

CORRELATION OF ORGANIZATIONAL TRUST, ORGANIZATIONAL COMMITMENT AND ORGANIZATIONAL INPUT FACTORS ON WORK PRODUCTIVITY IN THE CONTEXT OF HEI'S AMID COVID-19 CRISIS

Virginia V. Salonga^{1,a}, Maria Luisa C. Porciuncula^{1,b}

¹Colegio de San Juan de Letran – Manila

Correspondence: virginia.salonga@lettran.edu.ph^a, marialuisa.porciuncula@lettran.edu.ph^b

ABSTRACT

The global COVID-19 dilemma has created disruptions in organizational structures, systems, and processes. Most organizations including the academic sectors particularly HEI's – Higher Education Institutions are experiencing challenges and issues brought about by the pandemic situation. The study examined the relationships between and among Organizational trust (OT), Organizational commitment (OC), and Organizational input factors (OIF) on work productivity as perceived by the sampled n=190 faculty members across National Capital Region (NCR), the Philippines using an online survey questionnaire. The study also determined to what extent the HEI's implement the core dimensions of Organizational Trust such as Integrity, Dependence, and Competence as well as aspects of Organizational commitment in terms of Affective, Normative, and Continuance commitment as it relates with organizational input factors on work productivity amid COVID-19 crisis. Pearson's Correlation, mean rating, standard deviation, and regression analysis were used to test the hypotheses. Findings showed that Affective and Normative dimensions resulted in a high reason for organizational commitment. Results support the relationship between and among factors of OT, OC, and OIF and the study further revealed that Organizational trust and commitment are significant predictors of Integrity.

Keywords: Organizational trust, Organizational commitment, COVID-19 pandemic, Work productivity, Integrity, Reliability, Dependence, Affective commitment, Normative commitment, Continuance commitment

INTRODUCTION

The Higher Education Institutions (HEIs) play an extremely important role in society since they are the key partners of the knowledge creation and knowledge exchange networks, catalysts of innovation, and makers of tangible outputs of research results and providing advisory and consultancy services. Schools and Universities are alleged to foster progress, build social capital, prepare students for outside realities, provide access to knowledge, extend the bounds of justice and, therefore, contribute to the creation of a democratic and sustainable society (Dzimirskaja, Fijalkowska and Sulkowski, 2018).

However, the COVID-19 pandemic situation causes numerous disruptions, and the academic industry experiences issues and challenges. Education officials are

forced to cancel face-to-face classes and shut the doors to campuses across the world in response to the growing coronavirus outbreak as this has become a worldwide health crisis according to Worldometer (2020) where countless people were infected and have died. Most governments have opted to use quarantine protocols and therefore firms and educational institutions restructure their organization systems and processes. Therefore, over a billion learners are affected worldwide (UNESCO, 2020), and there are over a million Filipino learners across all academic levels that need to comply with the Philippine government's quarantine measures.

Accordingly, HEI's has implemented proactive policies for the continuance of education despite the unforeseen situation. These policies and guidelines include flexible kinds of online education that aim to facilitate students' learning activities. Firms are evolving and innovating to adapt to the

unprecedented global disruptions affecting work performance and productivity. Higher Educational Institutions are giving their best to deal with the ever-changing world. Organizational leaders are consistently noting that centralizing and accelerating decision-making processes, while gathering organizational inputs from key stakeholders, is a critical factor to the COVID-19 responses and this offers a way to find a solution to create sustainable development for the new set-up of online education. As most organizations undertake restructuring measures due to the unstable economic condition and lockdown situation, hence the educational institutions rely on the organizational trust and commitment of their faculty to deliver quality service. Academic Faculty on the other hand expect that educational institutions will act with integrity and reliability (Dzimirski et al, 2018; Hansen 2011; Morgan 1994), and that trust can be an effective predictor of employees' positive attitudes and behaviors, such as cooperative attitudes, organizational commitment, and employee loyalty. Trust relations are an integral aspect of the quality of a school's social system (Goddard, Salloum, and Berebitsky, 2009).

