147.50		
		Total	203				

*p<.05, significant at .05 alpha

that they were there for a longer time, they are able to adapt to organizational change. Change and resistance to modification are unpredictable and inevitable even in the WVSU system. There are a lot who pro-administration, yet there are meager individuals that can't be pleased and contradicts to proposed change. This outcome conforms to the idea of Prochaska and DiClemente as cited by Wirth (2004) that organizational change is the collective change on many individuals along the same path. Administrators should be versatile enough in assessing the readiness of the workforce to innovations. Hence, they should know how, when and where to effect change.

As to Campus ($\chi^2(3)=18.255$, p=.000), Educational Attainment ($\chi^2(4)=10.880$, p=.028) and Academic Rank ($\chi^2(3)=9.337$, p=.025), there are significant differences in the administrator's leadership behavior. Table 9 depicts the values. The result implies that faculty members of the campuses have varied perception on the leadership behavior of their administrators. This viewpoint was also similar when the faculty members were categorized as to their level of education and academic rank.

Pairwise comparison as to campus revealed that there are significant differences between the perceptions of those respondents from Campus B and D, and

Table 9. Kruskal-Wallis test results for the differences in the administrator's leadership behavior as perceived by the respondents classified as to campus, educational attainment and academic rank

Category		N	Mean Rank	Chi-Square	df	Asymp. Sig.
Campus				18.255*	3	0.000
Campus A		32	104.52			
Campus B		52	95.09			
Campus C		54	79.81			
Campus D		65	124.72			
	Total	203				
Educational Attainment				10.880*	4	0.028
Baccalaureate		2	75.50			
Baccalaureate with units in Master's Degree		36	86.54			
Master's Degree		74	113.51			
Master's Degree with units in Doctorate Degree		74	92.79			
Doctorate Degree		17	127.85			
	Total	203				
Academic Rank				9.337*	3	0.025
Instructor		80	93.24			
Assistant Professor		98	100.94			
Associate Professor		24	134.21			
Professor		1	133.50			
	Total	203				

*p<.05, significant at .05 alpha

Table 10. Mann-Whitney test results for the differences in the administrator's leadership behavior as perceived by the respondents classified as to age, sex, and length of teaching experience.

Category			N	Mean Rank	Sum of Ranks	z	Asymp. Sig. (2-tailed)
Age	below 41 years old		96	99.39	9541.00	.601	.548
	41 years old and above		107	104.35	11165.00		
		Total	203				
Sex	Male		65	118.48	7701.50	2.748*	.006
	Female		138	94.24	13004.50		
		Total	203				
Length of Teaching Experience	Below 17 yrs.		110	93.61	10297.00	2.216*	.027
	17 yrs and above		93	111.92	10409.00		
		Total	203				

*p<.05, significant at .05 alpha

between those from Campus C and D. As to educational attainment, significant differences exist between those with baccalaureate and those with master's degree with doctorate degree, and between master's degree with doctorate and those with doctorate degree. As to academic rank, significant differences exist between instructors and associate professors, and between assistant professors and associate professors. As to all other pairs, no significant differences were observed.

When classified as sex (z=2.748, p=.006), and length of teaching experience (z=2.216, p=.027), there are significant differences in the administrators' leadership behavior as perceived by the respondents. When they were classified as to age (z=.601, p=.548), no significant difference was observed. Table 10 depicts the results. Results indicate that males, the older one and those who have stayed long in service believe that their administrators exhibited competencies necessary for a good leader.

Table 11 reveals that there are significant differences in the faculty work commitment as perceived by the respondents classified as to campus($\chi^2(3)=26.560$, p=.000). As to educational attainment ($\chi^2(4)=7.999$, p=.092) and academic rank ($\chi^2(3)=1.607$, p=.658, no significant difference existed. Results indicated that faculty in the different campus differ in their commitment

Table 11. Kruskal-Wallis test results for the differences in the faculty work commitment classified as to campus, educational attainment, and academic rank

