



## **Compensation and Social Support on Continuance Commitment of Working Students in Adventist University of the Philippines.**

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### **ABSTRACT**

**Introduction:** Continuance commitment is essential in our world today because employees have the fear that a loss of their jobs will affect their income and their livelihood. This is not an exception for working students. The Commission on Higher Education (CHED), Philippines has recounted that eight of the students are working student. Work-study is also an accepted practice of the most Seventh-day Adventist universities. This study seeks to investigate the continuance commitment of the students as related to compensation and social support.

**Method:** This study is correlational research design. Out of the 450, working students in AUP 100 were randomly sampled to answer the self-constructed questionnaires. The study used Pearson correlation to analysis the relationship and T-Test and ANOVA to analyze the difference.

**Result:** This study revealed that there is a high positive significant relationship between compensation and continuance commitment and a moderate positive significant relationship between social support and continuance commitment. Also, there was no significant difference in continuance commitment based on sex, age, and the number of units of the working students. The working students stay on their job because of the high compensation they receive from AUP and the moderate social support they get from their families, friends, and relatives. Both male and female working students are committed to staying on their job. The number of units did not deter the working students from being a commitment to their jobs. The study has revealed that the continuance commitment of working students is based on compensation and social support.

**Discussion:** The research recommends that in order to get the commitment of working students, the wage payments to them must be high with moderate social support.

**Keywords:** Continuance Commitment, Compensation, Social Support.

### **INTRODUCTION**

Continuance commitment is important in our world today because employees have the fear that a loss of their jobs will affect their income and their livelihood. This is not an exception for working students. Amidst the social support and compensation, they get from their educational institution; it has become paramount that these working students become committed to their jobs while their study. The working students are also considered as employees of every institution; therefore, continuance commitment will help drive the organizational culture of loyalty.

According to recent information from the Commission on Higher Education (CHED) in the Philippines, about 216,000 students in the nation are presently juggling college and work. The figure is approximately eight percent of the country's total amount of college learners. CHED said that today's working students are mainly concerned with entertainment, food service, and sales, apart from their usual stints as a librarian and research assistants.

According to Anthony (2013), the working student system is a paramount practice of Seventh-day Adventist universities. However, not much has sought to investigate the continuance commitment and what factors lead to that commitment. This research study identifies the gap in the continuance commitment of working students of the Adventist University of the Philippines as it is related to their family support and social support.

This study is necessary to know that the working students are doing their work with full commitment. It will also help to find out whether it is a continuance commitment; it is for to finish the studies. If working students lose their job, they will not have money to study. Therefore, this research seeks to answer the questions:

1. Is there a significant relationship between:
  - a. Compensation and continuance commitment?
  - b. Social support and continuance commitment?
2. Is there a significant difference in continuance commitment when considering?
  - a. Age
  - b. Sex
  - c. Number of Units

The null hypotheses are:

1. There is no significant relationship between:
  - a. Compensation and continuance commitment?
  - b. Social support and continuance commitment?
2. There is no significant difference in continuance commitment when considering:
  - a. Age
  - b. Sex
  - c. No. of units

In a study by Manajemen- Dinamika (2015), continuance commitment was confirmed as one of the elements of organizational commitment when spiritual dimensions are considered. Continuance commitment was an important ingredient for a denominational institution for both permanent and part-time or casual works.

In India, Dixit and Bhati (2012) studied about Employee Commitment and its impact on sustained productivity in Indian Auto-Component Industry. The research found out that continuance commitment is the degree of which an individual feels a sense of being locked in place due to the higher cost of leaving.

Also, Mousa (2016) established that cultural diversity and organizational commitment among working teachers is significant and when employees decide to leave their job they ponder upon their savings, job safety and legal holidays not used. (Sharma & Sinha, 2015).

The study that is conducted in Philippines by Nicola-Blance and Menes on organizational commitment and job satisfaction of employee in a retail establishment, study concluded that continuance commitment gives support to employees stay longer in the organization due to employee's investment in the organization such as time and hard work in the economic world and loss of social touch if employees leave the organization (Newstrom, 2011). According to Ramos (2015), continuance commitment is similar to willing to stay in organization cost of living for leaving and staying in the organization. This kind of commitment appears when a person thinks that his/her skills are not applicable in the market, or they believe need more skills to compete in their interested area in the market. So, these persons feel that they need to depend on the existing organizations. The person is willing to leave the organization or comparison of applicable and change location if the case at organizations permits and cost from there (Awwad & Agti, 2011: 311).