Previous studies have found that when employees trust their organization, this will lead them to be more likely to share ideas and knowledge and be more creative in their job. Trust is an element of a relationship, but the mutually beneficial exchange is important to build trust, control mutuality, commitment, and satisfaction (Paine, 2003). The global pandemic crisis challenges most organizations specifically in the academic sector as most of the faculty were arranged to work from home. Trust in the workplace has a big impact on how employees communicate and collaborate. Employers started to realize how important it is to build trust where employees are still creative, passionate, and committed to their jobs amid the working atmosphere. Another concern on the critical challenge in the current environment according to Levenson and Mclaughlin (June 2020) centers on how organizational leaders engage virtually in key decision-making processes with stakeholders and internal team members in ways that enhance trust, transparency, and teamwork. Employees in the workplace should have the right tools to communicate, collaborate, and feel supported to maintain productivity. The study examined the correlation among organizational trust, organizational commitment, and its organizational input factors on work productivity in the context of HEP's amid the COVID-19 pandemic situation since the data was collected during the lockdown.

Moreover, the study also determined to what extent the HEP's implement the core dimensions of Organizational

Trust such as Integrity, Dependence, and Competence as well as aspects of Organizational commitment in terms of Affective, Normative, and Continuance factors as it influences organizational input factors on work productivity amid COVID-19 crisis. The results of the study will help organizations focus on the key drivers to workforce trust and commitment and ultimately on work productivity that is essential to organizational success. Limited research has been investigated as to the factors of organizational trust that have a significant relationship in the level of commitment and work productivity in the context of HEP's given the unprecedented condition due to COVID-19.

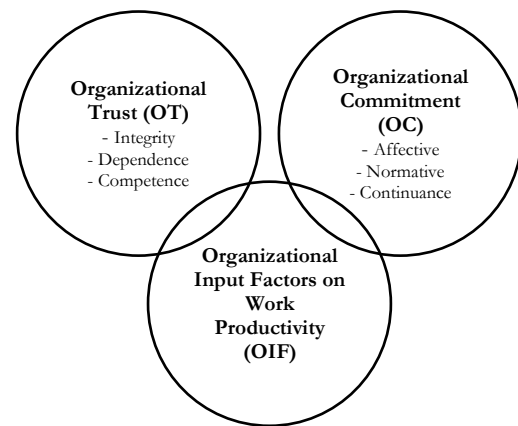


Figure 1. Research Framework

Statement of Hypothesis

H₁₀: There is no significant relationship between and among Organizational Trust, Organizational Commitment, and Organizational input factors on work productivity in the context of HEP's amid the COVID 19 crisis.

Organizational trust and commitment in a pandemic situation

The global pandemic crisis brought about by COVID 19 has created disruptions in organizational structures, systems, and processes. Most firms specifically in the Higher Education Institutions (HEP's) are experiencing constant changes as they adapt to the challenging environment. Organizational trust and commitment during these tough times of the COVID 19 pandemic situation is relevant to organizational performance as both organizations and employees depend on each other to fulfill their goals, and objectives (Melton, 2020). Organizations are challenged on how to engage employees to stay motivated and committed.

Employees on the other hand are looking for areas in terms of trust, compassion, stability, and hope (Ratanji and Gandhi, 2020). An article from Mckinsey.com by Emme, Shrimper, Wood (2020) stated that with the pressing needs in terms of basic needs of employees, organizational leaders need to count on trusting relationships, social cohesion, an individual purpose that impacts employee well-being, and work effectiveness. Trust is essential to developing relationships with individuals (hbr.org, 2020), and organizational leaders who cannot inspire trust cannot lead, and there will be no followership. A study by Dzimiska, et. al (2018) shows that trust as a concept can be looked at a micro-level or as a psychological dimension. Canipe (2006), clearly stated that employee trust promotes a key factor for organizational success. Moreover, employees' trust towards their leaders and co-workers has been directly affecting organizational success. Upon reviewing the works of literature on organizational trust, the study focused on the dimensions that include integrity, dependability, and competence especially in this time of unprecedented crisis.

Trust – Integrity, Dependability, and Competence

Based on the study of Celep, and Yilmazturk (2012), organizational trust has a significant effect on organizational commitment. This result supports the fact that the trust of the role in teachers' putting more effort than expected without an expectation of reward in return has a significant effect. Effects of sub-dimensions of organizational trust have a distinct effect on organizational commitment. Similar to the study of Park, Henkin, and Egley (2005), suggest the importance of trust as a fundamental element in the effective school team's equation. Trust is essential for successful collaboration and interaction, foundations of productive group relationships. The study of Chaudhary, M.A., Chaudhary, N.I., and Ali (2020), also agrees that trust has a positive correlation that acts as a positive moderator in the relationship between student satisfaction and university performance. Integrity as a sub-dimension of organizational trust can simply be defined as the practice of being honest and showing a consistent and uncompromising adherence to strong moral and ethical principles and values. According to Paine (2003), integrity is the belief that an organization is fair and just. On the other hand, the result of the study of Shadid & Azhar (2013), shows that individuals who have integrity build trust in their relations with others and cause them to become more respected as friends, colleagues, mentors, and supervisors. Paine (2003), define dependability/reliability as

