Unpacking the effect of attitude toward work on the different dimensions of employees' commitment

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A R T I C L E I N F O

A B S T R A C T

The study aimed to investigate the impact of employees' attitudes toward work on their organizational commitment. To provide a comprehensive understanding of the topic, relevant literature was reviewed. A descriptive assessment and correlational research design were employed, focusing on the entire employee population of the institution. Data were collected through questionnaires and analyzed using inferential statistics.

The findings revealed that both employees' attitudes toward their work and their organizational commitment levels were high. Furthermore, the analysis of variance indicated a significant correlation between attitudes toward work and overall organizational commitment. However, when examining normative organizational commitment specifically, no correlation was found with attitudes toward work.

Based on these results, the study recommends that management take proactive steps to enhance employees' organizational commitment by fostering positive affective and cognitive attitudes toward work.

Introduction

Achieving organizational success requires a multifaceted approach that extends beyond planning and financial support to encompass the psychological dimensions of human resources. Effectively managing human resources necessitates careful attention not only to employees' knowledge and skill levels but also to their attitudes toward the organization, their work, and their colleagues. Positive attitudes in these areas significantly enhance employee performance and foster organizational citizenship behavior (Allameh et al., 2012). Neglecting to address and improve the attitudinal dimensions of employees may lead to performance deficiencies, decreased commitment, diminished citizenship behavior, and ultimately, hindered organizational success (Tian, 2022).

Recognizing the critical contribution of attitudes to organizational performance, researchers have increasingly focused on studying human attitudes toward specific objects. Thurstone (1928) conceptualized attitude as a multifaceted construct, positing that it reflects an individual's evaluation of a given object. This foundational concept has been further developed by subsequent researchers who have delved deeper into the nuances of attitude. Katz and Stotland (1959), Rosenberg and Hovland (1960), and Zanna and Rempel (1988) proposed a tripartite theory of attitude, which encompasses affective, cognitive, and behavioral dimensions. This tripartite framework is supported by additional research, with Breckler (1984), Kothandapani (1971), and Ostrom (1969) asserting that evaluative judgments can be classified into these three categories of responses. Consequently, these dimensions suggest that individuals exhibit three types of responses—affective, cognitive, and behavioral—when encountering a particular object. Cognitive and affective judgments significantly influence an individual's behavior toward that object (Ajzen, 1993; Maio & Haddock, 2010). In essence, a person's latent attitude toward an attitude object manifests as observable behavior (Kaiser & Wilson, 2019).

Extensive research has been conducted to measure the effect of attitudes on behavior, notably by Ajzen and Fishbein (1970, 1977, 1980, 2000), Ajzen and Driver (1992), Ajzen and Sexton (1999), and Ajzen and Fishbein (2005). Collectively, these studies conclude that attitude is a strong predictor of behavior. A recent study by Brugger and Hochli (2019) further emphasizes this relationship, revealing that the strength of an individual's attitude can lead to spillover behavior, where initial behavior increases the likelihood of engaging in additional behavior aligned with the same goal. The study posits that repeated behaviors serve as indicators of attitude strength. Building on this understanding, the current study seeks to investigate the effect of attitudes on organizational commitment. Despite the existing body of literature, no studies have yet explored the impact of cognitive and affective attitudes toward work on the affective, continuance, and normative dimensions of organizational commitment, which this study aims to address.

In the context of private education, a persistent challenge is the high turnover rate of faculty transitioning to public schools. Traditionally, it has been assumed that such moves are motivated by the pursuit of better opportunities; however, these decisions may also stem from faculty attitudes toward their teaching roles. How educators perceive their work can significantly influence their behavior and commitment to their institution. Thus, this study aims to explore the attitudes of employees at Divine Word College of Laoag regarding their work and how these attitudes affect their affective, continuance, and normative organizational commitment.

The study is organized into five parts. The first part serves as an introduction, providing background information on the study. The second part comprises a literature review that examines the theory of attitude, the distinctions between affective and cognitive attitudes, and the dimensions of affective, continuance, and normative organizational commitment. The third part outlines the research methodology, detailing the research design, population, study locale, data collection procedures, research instruments, ethical review, and statistical treatment of data. The fourth part presents and analyzes the data gathered through research questionnaires, utilizing tables for clarity followed by a comprehensive analysis. The fifth part discusses the results and their implications, concluding with a summary of the study's findings.

Literature Review

A literature review is essential for researchers as it provides a comprehensive understanding of the study's concepts and helps to identify the specific problems to be investigated. The review includes only literature that is directly relevant to the current topic, ensuring a focused examination of existing knowledge and gaps in the field.

The interconnectedness of attitude and behavior

The relationship between attitude and behavior has been a focal point of research for many scholars. However, the definition of "attitude" remains ambiguous, as noted by Chaiklin (2011), who observes that there is no universally

accepted definition or measurement agreed upon by all scholars. This lack of clarity has led to various approaches by different researchers, resulting in diminished explanatory power in several studies (Myers, 1977). To effectively study and measure this concept, a more precise definition of attitude is necessary (Altman, 2008). Consulting dictionary definitions can provide insight into the term. The Cambridge Dictionary (n.d.) defines attitude as "a feeling or opinion about something or someone, or a way of behaving that is caused by this." This definition identifies three characteristics of attitude: feeling (affective), opinion (cognitive), and behavior (conative). Merriam-Webster Dictionary offers a similar perspective, defining it as "a mental position concerning a fact or state" or "a feeling or emotion toward a fact or state," emphasizing the cognitive and affective dimensions of attitude. Collins Dictionary further defines attitude as "a way how one thinks and feels about something, especially when this shows in the way how one behaves," thereby encompassing ideas, feelings, and behaviors as inseparable components of attitude. Essentially, attitude can be seen as an automatic reaction or response to specific objects or people.