The study conducted in the Philippines by Merlita Castillo Medallion (2013) Faculty performance as a function of teaching goals and organizational commitment. It stated that continuance commitment is the mindful of the amount that by leaving an organization. Employees those who are committed to their work in the organization it's due to their need to do that work. Continuance commitment can be said as an involved attachment to the organization; it is cost being gained from the organization as an individual (Beck & Wilson, 2000).

Continuance commitment indicates the need to remain in the organization because if they leave the organization, staff can face organizational expenses. Since they have no alternative employment and do not want to modify their jobs, staff prefer to remain in the organization (Clugston, 2000). Continuance commitment is the eagerness of the employee to stay in the organization because of nontransferable investment. Nontransferable investment it has like retirement, social relationship with other employees, or the things that are adorned in the organization. Employees who contribute to the organization it makes the employers often it is harder for the employees to leave the organization (Miller and Lee 2001).

Compensation is an action placed on compensation doctrine and planning and contains adjustment in the aspect of action and doctrines, train rules, designs and process which is arranged and managed by proper types and levels of pays, benefits and other forms of compensation to maintain it (Bob, 2011).

Compensation hints by having a compensation network where the employees who work harder are paid more than the moderate achieving employees (Pearce, 2010).

Compensation management, as the name, says that mentions that in the compensation network where the employees who work harder are paid more than the moderate achieving employees. It boosts the energy of the excellent workers to solid job, and it helps them to frame ambitious pressure in the institution (Hewitt, 2009).

Compensation should not look at the capital investment but it should employees as the essential source to improve and understand that the human factor and the institution employees both are identified (Tella. Ayeni, and Popoola, 2007).

Compensation implies digital importance and has a positive relationship that was found out to govern rewards and motivation. The reward is offered to the employees then there will be a

change in the satisfaction and motivating work if there is an increase in salary, allowances, bonus, and other benefits to keep the employee morale high and to make them more motivated (Danish and Usman 2010).

Social support in the study on social support and occupational stress among University employees. It was established that there is a contrary relationship between work-related social support and occupational stress (Saharay E. Cosio and Lynn Olson and Joseph P. Francis 2011). Social support is the relationship among peers and subordinates and team members, employee's status, development options, job description, support from managers, trust & loyalty it is positively related to employee engagement (Khalifeh & Som 2013).

The study showed that their level of employee engagement is affected by different factors such as autonomy, clarity in roles, also the unity of direction it has a significant relationship with employee engagement (Dharmendra, & Naveen, 2013).

The study has examined that the Educational institutions take note the work-life balance and related among their staff, especially women should be taken in the approach to design and implement the policies as a teaching staff and manage their work-life balance (Santhana,2013). The other skills are required, such as organization, processing, understanding generalization, transferring, and transformation (Feuerstein & Falik 2010).

The study showed that older worker's decisions on retirement age, physical health, disability status, and demographic factors interact fairly. The sample aged 62-64 most do not have a serious health condition, but half have some type of health problem, and about 25% is estimated to have health issues that sustainably impair with their ability to work (Leonesio et al. 2003).

It is a common practice that employees who work for a long time are also in the middle or over the last stage, they have the jobs that can include broad organizational roles and responsibilities, also consulting and guidance. These roles will make them committed in the organization in the organization. (Ruokolainen 2011, 23).

Early trials discovered that male and female non-traditional students performed at a greater educational rate than their younger counterparts (for example, Carney-Crompton & Tan, 2002). However, this group of learners often lack trust in their academic capacity owing to the many duties outside of school and are less happy with their academic results.

A meta-analysis conducted by Dalgıç (2014) to determine the effects of gender on organizational commitment from 33 studies that utilized Allen and Meyer's Organizational Commitment Scale measurement in the years of 2000-2014. The total sample size of 11,690 teachers was calculated. The results revealed that there were no significant relationships between male and female teachers in overall organizational commitment, affective, continuance, and normative commitment.