the belief that an organization will do what it says it will do and that it acts consistently and dependably. This is supported by the study of Blaskova, Blasko, Kozubikova & Kozubik (2015), which confirms that the foundation of mutual trust and reliability is essential in achievement at a university and confirms the presumption that trust in terms of reliability relationship plays an important role for the students and the teachers in creating excellence in higher educational institutions. Competence on the other hand, according to Paine (2003), is defined as the belief that an organization can do what it says it will do. It includes the extent to which we see an organization as being effective; that it can compete and survive in the marketplace. The article of Hill and Lineback (2012), stated that competence is key in building trust in the organization. Similar to the study of Huang, Van den Brink, and Groot (2011), shows strong confidence of competence and willingness in protecting the interest of generalized people and ensuring fairness in enforcing procedure.

Focusing on building trusting relationships based on honesty, integrity, and genuine concern behooves an organization in the long run by having highly committed employees, retaining those employees, and having an advantageous reciprocal relationship when they support them. Building trust is not a one-time deal. Trust must be earned and developed over time (Fairholm, 1994) and it must be given its proper respect by organization leaders and their representatives to give it staying power so that a company, in this day and age, can pull ahead of the competition by maintaining highly committed, supportive, and loyal employee (Canipe, 2006).

Affective, Normative, and Continuance Commitment

According to Busch, Fallan, and Pettersen (1998), Organizational commitment has been an interesting research topic for organizational and behavioral researchers over the past three decades. This is because employee commitment has been recognized as one of the major determinants of organizational effectiveness, of higher levels of job performance, lower absenteeism, and lower turnover. The study of Yen, Campbell, Irianto, Zulyuri, and Fadilah (2014), divided commitment to an organization into three essential types: Affective commitment, normative commitment, and continuance commitment. Affective commitment is when an employee becomes involved and recognizes the value and relevance of his/her identity as an aspect of their association to the organization. Normative commitment is inculcated

when the employee internalizes the organization's norms and values to his/her day-to-day socialization and engagement. Continuance commitment is based on the employees recognizing the cost of staying and leaving their organization. Universities and other team-based organizations that emphasize participative management systems and cooperative higher cognitive processes exemplify the necessity for multidimensional conceptualizations and suggest the importance of distinguishing commitment to an employee's work with a team from a commitment to the employing organization.

According to the study of Allen and Meyer (1990), Affective Commitment is an unwritten agreement between the employee and the employer. The development of such affective commitments lies at the nexus between the identities of staff and the way these identities are reinforced and realized through social interactions, social recognition, and day-to-day social capital. Based on the study of Ahuja & Gupta (2019), an employees' value proposition of care and worry fuels affective commitment which has a strong positive relationship with work engagement. It is established that faculty members who are highly committed to their organizations are likely to be more work engaged than their less committed counterparts. On the other hand, the study of Lovakov (2016), resulted in a mixed result, faculty who combine teaching and administrative positions at the same university is more effectively committed and shows this relationship is refereed by the role of conflict. Therefore, the perceived role conflict challenges the affective commitment of the faculty. However, the positive effect of combining positions on affective commitment is stronger than the negative effect. On Continuance Commitment as originally defined by Meyer & Allen (1984), continuance commitment relates to the costs of staying or leaving, and normative commitment is the "feelings of obligation towards the organization." The study of Tutei, Geoffrey, and Jared (2017) shows a weak negative relationship between continuance commitment and employee performance in an HEI.

In addition to this the study of Campbell and Hwa (2014), also agrees that continuance commitment indicates a negative relationship between a sense of productivity and contribution to the community. On contrary, the study of Dixit and Bhati (2012), indicates that the "employees are enthusiastic in reflecting their continuance commitment in their work environment to render maximum productivity. According to the study of Coetzee and Rothman (2005), Normative Commitment shows a feeling of obligation to continue his/her employment. Further highlighted, that the feeling of

obligation to stay with an organization may result from the accepting of normative pressures exerted in an individual before entry into the organization or following entry. In addition, Yao & Wang (2006), examines that as cross-cultural research becomes more evident, and the role of normative commitment is gaining more consideration.