Within psychology, attitudes are characterized as a "set of emotions, beliefs, and behaviors toward a certain object, person, or event" (Cherry, 2022). This definition reaffirms the three dimensions of attitudes identified in the dictionaries. The APA Dictionary of Psychology (2023) defines attitude as "a relatively enduring and general evaluation of an object, person, group, issue, or concept on a dimension ranging from negative to positive." This implies that attitudes involve evaluative judgments regarding external stimuli, such as people, objects, or events, leading to positive or negative reactions (Seel, 2012). Evaluative judgments are informed by specific beliefs, emotions, and past behaviors associated with these stimuli, and psychologists often describe attitudes as learned tendencies to evaluate or respond to stimuli in a particular way (Chaiklin, 2011). Hogg and Vaughan (2005) reinforce this notion, defining attitude as "a relatively enduring organization of beliefs, feelings, and behavioral tendencies towards socially significant objects, groups, events, or symbols." Eagly and Chaiken (1993, 2005) further describe it as "a psychological tendency expressed by evaluating a particular entity with some degree of favor or disfavor." Attitudes, therefore, represent evaluative judgments shaped by upbringing or experiences with certain stimuli and can be subject to change.

The ongoing debate about whether to change behavior first or attitude first has been explored by several researchers (Dollard, 1949; Krech & Crutchfield, 1948; Kutner, Wilkins, & Yarrow, 1970; Lewin, 1999), with a consensus that changing attitude should precede behavior. For instance, Unal and Sari (2012) suggest that fostering interest in a particular subject can be achieved by instilling positive values related to that subject to transform negative attitudes.

The question of whether attitudes influence behavior has been extensively investigated, but findings have often been inconclusive. Some studies indicate a positive correlation between attitude and behavior, while others reveal negative correlations (Wicker, 1969). LaPiere's (1934) study notably found no correlation between these variables. Wicker's (1969) examination of approximately 49 studies yielded conflicting results. Schuman and Johnson (1976) conducted a literature review that suggested a correlation between attitude and behavior ranging from small to moderate. These findings reignited scholarly interest in exploring the effects of attitude on behavior and challenging Wicker's conclusions. Schuman and Johnson (1976) recommend improving attitudinal measures, developing multiple indicators of behavior, examining non-attitudinal forces that influence behavior, and identifying behaviors that cannot be predicted from attitudinal responses. Their findings align with earlier research by Campbell, Converse, Miller, and Stokes (1960), which demonstrated a strong correlation between attitudes toward a political leader and voting behavior. These results encourage further exploration of the relationship between attitude and behavior while considering Schuman and Johnson's (1976) recommendations.

Studies conducted by Heberlein and Black (1976) and Ajzen (1991) aimed to reconcile these conflicting findings, suggesting a strong correlation between attitude and behavior. Ajzen and Fishbein (2005) later posited that people's behavior is influenced by their beliefs, attitudes, and intentions within their theory of reasoned action. This perspective aligns with cognitive consistency theory (Abelson, 1968), which asserts that individuals seek consistency between their attitudes and behaviors, striving to reconcile conflicting attitudes to maintain a rational and coherent

self-concept (Sinha, 2022; Kruglanski et al., 2018). Thus, the theory supports the idea that attitudes lead to behavior (Ajzen & Fishbein, 2005). Kraus (2016) underscores the importance of attitude in predicting behavior. The conflicting findings in various studies may stem from confusion between general attitudes toward physical objects, groups, or institutions and specific attitudes regarding behaviors toward such objects (Ajzen & Fishbein, 2005). Additionally, social factors, such as the social environment (Bandura, 1977), also influence behavior (Frymier & Nadler, 2017; Johnson, 1976). Fishbein and Ajzen (1975) and Ajzen (1991) caution that attitude is not the sole determinant of behavior; they identify three elements necessary for attitudes to produce behavior: the attitude toward the behavior (the stronger the attitude, the better), subjective norms (the influence of respected individuals), and perceived behavioral control (self-efficacy). LaPiere (1936) argued that attitudes are likely to manifest in behavior when the social context allows for such expression.

Despite these controversies, researchers continue to investigate the correlation between attitude and behavior, maintaining that attitudes are significant predictors of human behavior. Typically, studies exploring this correlation focus on the affective, cognitive, and behavioral dimensions of attitudes. This tripartite model, proposed by Rosenberg and Hovland (1960), posits those latent variables, such as the affective and cognitive elements of attitudes, manifest through observable behaviors (verbal and nonverbal reactions). In alignment with this model, Glasman and Albarracín (2006) conducted a meta-analysis that demonstrated a significant correlation between attitude and behavior, asserting that both affective and cognitive attitudes influence individual behavior. Building on this premise, the current study aims to measure the affective and cognitive aspects of attitudes—latent elements of attitude—and their manifestation through employees' verbal reactions related to organizational commitment. The objective is to determine whether the latent attitudes of affection and cognition are reflected in employees' commitment to the organization.

Tripartite model of attitude: Affective, cognitive and behavioral model.

Understanding affective attitude

Affective attitude has been extensively discussed within the frameworks of the Theory of Reasoned Action (TRA) and the Theory of Planned Behavior (TPB). TRA posits that behavior is primarily influenced by the intention to perform a specific action, which, in turn, is shaped by one's attitude toward that behavior and the subjective norm surrounding it (Ajzen & Fishbein, 1975; Fishbein & Ajzen, 1980). Conversely, TPB suggests that individuals act rationally based on their attitudes, subjective norms, and perceived behavioral control. While these elements may not always be consciously acknowledged during decision-making, they nonetheless provide the underlying context for the process (Ajzen, 1988, 1991; Kan & Fabrigar, 2017). TRA emphasizes that behavior is driven by intention, whereas TPB adds that perceived behavioral control—comprising perceived self-efficacy (one's belief in their own abilities) (Bandura, 1991) and perceived controllability (the belief that one's actions are voluntary)—also plays a crucial role (Ajzen, 2002).