Leetrakul and Freesta (2014) studied factors that affected the organizational commitment of employees at a government bank in Thailand. Data were collected from 400 employees of government bank in region 15. Analysis of t-test and F-test revealed that employees with different demographic variables including age, position, and monthly income were found a

significant difference at 0.05 level while gender, educational level, work experience, and marital status had no significant difference in organizational commitment.

The commitment of teachers is extremely linked to the job efficiency of educators that has an important impact on the accomplishment of students. The most significant component in any academic organization is the student (Celep, 2001).

Engagement is desirable for organizations because it has been discovered that firms with a dedicated workforce have greater rates of customer satisfaction, are more efficient and have greater earnings than firms with less dedicated staff (Harter et al., 2002). May et al., (2004) found that factors such as meaningfulness, psychological safety, and physical availability can increase the workers' levels of engagement.

**METHODOLOGY**

This study is correlational research design. Out of the 450, working students in AUP 100 were randomly sampled to answer the self-constructed questionnaires. The study used Pearson correlation to analysis the relationship and T’Test and ANOVA to analyze the difference. Cohen (1998) absolute correlation valves in which  $r=.10$  to  $.29$  is small or low,  $r=.30$  to  $.49$  is medium or moderate, and  $r=.50$  to  $1.0$  is large or high and interpreted. The respondents distribution of sex were female 55(55%), male 45 (45%), age 18-23years 40 (40%), 24-30years 60 (60%) and number of units 3-9units 23 (23%), 10-15units 53(53%) and 16-23units 24 (24%).

**RESULTS**

The study discovered that there is a high positive significant relationship between compensation and continuance commitment ( $r=.515$ ,  $p=.000$ ) and a moderate positive significant relationship between social support and continuance commitment ( $r=.416$ ,  $p = .000$ ) as shown in Table 1. The implication is that the working students stay on their job because of the high compensation they receive from AUP and the moderate social support they get from their families, friends, and relatives.

Table 1  
*Correlate of Compensation, Social Support on Continuance Commitment*

		Continuance commitment
Compensation	Pearson	.515**
	Correlation	
	Sig. (2-tailed)	
	N	
Social Support	Pearson	.416**
	Correlation	
	Sig. (2-tailed)	
	N	

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

Again the study looked at the significant difference on continuance commitment based on the sex, age, and a number of units taking within a semester for the working students at AUP. In the

case of sex, the study resulted that there is no statistically significant difference on continuance commitment at  $p < 0.05$  level as shown in Table 2:  $F(1.834, 98) = 1.691, p = .094$ . This means that both male and female working students are committed to staying on their job.

Similarly, the results based on the age of the working students which were grouped into 18-23years and 24-30years was statistically not significant at  $p < 0.05$  level as shown in Table 2:  $F(.209, 98) = .649, p = .749$ . The inference from this is that the working students' reason to stay on their jobs in AUP is not a factor of their age. Though they take long years to complete their degrees, they are committed to working. This is because the compensation for their labor is high enough to pay for their fees.

Table 2

*The difference in Continuance Commitment when considering Sex, Age and Number of Units*

	Sex	Age	Number of Units
T	1.691	0.649	
F	1.834	0.209	2.003
Sig	0.094	0.749	0.14
Df	98	98	2/97

Significant at the 0.05 level (2-tailed)

Finally, the study investigated the significant difference of the working students in AUP on their continuance commitment based on the number of units taking in a semester. The outcome of the study shows that there is no statistically significant difference in the number of units on continuance commitment at  $p < 0.05$  level as shown in Table 2:  $F = (2,97) = 2.003, p = .140$ . The discussion on this is that the number of units did not deter the working students from being a commitment to their jobs. In a nutshell, the study failed to reject the null hypothesis that there is no significant difference in continuance commitment were considering the sex, age, and the number of units of the working students.

## **DISCUSSION**

The study has revealed that the continuance commitment of working students is based on compensation and social support. These variables have a high and moderate impact on the reason why working students stay in their jobs. The research recommends that in order to get the commitment of working students, the wage payments to them must be high with moderate social support.

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