In contrast, the study of Abdo Saeed, Gelaidan, and Ahmad (2013) shows that all organizational commitment dimensions except the normative commitment found not significant to transformational leadership. The result implies that the leadership style which leads to positive changes in those who follow is not a good predictor of normative commitment same as transformational leadership. An examination of the relationship of organizational trust and commitment in the workforce (Darraugh, 2006) shows that trust enhances productivity and is consistently associated with positive affective responses that are related to desirable outcomes such as an intention to stay and organizational commitment.

Organizational Input factors on Work Productivity

The economic definition of work productivity is the relation between all the physical quantities of outputs and the physical quantities of all inputs. Massy, Sullivan, and Mackie (2012), state that both input and output quantities should be adjusted for variations in quality, because of changes in technology, facilities, and computers that are not directly comparable to those produced a decade ago therefore, techniques and processes should be comparative adaptive in this changing society. On the other hand, Meyer, K. (2012), explains motivation has a connection to work productivity in terms of teaching online. Both personal and professional are often intertwined. Some "love" being online although they are also aware that there are costs, in terms of their time, to do it and do it well. The study also shows that the work productivity of the teachers increased although so has their workload in some instances.

The study of Lozano, Ceulemans, Almieda et. al. (2015), states that organizational practices and standards have a strong correlation with the work productivity of the organization. Higher educational institution practices in terms of culture and policy standards aim to have a greater role in increasing improvement productivity to optimize quality and improve efficiency. Similarly, the study of Huang, Ahlstrom, Lee, Chen, and Hsieh (2016), states that key practices influence the high-performance system of the

employee. In contrast, the study of Ab Hamid (2015), suggests that organizational practices are indirectly affecting the work productivity of the faculty and including the staff but instead it is affected by the cultural values of the employees. Meanwhile, the Quality Information system as various authors shared has different aspects, specifically for higher education institutions such as design and development experience, data quality and management, the impact of different information in decision-making, web portals with academic information, and more.

According to Hasan Al-Mamary, and Shamsuddin (2014), the quality of information systems has a significant impact on work productivity. The quality of the information system used in an organization dictates the increase or decrease of work productivity, with a better cause for improvement in organization performance. In addition to this, the study of Mukred and Yusof (2018), shows that a quality information system is significantly related to the intention to adapt the e-records management system to increase the work productivity of professional education. Working Environment as another organizational input factor refers to the surroundings and anything that can affect human beings. In the business context, a working environment refers to the environment that employees working-in which collectively achieves an organizational goal.

According to Nakpodia (2011), states that a good working environment only exists when the essential need and the facilities that can help the employees to do their work are provided. Facilities and essential needs such as air-conditioned offices, functional furniture, good working space, good communication, and network information technology, a pleasant atmosphere, and an organizational climate. The study of Ajala (2012), shows that having a good working environment and good communication places a significant effect on improving the productivity of an employee. Jaar, 2017 in his study states that organizations should create an enabling environment that will make the employee feel within the organization to aid their commitment level. Organizational leaders should lead with integrity, openness, reliability that would inspire subordinates to increase the support needed for organizational success. Similar to this, the study of Hanaysha (2016), found that the work environment has a positive effect on organizational commitment. This implies that the work environment plays a key factor in the productivity of the employee in HEIs.

Lewicka and Krott (2015) successfully verify the model of the relationship between the HRM system (practices,

process), organizational trust, and commitment wherein the impact of the HRM process on creating organizational trust is higher.

An article about enterprise sustainability during the covid pandemic states that (Obrenovic et.al. March 2020) companies with distributed leadership to the workforce are more likely to sustain business operations where organizational leverage on ICT, intranet, social media, and online communication platforms into their daily routines helps to establish trust. Key to the success of business recovery is the renewal of trust between employers and employees - therefore, transparency in communication, role clarity, and individualized work allocation are aspects that business leaders need to focus on (Chanda, A., 2020).

Relatively, several theories and research have proven the relationship between organizational trust and commitment as mentioned in the related literature. But with the current pandemic situation, given the lockdown and work from home education, the study aims to determine the applicability of the theories and determine the co-relation of organizational trust and commitment among faculty as well as its organizational input factors on work productivity in the context of HEP's amidst the COVID-19 condition.

METHODOLOGY

The quantitative research design was used to examine the correlation of organizational trust and commitment and organizational input factors on work productivity amid the COVID 19 pandemic situation. The study consists of male and female faculty members in the academic sector specifically at HEP's - higher education institutions in the National Capital Region (NCR), Philippines, and data were collected from January 2021- mid-February 2021.