According to TRA and TPB, salient behavioral beliefs, combined with outcome evaluations, predict both attitude and the intention to engage in specific behaviors (French et al., 2005). Within this theoretical framework, affective attitude is defined as "emotions and drives engendered by the prospect of performing a behavior" (French et al., 2005).

The affective component of attitude encompasses the feelings or emotions an individual has toward an attitude object. When a person encounters another individual, an action, or an object, they typically experience an emotional reaction—either positive or negative—that can influence their overall attitude and subsequent behavior. Such reactions may manifest as a welcoming approach or avoidance (McLeod, 2018). This concept assumes a degree of consistency between a person's behavior and their attitudes. Numerous studies have demonstrated a significant correlation between affective attitudes and behavioral intentions (Godin, 1987; Lowe, Eves, & Carroll, 2002; Valois, Desharnais, & Godin, 1988; Ajzen & Driver, 1992; Trafimow et al., 2004; Lowe et al., 2002).

In the context of this investigation, affective attitude toward work refers to an individual's feelings or emotions regarding their job, with work serving as the object of these feelings. Positive or negative emotions toward one's work can influence behavior in the workplace (Abun et al., 2021). Therefore, fostering positive feelings about work can enhance performance and commitment (Shripria et al., 2021).

The concept of cognitive attitude

Social psychologists assert that cognition involves the mental processing of information derived from external stimuli, which helps individuals make evaluations and judgments that enable them to understand and predict their behavior and that of others (Festinger, 1957). Cognitive attitude forms part of the tripartite model of attitude proposed by Katz and Stotland (1959), Rosenberg and Hovland (1960), and Zanna and Rempel (1988), which includes affective, cognitive, and behavioral components. Cognitive attitude pertains to a person's thoughts, perceptions, or beliefs about a particular person, object, event, or action (Abun et al., 2019) and can be described as the knowledge or beliefs one holds regarding an attitude object (McLeod, 2018). Malhotra (2005) characterized it as a summary evaluation of an attitude object, reflecting a like or dislike toward that object (Thurstone, 1931). This cognitive processing occurs when an individual encounters an object or person, gathers information, processes it, and ultimately stores it in memory (Greenwald et al., 1966). It can also result from education, upbringing, observations, or narratives shared by parents, peers, or the media (Olufemi, 2012).

The frequency with which a person is exposed to a particular attitude significantly influences their likelihood of adopting that attitude (Olufemi, 2012). The strength of cognitive attitude is theorized to depend on the perceived importance and instrumentality of the attitude object (Rosenberg, 1956), suggesting that individuals develop more knowledge or thoughts about objects they deem valuable and instrumental in achieving their goals (McLeod, 2018). Some cognitive attitudes are stronger than others due to their importance and the confidence individuals hold in them, guiding their behavior (Ferguson, Bargh, & Nayak, 2005).

The relationship between attitude and behavior varies accordingly. Millar and Tesser (1990) found that an individual's behavior may be motivated by either affective or cognitive attitudes. Their research indicated that behaviors performed for their intrinsic value are typically driven by affective attitudes, while those aimed at achieving specific goals are more likely to be influenced by cognitive attitudes. Meanwhile, Albarracin and Wyer (2000) argued that behavior is influenced partly by past actions and cognitive processes that inform individuals of specific behavioral outcomes. Nonetheless, Ajzen and Fishbein (2005) maintained a significant correlation between attitude and behavior. This aligns with Allport's (1935) earlier assertion that attitudes influence individual responses to objects, people, or situations, a claim supported by Ajzen and Fishbein (1970, 1975). However, Zhou et al. (2013) cautioned that the relationship is not straightforward, as attitude and behavior are correlated only when cognitive and affective consistencies are present, with these consistencies playing a moderating role.

Cognitive attitude toward work pertains to an individual's thoughts or mental perceptions regarding their job (Abun et al., 2021). This encompasses what one believes about their work. Individuals may hold negative or positive perceptions about the same job based on their experiences (Albarracin & Wyer, 2000). Cognitive attitudes can significantly influence the behavior of individuals performing tasks (Susanty & Miradipta, 2013). Thus, nurturing positive cognition about one's work can lead to improved work performance (Abun et al., 2021).

The concept of work

Affective and cognitive attitudes toward work do not arise automatically; they are shaped by education, training, and experience. Consequently, not all employees will share the same concept of work (Liang et al., 2014). The ambiguity surrounding the concept of work often leads to confusion, as the term can refer to a variety of activities. For instance, one might say "work it out" when suggesting someone exercise to lose weight, or "work it out" in the context of

resolving a broken relationship. Such usage is why some philosophers argue that work eludes precise definitions (Muirhead, 2007; Svendsen, 2015) or that it is a loose concept (Pence, 2001). Despite the challenges in defining work, it is essential to understand it in a meaningful way.

To navigate this complexity, a conceptual framework is needed to elucidate the notion of work. Examining dictionary definitions before exploring the perspectives of various experts is primarily done. According to Oxford Languages (n.d.), work is defined as "activity involving mental or physical effort done to achieve a purpose or result" or "a task or tasks to be undertaken." Merriam-Webster (n.d.) similarly defines work as "to perform work or fulfill duties regularly for wages or salary," or "to exert oneself physically or mentally, especially in sustained effort for a purpose or under compulsion or necessity." These definitions suggest that work is not limited to formal employment since not all work manifests in that form (Cholbi, 2022). Thus, we can summarize work as a physical and mental activity performed to achieve a desired outcome or objective.