Category	N	Mean Rank	Chi-Square	df	Asymp. Sig.
Campus			26.560*	3	0.00
Campus A	32	65.33			
Campus B	52	101.51			
Campus C	54	130.09			
Campus D	65	97.98			
Total	203				
Educational Attainment			7.999	4	.092
Baccalaureate	2	144.50			
Baccalaureate with units in Master's Degree	36	96.18			
Master's Degree	74	94.06			
Master's Degree with units in Doctorate Degree	74	104.24			
Doctorate Degree	17	134.12			
Total	203				
Academic Rank			1.607	3	.658
Instructor	80	104.60			
Assistant Professor	98	97.84			
Associate Professor	24	108.33			
Professor	1	150.00			
Total	203				

*p<.05, significant at .05 alpha

Table 12. Mann-Whitney test results for the differences in faculty work commitment as perceived by the respondents classified as to age, sex, and length of teaching experience

	Category		N	Mean Rank	Sum of Ranks	z	Asymp. Sig. (2-tailed)
Age	below 41 years old		96	98.95	9499.50	.703	.482
	41 years old and above		107	104.73	11206.50		
		Total	203				
Sex	Male		65	102.62	6670.00	.103	.918
	Female		138	101.71	14036.00		
		Total	203				
Length of Teaching Experience	Below 17 yrs.		110	95.09	10459.50	1.830	.067
	17 yrs and above		93	110.18	10246.50		
		Total	203				

*p<.05, significant at .05 alpha

to service which may be due to various factors like type of leaders and the motivation extended to them.

The Pairwise comparison indicated that significant differences in the faculty work commitment existed between all the pairs except for those respondents from Campus B and Campus D. This implies that the commitment of faculty members differ among all the campuses which may be attributed to various factors. However, as to categories of age, sex, and length of service in the two campuses B and D, their faculty commitment do not differ significantly. Table 12 reveals that as to age (z=.703, p=.482), sex (z=.103, p=.918), and length of teaching experience (z=1.830, p=.067), there are no significant differences in the faculty work commitment. This situation implies that the quality of service that is extended by faculty is not determined by whether the individual is young or old; male or female; whether he is a neophyte or has been long enough in the service.

Relationship Among Organizational Change, Leadership Behavior and Faculty Work Commitment

Significant correlations existed between Organizational Change and Leadership Behavior, Organizational Change and Faculty Work Commitment and Leadership Behavior and Faculty Work Commitment as exhibited by the p-values which are all lesser than .01. Table 13 shows the results. The values imply that organizational change is directly affected by both leadership behavior as well as faculty work commitment. This result conforms with the study by Cantara (2007) which indicated that school heads' desirable human relations directly affects teachers' work values and commitment. Furthermore, the result is also confirmed in the study of Palma (2008) when she conducted her study in a wider spectrum of SUCs of the entire Region VI-Western Visayas.

5.0 Conclusion

The organizational change has influenced by leadership and faculty work commitment as evidenced by the results that regardless of age, sex, and status in life of the manpower. A collaborative effort of the leader and its constituents will certainly redound to organizational success. The significant difference in the result implied that leadership competencies create varied impressions. Moreover, the levels of commitment vary and that every planned change could create resistance from among the members in unexpected situations.

Change and resistance to modification are unpredictable and inevitable even in the WVSU system. There are a lot who pro-administration, yet there are meager individuals that can't be pleased and contradicts to proposed change. These outcomes conform to the idea of Prochaska and DiClemente that organizational change is the collective change on many individuals along the same path. Administrators should be versatile enough in assessing the readiness of the workforce to innovations. Hence, they should know how, when and where to effect change.

Organizational change has implemented in the right

Table 13. Spearman's correlation results

Correlated Variables	n	Corellation Coefficient	Sig. (2-tailed)
Organizational Change and Leadership Behavior	203	.677*	0.000
Organizational Change and Faculty Work Commitment	203	.385*	0.000
Leadership Behavior and Faculty Work Commitment	203	.378*	0.000

** Correlation is significant at the .01 level(2-tailed)

perspective within the WVSU system as evidenced by the results. An excellent leadership of the top management coupled with the very committed faculty members contributes to a quality performance. Organizational change is directly affected by leadership behavior and faculty work commitment. Therefore, every resource in the institution is very vital in the attainment of individual and or institutional objectives and performance.

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