The target size of the population was 1000 (N=1000). Using the Cochran formula to compute the sample size, the recommended sample size of 243 respondents was obtained. The respondents were selected using a simple random sampling method. A self-administered questionnaire was used to solicit data from all the sampled faculty members with employment tenure of 6 months onwards to ensure familiarity of the organizational processes especially during quarantine and remote working situations and almost n=190 respondents with valid responses were retrieved with an

acceptable retrieval rate of 78 percent. Trust was measured using a typical Trust Measurement Questionnaire by Paine (2003), while the Organizational Commitment Questionnaire (OCQ) by Meyer and Allen (1997) is used to measure employee organizational commitment. Knowledge Worker Productivity Assessment (KWPA) by Antikainen & Lonnqvist (2006) is used to measure organizational input factors on productivity of work. Consent was also requested from the respondents before the distribution of the questionnaires.

The respondents were made aware of the research objectives, ethical considerations, and confidentiality of the respondents were emphasized. The Cronbach alpha has a value of 0.970. Descriptive correlation statistics was used such as Pearson's Correlation, Mean, Standard Deviation, and Regression analysis to process the data gathered.

RESULTS AND DISCUSSION

Problem 1 - As to what extent does the selected HEIs implement the dimensions of Trust in terms of Integrity, Dependability, Competence?

On Integrity

The attribute of being honest, upright, and impartial defines the attributes of Integrity. The overall area mean rating of Integrity was 4.09 or mostly agree with the $Sd = .999$. Consistent results were observed and of the five-item components on integrity, the highest rating (4.13) was observed in the fair and just treatment of the HEIs to its people. The absence of practices misleading people received the second-highest score of 4.10, complementing the highest rated item. All computed standard deviation registered minimal values, indicating the ratings made by the respondents are relatively similar or close with each other.

On Dependability

The second facet of Organizational Trust is Dependability where the overall area mean rating was 3.929 or mostly agree with the $Sd = .9927$. In like manner, all item components received a rating equivalent to mostly agree. This in effect suggests that in general, the respondents feel that

their respective organizations can be trusted and demonstrate practices leading to trustworthiness. Among the four-item components of Dependability, the highest rating (4.03) focused on the reliability of the organization to keep its promises. As it manifests, the respondents felt that their respective HEIs fulfil their plans and programs to the faculty members. Implementing fair treatment or not taking advantage of its people received the second-highest rating of 3.95. Willingness to make decisions for every individual faculty member and considering opinions of the faculty members both obtained ratings of mostly agree. The ratings establish the finding that indeed, Dependability is observed by the respondents.

On Competence

Competency received an overall rating of 4.05 or mostly agree with an $Sd = .9927$. This in effect suggests that in general, the respondents observe Competency in the organization. In like manner, the three-item components of Competency all received ratings translating to mostly agree.

Among the core dimensions of Organizational trust, factors on Integrity have the highest mean with an overall rating of 4.09. Amid a pandemic crisis, the study revealed that the organization treats faculty members fairly and justly guided with sound ethical principles which are expected in any academic setting. Deduced from the overall findings on Organizational Trust, the organizational practice of the Trust dimensions such as integrity, dependability, and competence are evident among the HEIs. This is a clear indication the organizations have developed trust among employees they are a strong asset of high functioning organizations. This is inconsonant with the study of Fard & Karimi (2015), that organization with trust among employees is successful in realizing its vision, mission, goals, and objectives.

Problem 2 - As to what extent does the selected HEIs implement the dimensions of Organizational Commitment in terms of Affective, Normative, Continuance?

On Affective Commitment

Affective Commitment received an overall mean rating of 4.15 or mostly agree with $Sd = 1.01$. This signifies that such kind of Commitment is persistent among the employees. As defined, Affective Commitment exhibits the emotional attachment of an employee to the organization. Of all the

different forms of Commitment, three-item components received the highest qualitative equivalent of greatly agree. These include the feeling of being proud to be associated with the organization, feeling a sense of loyalty, and valuing the relationship with the organization. All these components' registered ratings greatly agree. This in the end manifests that emotional attachment is indeed persistent to the respondents. All other components received ratings equivalent to mostly agree, signifying the presence of affective commitment.