Richard (1998) encapsulates this idea, defining work as "an activity that involves a significant effort to achieve a goal beyond enjoyment." His definition underscores the dual purpose of work: to achieve goals and derive enjoyment from the process. This aligns with the notion that work often aims to produce goods and services essential for sustaining life, for which workers receive compensation (Appiah, 2021). However, Appiah (2021) goes beyond this ontological perspective by introducing an ethical dimension, questioning how work can contribute to a fulfilling life. This leads back to Richard's assertion that work transcends mere survival and financial gain; it encompasses enjoyment and self-expression.

Through work, individuals can realize their potential and express their identities. To facilitate this self-expression, workers should be afforded freedom or autonomy in their tasks (Richard, 1998). This autonomy allows work to reflect personal identity and shape one's sense of self (Smith, 2016; Pence, 2016). In this light, Smith (2016) advocates for workplaces that promote meaningful, rewarding work conditions conducive to a fulfilling life. Such perspectives suggest that work can also be perceived as a calling (Pence, 2016). This notion implies that individuals find intrinsic satisfaction in their work and identify closely with their roles (Duffy et al., 2023). Beyond mere pleasure, viewing work as a calling implies a higher purpose—serving the community and the greater good. In many religious contexts, this purpose extends to serving God and society (Cholbi, 2022).

These various concepts collectively illustrate that work is not merely labor or craftsmanship; it embodies moral and religious dimensions (Pence, 2016). According to Pence (2016), labor is characterized by its repetitive nature, lack of intrinsic satisfaction, and limited agency concerning how and when the work is performed. In contrast, workmanship involves higher cognitive engagement, intrinsic satisfaction, personal choice, and pride in the outcomes of one's efforts. The moral aspect of work emphasizes the importance of personal development, intrinsic satisfaction in the work itself, and the autonomy to accept the job (Pence, 2016).

Ultimately, whether work is classified as labor, workmanship, or a calling depends on the individual's perception and experience. For example, an accountant may engage in repetitive tasks with little personal choice, thereby experiencing labor. Conversely, if that same accountant finds satisfaction and meaning in their work, viewing it as a personal choice that serves a greater purpose, then it can be considered either workmanship or a calling (Pence, 2016).

Multidimensionality of organizational commitment

Organizational commitment is grounded in social exchange theory and reciprocity norms, as articulated by Gouldner (1960). This theory posits that individuals are inclined to assist those who have previously helped them, making it particularly relevant in the organizational context of employer-employee relationships, where both parties derive benefits from their interactions (Khan & Iqbal, 2020a). Given the significance of organizational commitment in

managing successful organizations, scholars have devoted substantial efforts to exploring its importance. However, the concept is complex and multifaceted, with various scholars proposing different dimensions of organizational commitment.

For instance, Meyer and Allen (1997) identified three dimensions: affective, continuance, and normative commitment. O'Reilly and Chatman (1986) classified organizational commitment into three components: compliance, identification, and internalization. The debate continues with Wechsler (1996), who proposed another set of three dimensions—identification, affiliation, and exchange. Notably, an evaluation reveals that the content of the dimensions presented by O'Reilly and Chatman (1986) and Wechsler (1996) is largely encapsulated within the three dimensions identified by Meyer and Allen (1997). Therefore, this paper adopts Meyer and Allen's framework as the basis for investigating affective organizational commitment, continuance, and normative commitment.

In terms of defining commitment, scholars often differentiate between two concepts: attitudinal and behavioral definitions. This distinction further underscores the multifaceted nature of commitment, with affective commitment being psychological in nature, while continuance and normative commitments are behavioral. Consequently, an employee's level of commitment to an organization can vary significantly from one individual to another. An employee's choice to remain with an organization during both prosperous and challenging times reflects the type of commitment they possess (Mahdavi, Arabi, & Mahmoudi, 2014).

In summary, employee commitment can be defined as "an attachment to the organization, characterized by the intention to remain in it; an identification with the values and goals of the organization; and a willingness to exert extra effort on its behalf" (Porter et al., 1974, p. 604).

Affective dimension of organizational commitment

One of the primary management concerns is employees' commitment to the organization. This commitment is essential for achieving organizational objectives (Ulabor & Bosede, 2019). However, employees' commitment is influenced by various organizational factors, including leadership style, management style, nature of work, length of service, and other elements that may encourage employees to remain with the organization (Ulabor & Bosede, 2019). Therefore, the work environment becomes a critical concern for management that requires serious attention.

A study by Deepak (2020) suggested that the psychosocial work environment significantly influences affective organizational commitment. According to Mercurio (2015), the essence of organizational commitment lies in affective commitment. Emotional attachment to the organization is a crucial aspect of this commitment, as it correlates significantly with employee retention and organizational performance. Meyer and Allen (1997) define affective commitment as an employee's perceived emotional attachment to their organization. An employee develops this attachment when there is a match between their values and priorities and those of the organization (Lowry, 1973). Meyer et al. (2012) further state that affective commitment arises when an employee forms an emotional bond with the organization and chooses to remain with it.

To achieve high-quality performance, organizations need highly motivated and committed employees. This necessity requires careful attention to various aspects of organizational operations, including economic and social exchanges within the employee-organization relationship (Alcover et al., 2020). The study by Alcover et al. (2020) found that team performance is influenced by team autonomous motivation and affective commitment. This finding aligns with earlier research by Jantan (2018), which indicated that factors such as pay, promotion, team support, and intrinsic motivation—particularly autonomy and participation in decision-making—are positively correlated with affective commitment. According to Lowry (1973), emotional attachment is a key element that sustains employees' active involvement in supporting the organization.

Johnson and Chang (2006) found that employees with high levels of affective commitment tend to exert more effort for the benefit of the organization compared to those with lower levels of affective commitment. These committed employees also exhibit higher intrinsic motivation and a stronger personal desire to remain loyal to the organization. In this context, Abraham Maslow's advice, as cited by Lowry (1973), remains relevant: "To give people affection and security, and they will give affection and be secure in their feelings and behavior." This approach is vital for attracting talented individuals with the skills necessary for the company to remain competitive (Aguirre, Post, & Hewlett, 2009; Alvino, 2014).