On Normative Commitment

Normative Commitment received an overall mean rating of 4.15 or mostly agree with Sd 1.01. As defined, this Commitment is reflective of the Filipino Culture of having to stay in the organization because of gratitude and a sense of obligation. All components of Normative Commitment likewise received ratings confirming its presence. The item with the highest rating dealt with the employees' loyalty to the organization. It is a rating of greatly agree emphasizes that indeed, loyalty is highly evident among the respondents. Seeing themselves working in their current company than another and believing that their current company deserves their loyalty all registered the highest ratings. Meanwhile, the lone item that received a rating of somewhat agrees focused on the negative statement of feeling regrets on their chosen profession. The rating of somewhat agree signifies a degree of regret, though at a very minimal rate.

On Continuance Commitment

The overall mean rating for Continuance Commitment was 3.68 or mostly agree with the $Sd = .928$, signifying that in one way or another, the respondents feel the convenience of remaining committed to their respective HEIs on the account of benefits and convenience. Except for one item, all components of Continuance Commitment revealed ratings equivalent to mostly agree.

Among the eight components of Continuance Commitment, the highest mean rating (4.12) focused on the organization's willingness to maintain a relationship with every employee. Developing a strong bond with the employees received the second-highest rating. Results manifest that the employees see their respective organizations implement activities or demonstrate practices leading to building bonds or relationships.

The direct link to Continuance Commitment is exhibited on the third to the seventh items in the ranking of item mean ratings and demonstrated the difficulty of leaving their work, lesser options at the job market, and staying at the university as a matter of convenience. There is more to lose if the respondents would leave their respective organizations. This in effect drives their Organizational Commitment. As ratings suggest, this kind of commitment is persistent among the respondents.

The overall results showed Affective and Normative commitment with an equal overall mean rating of 4.15 and the study reveals that the faculty members are emotionally attached to the organization with a deep sense of loyalty despite the current COVID-19 situation where challenges and issues are present. The results are aligned with previous studies (Rafiei, et al., 2012; Yilmaz., 2008; Qaisar, et al., 2012) that discovered the positive impact of three dimensions on the performance of personnel in different work situations. Deduced from the findings, high organizational commitment manifest in their willingness to achieve their duties and aspirations to perform better. In this respect, employees with an evident high level of organizational commitment are vital in realizing their organizational goals and objectives.

Problem 3 - What is the perceived level of assessment on the work productivity concerning organizational input factors concerning Organizational Practices, Quality Information system, Working Environment?

On Organizational Practices and Standards

Organizational Practices and Standards as perceived by the respondents revealed an overall area mean rating of 2.65 or agree or $Sd = .989$. This manifests that in general, the identified attributes are persistent and observed by the respondents. Among the six components, having work that entails training received the highest mean rating of 3.36. This finding implies further situations such as the respondents are regularly exposed to new tasks and responsibilities. The nature of work is not monotonous and seeks the challenge to improve. This is likewise complemented by the item with the second highest mean rating, which states employees are exposed to work that cannot be accomplished from their colleagues' work experiences. The items that received the lowest ratings include difficulty in exploiting organizational standards, organizational practices hindering the

effectiveness of work, and personal characteristics preventing them to accomplish their work.

On Quality Information System

Quality Information System received an overall mean rating of 2.54 or somewhat agree. This relates that in general, the respondents only partially observe the conditions described in the Quality Information System. The item with the highest mean rating (2.82) focused on the failures of scheduling. This signifies that in one way or another, such kind of problem persists among the different schools. Regularly looking for documents needed, demanding more time to cope with tasks. and waiting for needed documents all received ratings of agree. This suggests that in general, all these challenges are experienced by the respondents.

Meanwhile, items that received the lowest ratings of somewhat agree focused on the inability to perform well because of certain issues, presence of errors in the information, and difficulty of finding information. These items received the lowest ratings validating their presence, albeit to a limited extent.

On Work Environment

Work environment revealed an overall mean rating of 2.34 on the negative scale, which is interpreted to somewhat agree however, a mean score of 3.67 using the reversed or positive scale would show as mostly agree with an $Sd = 1.154$. This indicates that in general, the positive versions of the statements of the Working Environment are experienced by the respondents. Consistent with the overall findings, all item components received the same qualitative equivalent.

Among the different facets of the Working Environment, the highest was observed on expressing critical ideas that are not ignored or dismissed. This signifies that in general, the respondents felt that there are platforms where the respondents' sentiments are recognized. Despite the current working environment using an online platform, the study still revealed a positive perception in terms of organizational input factors on work productivity.