In the face of uncertainties and competition, the key strategy is to focus on enhancing employee commitment (Cohen, 2007; Gibb, 2011; Meyer et al., 2002). Alvino (2014) notes that working long hours and overall productivity are influenced by employees' emotional attachment to the organization's mission. This idea is further supported by Akinyemi (2012), who found that organizational citizenship behavior is positively influenced by affective organizational commitment. Employees tend to go above and beyond their formal job descriptions when they feel an emotional attachment to the organization.

Research has consistently explored the effects of affective commitment on employees' work performance. Hashmi, Ahmad, and Nawaz (2021) and Ullah et al. (2021) found that employees with high affective commitment demonstrate greater work dedication, align with the objectives of their employers, and contribute to the organization's success. Similarly, Javeria (2013) and Khan & Iqbal (2020b) discovered that employees with a high level of affective commitment tend to be happier and more engaged than those with lower levels of commitment.

Continuance dimension of commitment

Reasons for employees to stay will not always be depending on one reason affective commitment. Some employees are being practical when they make decisions. They will choose to act when it is beneficial for them or they will decide to stay when they find that it is economically advantageous for them to stay. Their decisions to stay reflect the kind of commitment they have. According to Meyer, et al (2012) when an employee considers the cost before deciding to leave or stay, then he/she is engaging in continuance commitment. An employee is willing to stay with the company as a result of a cost-benefit analysis. This is a situation in which the employee thought that he/she will lose more when he/she is leaving the company than staying with the company (Allen and Meyer, 1990, Halis, 2021). The employee decides to stay after a long evaluation of the pros and cons and chooses to be loyal to the company because he/she believes that it is more advantageous to stay than leave (Cohen, 2007; Nawaz, Afzal, & Shehzadi, 2013). Leaving the company means that he/she will lose his/her personal investment, his friends, familiar environment, and benefits and face a risk of unemployment (Allen & Meyer, 1990; Meyer & Allen, 1984).

The CC (continuance commitment) is also important for the organization because it is one of the factors that make the employees decide to stay. The management must take serious attention to how to retain employees for a longer period. An employer may not be able to develop programs that attract employees emotionally to stay with the organization but they can develop programs that attract employees to stay for economic reasons. Pay and benefits become relevant issues when it comes to continuance commitment. Studies have been conducted by different researchers concerning the effect of continuance commitment on organizational performance. Sukanebari and Konya (2020), and Ehijiele (2018) conducted a study concerning the influence of organizational commitment on organizational performance. Their study found a significant correlation between the two variables and they even further recommended that management should give attention to the pay and benefits given to their employees. Kuhal, et al. (2020), Parvee (2019), Metin and Asli (2018), and Effiong (2017) proved their point that continuance commitment which is based on economic reasons affects the job performance of the employees. Though not all employees decide to stay loyal to the organization because of benefits, however, the question of whether the continuance commitment is important to the organization deserves attention. Suliman and Iles (2000) argued that it is important because such commitment affects job performance and consequently organizational success. Their study

also pointed out that continuance commitment has nothing to do with sex, education, job status and organizational tenure.
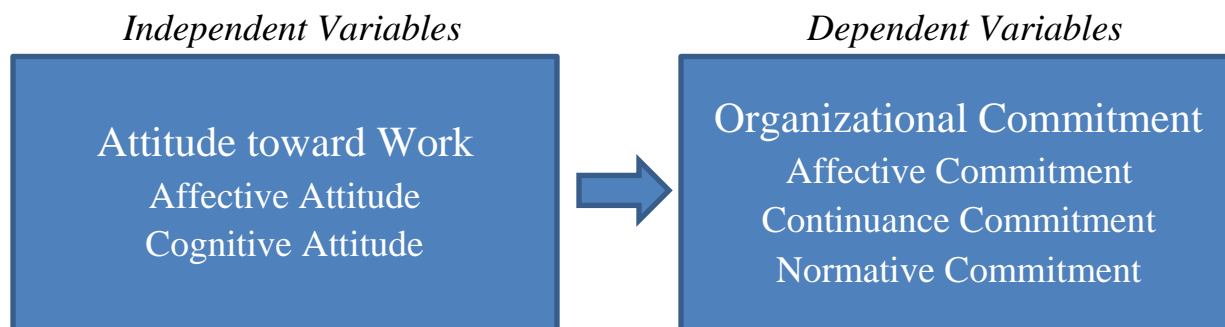
Normative Dimensions of Commitment

As previously mentioned, the reasons why employees remain loyal to an organization can vary from person to person. Their willingness to stay and fulfill their duties can be measured by their level of attachment and commitment to the organization. Their eagerness to achieve organizational objectives also indicates their commitment (Khan et al., 2021). The behaviors they exhibit reflect their commitments, which can be categorized as affective, continuance, or normative commitments (Khan et al., 2021). Affective commitment refers to emotional attachment to the organization, while continuance commitment arises from a cost-benefit analysis. In contrast, normative commitment stems from a sense of moral obligation (Meyer & Allen, 1991). Employees may choose not to leave the company because they feel morally obliged to stay (Muhammad et al., 2021).

They remain with the organization due to a moral obligation, as Messner (2013) pointed out; employees' behavior is guided by a sense of obligation that is deemed morally right, even if it requires sacrificing job satisfaction. They stay with the organization irrespective of the benefits they might receive due to these moral reasons (Iverson & Buttigieg, 1999; Singh & Gupta, 2015). Violating organizational norms is perceived as incorrect, especially when the company has policies that obligate employees to adhere to their employment contracts (Marsh & Mannari, 1977). Wiener (1982, p. 421) clearly describes this concept, defining commitment as reflecting "the totality of internalized normative pressures to act in a way that meets organizational goals and interests." Employees believe that obeying the organization's rules and norms is the right and moral course of action. They are willing to make sacrifices to achieve organizational objectives because they feel compelled to do so. Meyer and Parfyonova (2010) characterize normative commitment as a "mindset obligation," or an obligation to remain with the organization and support its change initiatives based on moral grounds. This differs from the mindset of desire (affective commitment), which is rooted in emotional attachment, and the mindset of cost-avoidance (continuance commitment), which is based on cost-benefit analysis.

All types of commitment are crucial for management to consider. According to Meyer and Allen (1991, p. 67), "employees who have high normative commitment will be loyal to the organization because they believe that it is the right and moral thing to do."

Research has explored the importance of normative commitment in supporting performance and overall organizational effectiveness. The results of these studies present mixed findings, suggesting that normative commitment is not always correlated with work performance or organizational success (Metin & Asli, 2018; Jakada et al., 2019; Parveen, 2019; Oyeniyi, 2017; Genevičiūtė-Janonienė & Endriulaitienė, 2013). In contrast, Nguyen et al. (2020) found that normative commitment has both a direct and an indirect impact on employees' motivation through opportunistic behavior and knowledge sharing, which in turn affects job performance. This finding is supported by the studies of Stackhouse et al. (2022), Ahmad et al. (2014), Rebeka (2019), Anugrah and Priyambodo (2021), Dinc (2017), and Kuhal et al. (2020), which indicate that the three components of organizational commitment are significantly correlated with job satisfaction and organizational performance. The conflicting results may stem from differing organizational cultures or environments, which can influence organizational commitment (Suradi, 2019; Dias et al., 2021).

Conceptual Framework

Independent Variables   *Dependent Variables*

Attitude toward Work	Organizational Commitment
Affective Attitude	Affective Commitment
Cognitive Attitude	Continuance Commitment
	Normative Commitment

Source: Rosenberg and Hovland (1960)   and Meyer and Allen (1997).

Figure 1: The conceptual framework reflects the influence of attitude toward work on organizational commitment. Affective and cognitive attitudes can affect affective, continuance and normative commitment.

Statement of the Problem

The study aims to determine the influence of affective and cognitive attitudes toward work on organizational commitment along with affective, continuance and normative commitment. It specifically seeks to answer the following questions:

1. What are the attitudes employees toward their work in terms of:
    a. Affective attitude
    b. Cognitive attitude

2. What is the organizational commitment of employees:
    a.   Affective commitment
    b.   Continuance commitment
    c.   Normative commitment

3. Is there a relationship between attitude toward work and the organizational commitment of the employees?

Assumption

Human behavior is significantly influenced by an individual's attitude toward a specific object of attitude, which can be measured (Thurstone, 1928). An individual's behavior is shaped by both their feelings and their knowledge regarding the attitude object. Positive and negative attitudes impact how a person interacts with that object.

Hypothesis

Research has shown that attitude toward work significantly impacts both job performance and job satisfaction (Abdalkrim, 2016; Susanty et al., 2013). Similarly, the current study hypothesizes that attitude toward work also influences organizational commitment.

Scope and Delimitation of the Study

This study focuses exclusively on two dimensions of attitude—affective and cognitive—and examines their effects on organizational commitment, specifically affective, continuance, and normative commitment among employees at the Divine Word College of Laoag.

Research Methodology

To ensure scientific rigor, research must adhere to a specific methodology that guides the identification, selection, processing, and analysis of information related to the topic of study (Wilkinson, 2000; Leedy, 1974). Following a structured methodology is essential for validating the research and achieving credible results. This study outlines the procedural framework, including the research design, data collection instruments, study population, study locale, data gathering procedures, and statistical analysis.

Research Design

The study employs a descriptive and correlational research design to assess entrepreneurial work environment practices and organizational citizenship behavior. According to Ariola (2006), a descriptive correlation study aims to describe the relationships among variables without establishing causal links. Descriptive research focuses on characterizing a population, situation, or phenomenon, addressing questions related to what, when, how, and where, rather than why (McCombes, 2020).

Locale of the Study

The research was conducted at Divine Word Colleges in the Ilocos Region, specifically at Divine Word College of Laoag in Ilocos Norte and Divine Word College of Vigan in Ilocos Sur.

Population

The respondents for this study included all employees of Divine Word College of Laoag in Ilocos Norte. Given the limited number of employees, total enumeration sampling was employed, meaning that all employees and administrators were included as respondents.

Data Gathering Instruments

Data were collected using adopted research questionnaires. The questionnaires assessing attitudes toward work were adapted from Abun et al. (2021), while those measuring organizational commitment were adapted from Allen and Meyer (1990), as cited by Abdullah (2011).

Data Gathering Procedures

The integrity and quality of research depend not only on the content but also on the methodology employed. In this study, prior to distributing the questionnaires, the researcher sent a letter to the Presidents of the colleges requesting permission to administer the questionnaires within their institutions. During the data collection phase, employee representatives assisted by gathering responses from individual employees, which were then submitted to the researcher.

Ethical Procedures

The research procedures and content were reviewed and approved by the research ethics committee to ensure compliance with ethical standards and to confirm that the study would not harm human participants or the environment.

Statistical Treatment of Data

For data analysis, both descriptive and inferential statistics were utilized. The weighted mean was calculated to assess the levels of attitude toward work and organizational commitment, while Analysis of Variance (ANOVA) was employed to evaluate the correlation between attitude toward work and organizational commitment.

The following ranges of values with their descriptive interpretation were used:

Statistical Range	Descriptive Interpretation
4.21-5.00	*strongly agree/Very High*
3.41-4.20	*Agree/High*
2.61-3.40	*somewhat agree/moderate*
1.81-2.60	*Disagree/Low*
1.00-1.80	*Strongly disagree/Very Low*

Data Presentation and Analysis

The data presentation follows the statement of problems of the study.