Problem 4 - Is there a significant relationship between and among organizational trust, commitment, and perceived work productivity?

Table 1. Summary of the Correlation coefficient

		Organizational Commitment	Organizational Trust	Working Environment	Quality Information System	Organizational Practices and Standards	Competency	Dependability	Integrity
Organizational Commitment	Pearson Correlation	1	.797(**)	-0.107	0.021	.189(**)	.772(**)	.786(**)	.747(**)
	p-value	.	0.00	0.14	0.775	0.009	0.00	0.00	0.00
Organizational Trust	Pearson Correlation	.797(**)	1	-.281(**)	-.159(*)	-0.001	.961(**)	.962(**)	.971(**)
	p-value	0.00	.	0.00	0.028	0.989	0.00	0.00	0.00
Working Environment	Pearson Correlation	-0.107	-.281(**)	1	.818(**)	.631(**)	-.265(**)	-.257(**)	-.292(**)
	p-value	0.14	0.00	.	0.00	0.00	0.00	0.00	0.00
Quality Information System	Pearson Correlation	0.21	-.159(*)	.818(**)	1	.736(**)	-0.138	-.159(*)	-.164(*)
	p-value	0.775	0.028	0.00	.	0.00	0.057	0.029	0.024
Organizational Practices and Standards	Pearson Correlation	.189(**)	-0.001	.631(**)	.736(**)	1	0.017	0.023	-0.043
	p-value	0.009	0.989	0.00	0.00	.	0.818	0.757	0.558
Competency	Pearson Correlation	.722(**)	.961(**)	-.265(**)	-0.138	0.017	1	.878(**)	.907(**)
	p-value	0.00	0.00	0.00	0.057	0.818	.	0.00	0.00
Dependability	Pearson Correlation	.786(**)	.962(**)	-.257(**)	-.159(*)	0.023	.878(**)	1	.905(**)
	p-value	0.00	0.00	0.00	0.029	0.757	0.00	.	0.00
Integrity	Pearson Correlation	.747(**)	.971(**)	-.292(**)	-.164(*)	-0.043	.907(**)	.905(**)	1
	p-value	0.00	0.00	0.00	0.024	0.558	0.00	0.00	.

Table 1 shows the summary of the correlation coefficient. When the variables were subjected to a test of correlation, results showed significant findings on a few and selected variables.

Organizational Commitment was significantly correlated with Organizational Trust, Competency, Dependability, and Integrity. As observed, all correlation coefficients generated p-values less than the level of significance of 0.05. This indicates the presence of a significant correlation. Moreover, the magnitude of the correlation coefficients was nearing to positive one, signifying a strong and positive correlation.

Organizational Trust was significantly correlated with Organizational Commitment, Competency, Dependability, and Integrity. All correlation coefficients registered p-values less than the level of significance of 0.05, manifesting significant correlation. In addition, the correlation coefficient generated was nearing a positive one, relating strong and direct correlation.

Another variable with significant and positive correlation includes Working Environment to Quality Information System and Organizational Practices and Standards. Pearson Correlation coefficients were near to 1, manifesting strong correlations.

Quality Information Systems was significantly and positively correlated with Organizational Practices and Standards. The coefficient computed was near to one, relating strong correlation.

Competency is significantly correlated with Dependability and Integrity, both to a positive and strong extent.

Dependability is significantly correlated with Organizational Commitment, Organizational Trust, Competency, and Integrity. All registered positive and strong correlations.

Integrity was significantly correlated with Organizational Commitment, Organizational Trust, Competency, and Dependability. All on a degree of strong and positive correlation.

In summary, Organizational trust (OT) and organizational commitment (OC) signified a strong and positive correlation. However, OT and OC indicated a negative correlation value with the Organizational Input factor (OIF) despite the result that variables among Organizational Practices, Quality information system, and Working environment strongly relate significantly. As factors

on integrity, dependability, and competence manifested to be strongly related, integrity proves to be significantly correlated to OC and OT.