Problem 1: What is the cognitive and affective attitude of employees toward their work?

Table 1. Cognitive and affective attitude of the employees towards their work (n=161)

ATTITUDES TOWARD WORK	WEIGHTED MEAN	DESCRIPTIVE INTERPRETATION
A. Cognitive Attitude		
1. I think I know my work.	4.04	A/H
2. I think that I have the knowledge to perform my work.	3.90	A/H
3. I think that I have enough experience to carry out my tasks.	3.86	A/H
4. I think that I am familiar with all the details of my work.	3.88	A/H
5. I think that I have the skills to carry out my work.	3.92	A/H
6. I think I can carry out my work without the help of others	3.74	A/H
Composite Mean	**3.89**	**A/H**
B. Affective Attitude		
1. I feel happy with my work.	3.85	A/H
2. I love the work I am doing.	3.79	A/H
3. My work gives me satisfaction.	3.83	A/H
4. I feel good because my work matches my skills.	3.88	A/H
5. My work is important to me.	3.94	A/H
6. My work gives me a sense of meaning	3.98	A/H
Composite Mean	**3.88**	**A/H**
OVERALL MEAN	**3.88**	**A/H**

Source: Rosenberg and Hovland (1960).
Legend:

Range of Mean Values	Descriptive Interpretation
4.21 - 5.00	*Strongly agree/Very high*
3.41 - 4.20	*Agree/high*
2.61 - 3.40	*Somewhat agree/Moderate*
1.81 - 2.60	*Disagree /low*
1.00 - 1.80	*Strongly disagree/ very low*

The data in the table indicate that employees' cognitive and affective attitudes toward work received an overall mean rating of 3.88, categorized as "agree" or "high." This rating suggests that while their attitudes are high, they are not

exceptionally so; rather, they reflect a moderate level of positivity. When examined separately, both dimensions received similar mean ratings of 3.89 for cognitive attitude and 3.88 for affective attitude. Employees reported confidence in their skills and knowledge regarding their work, indicating a strong cognitive attitude. Simultaneously, they expressed happiness and a sense of purpose in their roles, reflecting a positive affective attitude.

Abun et al. (2021) highlighted the positive impact of cognitive and affective attitudes on work performance. Shipria et al. (2021) specifically noted that positive emotions toward work enhance employee performance, while Addous et al. (2018) emphasized the crucial role of knowledge in boosting both individual and organizational performance. Therefore, fostering a positive attitude toward work is an essential responsibility for management.

Problem 2.   What is the organizational commitment of employees:
   a.   Affective commitment
   b.   Continuance commitment
   c.   Normative commitment

Table 2. Organizational commitment of employees (n=161)

ORGANIZATIONAL COMMITMENT	WEIGHTED MEAN	DESCRIPTIVE INTERPRETATION
A. Affective Commitment		
1. I would be very happy to spend the rest of my career in this organization	3.88	A/H
2. I feel as if this organization's problems are my own	3.74	A/H
3. I feel like 'part of my family at this organization	3.70	A/H
4. I feel 'emotionally attached to this organization	3.73	A/H
5. This organization has a great deal of personal meaning for me.	3.88	A/H
6. I feel a strong sense of belonging to this organization	3.68	A/H
Composite Mean	**3.77**	**A/H**
B. Continuance Commitment		
1. It would be very hard for me to leave my job at this organization right now even if I wanted to	3.72	A/H
2. Too much of my life would be disrupted if I leave my organization	3.46	A/H
3. Right now, staying with my job at this organization is a matter of necessity as much as desire	3.63	A/H
4. I believe I have too few options to consider leaving this organization	3.63	A/H
5. One of the few negative consequences of leaving my job at this organization would be the scarcity of available alternatives elsewhere.	3.57	A/H
6. One of the major reasons I continue to work for this organization is that leaving would require considerable personal sacrifice	3.70	A/H
Composite Mean	**3.62**	**A/H**
C. Normative Commitment		
1. I should remain with my organization.	3.62	A/H
2. Even if it were to my advantage, I do not feel it would be right to leave.	3.49	A/H
3. I would feel guilty if I left this organization now	3.62	A/H

4.	This organization deserves my loyalty	3.73	A/H
5.	I would not leave my organization right now because of my sense of obligation to it	3.75	A/H
6.	I owe a great deal to this organization	3.85	A/H
	Composite Mean	**3.68**	**A/H**
	OVERALL MEAN	**3.69**	**A/H**

Source: Meyer and Allen (1997)

Organizational commitment is a crucial factor in managing organizational performance. The data reveal that employees' overall organizational commitment received a mean rating of 3.69, categorized as "agree/high." This indicates that while employees' commitment is high, it is not exceptionally so; rather, it reflects a positive but moderate level of engagement.

When examined individually, the dimensions of commitment received similar ratings of 3.77, 3.66, and 3.68, all considered high. Employees express a strong emotional attachment to the institution, feeling that it is an integral part of their lives. As a result, they are motivated to continue their service, believing that separation from the institution would cause significant disruption. They acknowledge that remaining with the institution is preferable, even when leaving might be more advantageous.

Stackhouse et al. (2022) emphasize that employee commitment enhances organizational performance and goal achievement. Similarly, Nasir and Islam (2017) and Mesa et al. (2019) assert that fostering employees' organizational commitment is a critical responsibility for management.

Problem 3. Is there a relationship between attitude toward work and the organizational commitment of the employees?

a. Attitude Toward Work and Affective Commitment

The multiple linear regression analysis done indicated that affective attitude and cognitive attitude toward work taken together significantly predicted the employees' affective commitment to the organization, $F_{(2,157)} = 16.507$, $p < .05$, with 17.40 percent overlap between the predictor variables (affective attitude and cognitive attitude toward work) and the outcome variable (affective commitment). When predicting the affective commitment of the employees, the error is approximately 0.66 rating points.

Specifically, cognitive attitude $B = .383$, $p < .05$, 2.206 quantified the Y-intercept for the regression equation.

Both affective attitude and cognitive attitude toward work of the employees together could predict the employees' affective commitment to the organization.

However, when affective attitude and cognitive attitude toward work were considered singly, it was only cognitive attitude towards work which could predict the employees' affective commitment to the organization.

Hence, the observed differences on the employees' affective commitment to the organization are attributed to their cognitive attitude towards work.

Table 3: Attitude Toward Work and Affective Commitment

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.417[a]	.174	.163	.66834

a. Predictors: (Constant), Affective Attitude, Cognitive Attitude

ANOVAᵃ

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	14.747	2	7.373	16.507	.000[b]
1	Residual	70.128	157	.447		
	Total	84.875	159			

a. Dependent Variable: Affective Commitment

b. Predictors: (Constant), Affective Attitude, Cognitive Attitude

Coefficientsᵃ

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	2.206	.287		7.684	.000
1	Cognitive Attitude	.383	.105	.401	3.654	.000
	Affective Attitude	.019	.100	.020	.187	.852

a. Dependent Variable: Affective Commitment

b. Attitude Toward Work and Continuance Commitment

Based on the multiple linear regression analysis, it was found that cognitive and affective attitudes toward work of the employees significantly predicted their continuance commitment to the organization, $F(2,157) = 15.349$, $p < .05$ with 16.40 percent overlap between the predictor variables and the outcome variable. When predicting continuance commitment of the employees, the error is approximately 0.75 rating points.

Specifically, affective attitude $B=.312$, $p <.05$, 1.900 quantified the Y-intercept for the regression equation.

When both cognitive and affective attitudes toward work of the employees were considered together, they could predict the continuance commitment of the employees to the organization.
Hence, the differences observed on the employees' continuance commitment to the organization is attributed to the differences in their cognitive and affective attitudes toward work.
However, when cognitive and affective attitudes toward work of the employees were treated separately, it was only affective attitude towards work which could predict their continuance commitment to the organization.

Table 5: Attitude Toward Work and Continuance Commitment

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.404[a]	.164	.153	.75512

a. Predictors: (Constant), Affective Attitude, Cognitive Attitude

ANOVAᵃ

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	17.505	2	8.752	15.349	.000[b]
1	Residual	89.524	157	.570		
	Total	107.028	159			

a. Dependent Variable: Continuance Commitment

b. Predictors: (Constant), Affective Attitude, Cognitive Attitude

Coefficientsᵃ

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.

		B	Std. Error	Beta		
	(Constant)	1.900	.324		5.856	.000
1	Cognitive Attitude	.131	.118	.122	1.106	.270
	Affective Attitude	.312	.113	.305	2.756	.007

a. Dependent Variable: Continuance Commitment

c. Attitude Toward Work and Normative Commitment

The employees' cognitive and affective attitudes toward work when taken together could not significantly predict their normative commitment to the organization, $F(2,157) = 0.138$, $p > .05$ with 0.02 percent overlap between the predictor and outcome variables.

The observed differences on the employees' normative commitment to the organization is not due to their cognitive and affective attitudes toward work. Thus, their normative commitment to the organization remains the same regardless of the variations in their cognitive and affective attitudes toward work.

Table 6: Attitude toward work and normative commitment

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.042[a]	.002	-.011	.69735

a. Predictors: (Constant), Affective Attitude, Cognitive Attitude

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	.135	2	.067	.138	.871[b]
1	Residual	76.348	157	.486		
	Total	76.483	159			

a. Dependent Variable: Normative Commitment
b. Predictors: (Constant), Affective Attitude, Cognitive Attitude

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	3.523	.300		11.762	.000
1	Cognitive Attitude	.030	.109	.033	.271	.787
	Affective Attitude	.010	.105	.011	.095	.925

a. Dependent Variable: Normative Commitment

Discussion

The results of the study reveal a noteworthy finding: both affective and cognitive attitudes toward work, as well as organizational commitment among employees, are rated high. Delving into the correlation analysis, we see a significant relationship between cognitive and affective attitudes toward work and both affective and continuance organizational commitment; however, this correlation does not extend to normative commitment.

This insight highlights an important opportunity for management: to craft strategies that bolster organizational commitment by enhancing employees' affective and cognitive attitudes toward their work. School administrators should actively explore ways to cultivate these attitudes, recognizing that improving employees' mental perspectives and feelings about their work is vital for fostering greater organizational commitment.

A positive outlook and strong emotional connection to their roles serve as powerful motivational factors that drive employees to fulfill their duties and responsibilities effectively. Research by Svenningsson et al. (2022), Abun et al. (2019), and Vamvaka et al. (2020) underscores the significant influence that both affective and cognitive attitudes

have on employees' behaviors in the workplace. By prioritizing these aspects, organizations can create a more committed and motivated workforce.

Conclusion

Drawing from the statement of the problem and the purpose of the study, we can confidently conclude that employees exhibit high levels of both affective and cognitive attitudes toward their work, as well as a strong sense of organizational commitment. Overall, the findings reveal a significant correlation between these attitudes and organizational commitment.

However, looking at the data more closely, it becomes clear that there is no correlation between attitudes and normative organizational commitment. This indicates that the variations in normative commitment are not influenced by employees' affective and cognitive attitudes toward their work.

Authors' contribution

The whole paper is the product of a researcher whose name is attached to this paper.

Institutional Review Board Statement: Ethical review and approval were waived for this study, due to the research does not deal with vulnerable groups or sensitive issues.

Data Availability Statement: the data presented in this study are available on request from the corresponding author. Data are not publicly available due to privacy.
Conflict of Interest: The authors declare no conflict of interest

Ethical review statement: the paper went through examination of the ethical review and since the study did not involve sensitive issues, thus the study was conducted.

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