Table 2. Relationship between and among the different variables

Predictors	Unstandardized Beta Coefficients	t-statistics (p-value)	F-ratio (p-value)	R-squared
Constant	.173	2.086 (0.038)		
Organizational Trust	1.063	36.449 (0.000)	3139.085 (0.000)	0.945
Organizational Commitment	0.90	-2.599 (0.010)		

Table 2 depicts the regression model that Organizational Trust (OT) and Organizational Commitment (OC) can significantly predict the respondents' perceptions of Integrity. The specific extent of influence of Organizational Trust to Integrity is summarized in the equation below.

$$\text{Integrity} = 0.173 + 1.063\text{OT} - 0.900\text{OC}$$

This supports the study on Integrity as the foundation of trust and confidence. People with integrity are considered trustworthy. All successful businesses are built on relationships. In the absence of integrity and honesty, the relationship between co-workers may be damaged which may lead to a decline in productivity. (Flanagan, E., Christ D., 2018). Similarly, Organizational trust supports the theory that the more that followers perceived their leaders exercising behavioral Integrity, the more they would trust that leader and be vulnerable to him or her with that trust leading to more positive attitudes toward the leader and better job performance. (Protas, 2018; Simon, 1999, 2002, 2015). The research study also supports Tan and Tan (May 2000) that employees who trust the organization will likely enjoy working in the organization and will likely be interested in pursuing a long-term career in the organization. Therefore, such employees are less inclined to leave the organization.

CONCLUSION

Trust is one of the most important conditions that must exist within changing organizations to promote commitment through change initiatives, consistency in productivity, and

overall organizational health, all of which are necessary for success in a globally competitive business market (Canipe, 2006; Fairholm, 1994; Harvey, 1989; Britton and Stallings, 1986).

Organizational leaders should carefully concentrate on their responsive and supportive behavior, which through improved procedural justice will influence mostly organizational trust integrity and dependability, that in turn by influencing mostly organizational commitment, will ultimately have a significant impact on organizational growth (Katou, A., 2011). Thus, the results of the study contribute to the existing literature by highlighting the importance of integrity and organizational trust as it relates to the reason why faculty members tend to exhibit organizational commitment, which could in turn positively influences organizational growth.

Previous studies showed that Organizational Trust was found to be positively correlated with organizational commitment while findings on this study revealed that despite the COVID-19 crisis, it depicts that Integrity significantly relates with Organizational trust and commitment as a strong determinant in an academic HEI setting. Moreover, affective and normative commitment were found to have high indicators in the level of organizational commitment during these tough times of pandemic situations. Organizational trust is relevant to organizational performance as both organizations and employees depend on each other to fulfil their goals and objectives (Melton, 2020) which leads to organizational commitment and positive work productivity.

The authors conclude that given a disruptive environment amid COVID – 19 situation, online education remains to be relevant and faculty members are effectively committed to rendering service as manifested in the study. Finally, the Regression results showed that Organizational Trust and Organizational Commitment can significantly predict the respondents' perceptions on Integrity

Research Implications and Future Research Directions

In an academic setting where business processes and systems in higher education institutions were disrupted due to Covid -19 crisis, findings in the study revealed the relevance of organizational trust and commitment specifically giving an important focus on academic integrity as it strongly relates with each other. Organizational leaders should build a strong mutual relationship with employees despite the remote

work from a home arrangement by fostering organizational trust. The organization must maintain the value of Integrity as it depicts fairness and trustworthiness in a workplace despite distant working relationships.

COVID-19 pandemic brought changes in the HEIs workplaces that require alternative new work strategies to be responsive to this current situation. Although very limited research about HEIs under this situation, here are some ways that can be applied as well as create meaningful organizational health and viability, action must be taken at all levels.

1. Invite the attention of the top management and policymakers to take measures to improve the level of organizational trust and commitment to increasing the faculty members' perception of integrity that may lead to improved productivity that is relevant to online education.
2. Create transparency and encourage open communication that will allow faculty members to share their ideas and suggestions are being considered. This would foster a sense of trust and confidence that will allow them to improve their work productivity. Likewise, emphasize trust within the organization by cascading clear communications with information and decisions.
3. Demonstrate care and concern for the employees and the organization. Foster positive relationships to gain faith with their superiors and other members of the organization.
4. Maintain good work ethics that assures employees of equal opportunities for their career advancement.
5. Trust on how the faculty members take care of their work, and provide constructive feedback regularly, this helps build certainty and confidence at work. Give chances to build cooperation and confidence in their organization.
6. Provide the faculty members with the support and resources they need so that they will be empowered to discover new ways to apply technology and other tools to achieve their work more productively.

Furthermore, the limitations of the study in which the sampled respondents were concentrated on the HEI's only covers faculty members at the collegiate level. Other academic sectors including basic and senior high school education levels as well as non-teaching personnel could be considered as respondents for future research endeavors to measure a wider scope of the study.

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