

Harmony in Educational Institution: Management-Employee Union's Shared Responsibility

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Abstract

The principle of shared responsibility is the key to harmony and cooperation between recognized employees' union and management of the university. This study was conducted to analyze the attitude of the members of Wesleyan University Philippines-Faculty and Staff Association (WUPFSA) towards their union. Through the use of descriptive correlational research method, survey questionnaires, interviews, and cross-examination of secondary data, the study was able to: a) describe variables such association-demographic profile of the members, employees' attitude towards union's role, as well as problems encountered through the years; and b) determine the significant relationship between the socio-demographic profile of the employees and their attitude towards the association. The study also found out

that the positive attitude of the employees towards the union is attributable to the commitment of the officers in the discharge of their duties and responsibilities. The positive attitude of members towards the management not only strengthens the union but also promotes peace and harmony within the educational milieu significantly boosting the morale of employees and generating activities which fosters academic excellence.

1. Introduction

Labor union is a duly recognized association or legitimate organization of employees who are formed to represent their collective interests in negotiations with their employers. (Kochan, n.d.; Turner, Wever, & Fichter, n.d.) It is established to pursue collective workplace goals like protecting the rights and privileges of employees such as wages, hours of work, fringe benefits, job security, and working condition. (Craver, n.d., Vettori, MS 2005) The union's basic concern is to protect the legal rights of employees. In return, the employees commit themselves towards the advancement of their professional, economic and social welfare. (Cox, 1955; Weiler, 1982)

In the Philippine educational setting, faculty and staff who wish to be part of a recognized union are oriented on the principles and guidelines governing the operations of the organization and on their duties and responsibilities as members. (McKay, 2006; Smith, n.d.) On top of being recognized as union member, incentives, security of tenure, and programs tailored-fit to meet their needs encourages the employees to be more productive and to participate on the realization of goals of the organization. Higher productivity and cohesion of the organization in general creates an enabling environment for educational excellence and on the promotion of the welfare of the members. It is for this purpose that this study was conducted. To measure and establish the relationship between the attitudes and belief of employees and the success and problems encountered by the Wesleyan University-Philippines Faculty and Staff Association (WUPFSA), the accredited representative of rank-and-file employees of Wesleyan University-Philippines an autonomous university in Nueva Ecija and its implication to academic peace.

The Wesleyan University-Philippines Faculty and Staff Association has been operating since 1989 and since then, has already received various awards in both local, regional, and national level because of its initiatives for the welfare of the members. Through the years, the organization treated its members as the most important resource. Hence, it sponsors activities which boost and maintain high morale and satisfaction of its members and the people behind the management.

In spite the benefits of having a union to look after the good of the members under its umbrella, unions occasionally face challenges which tests their staying power. With today's modern economy the growth of non-standard forms of employment or jobs which are not regular, full-time, or under a single employer also put the sustainability of union operations to the test. (Kallerberg, et. al, 2000)

Work is an essential human activity in society. (Krahn, Hughes, & Lowe, 2010) It transforms people, sustains organizations, and empowers nations. (UNDP, 2008) Work gives meaning

and is an expression of one's feelings, thoughts, and full humanity. (Aram, Baxter, & Nutkevich, 2018) It is a source of self-esteem, self-actualization security, and livelihood for a decent life. It is a fundamental right and a good for mankind, a useful good, worthy of man because it is appropriate way to give expression to and enhance human dignity. (Gotfried, 2008; Hoffer, 2012) The high turn-over rate and unavailability of needed resources also hinder the growth of the organization and the maximization of benefits that can be enjoyed by the members.

The union's perspective on employee involvement varies from one organization to another. Nonetheless, the perspective, political will, and the projected plans of the leader set the direction and pace of the union's undertakings. Information about intended programs, or existing programs on the other hand, is communicated to the employees either directly or through informal channels. In the unionized workplace, the members' involvement on the organization's programs is considered under the all-encompassing title of "union-management cooperation". (Cooke, 1990). It is usually necessary for union and management to reach a joint decision on these programs, especially when the programs will affect the terms and conditions of employment (Aquinas, 2009). Along the process, the perception of the members on the actions of the management evolve from adversarial relationship to trusting relationship with the officers as problem-solvers, promoter of peace, and advocate of employee welfare. (Aidt, and Tzannatos, 2001)

In the educational setting, unions usually take the form of Faculty and Staff Union or Associations. They do not only promote the benefit of the rank-and file employees but also take part in the resolution of disputes and issues confronting the welfare of members and the operations of the organization. (Park & Studies, 1994). The extent of the union's contribution may extend to increasing the bargaining and negotiating power of employees to create significant improvement on their working conditions. (Utada & Kyōkai, 1986)

Activities of Faculty and Staff Unions may contribute in the promotion of quality education by encouraging members to become cooperative and responsible. Unions promote the spiritual, moral, professional, economic, social, and educational well-being of the members. It provides information to the employee to fully understand and adapt to changes in the education system so that in the end, employees and management will meet at one common goal for the institution.

The researcher believed that this study would contribute important information to facilitate any apprehension between management and labor union organization in any institution. This study also helps other education sectors on how to address different concerns on labor union specifically the employee.

1.1 Attitudes

The idea of attitude dates back from the time of Empedocles, a fifth century BC Greek philosopher (Legardo and Ina, 2000) which is helpful in understanding the length and nature of debate about basic human psychological process. Another key distinction was made by Wong (2000) as he asserts that even the concept of sadness as bad, exemplifies the formation

of an attitude and its affective nature. Rhine saw attitude as arising from concepts, which are formed through experience. Some studies agree that concepts become attitudes when evaluative aspect is added to them. As a way to understand how various experience combine with mediating responses to form attitudes, models utilizing the classical stimulus and response patterns were developed (Mishel and Walters, 2003). Hence, contribution of studies on attitudes should not be overlooked.

1.2 Educational Millieu and Employees Union

Consistent with the theory of social information processing, (Baltes, Zhdanova, and Parker, 2009) the general workplace environment is assumed to exert a significant influence on the motivation, attitudes, satisfaction and behaviour of the parties to the employment relationship. (Briggs, 2004). In fact, some challenges confronting Higher Education Institutions workplace environment in the Philippines like student organization hazing activities (Gabriel, and Mangahas, 2016), sexual harassment involving students and faculty members (Gabriel and Panahon, 2017), as well as non teaching personnel and workplace bullying (Gabriel, and Gabriel, 2016), could be minimized by informed cooperation and co-governance efforts of employees' union and management. Sustainable competitive advantage which includes academic interest in individualistic and direct employment relations, high performance work systems, and sophisticated human relation management practices are also connected to cooperative employer-union relationships and in social partnerships. (Charlwood and Terry, 2007; Carmelli, 2004) Trust, consultation, and information sharing have also been linked to enhanced organizational commitment, union loyalty, and cooperative employer-union relationships. (Deer and Iverson, 2005)

The performance of a corporate organization, which determines its survival and growth, depends to a large extent on the productivity of its workforce. (Samuel, 2010) According to Hirsch and benefits are important as a reward not only for the job and performance but also for the membership in the organization. Membership rewards were evidence that organizations took a broader view of the employment exchange than was traditionally embodied in compensation administration. Many individual members of labor unions feel that they benefited from collective bargaining. (Vedder and Gallaway, 2002). In a study of Stuart, Martinez, Charlwood and Charlwood (2009), membership rewards in organization were expected to vary with the breath of the organization's view of the employment exchange.

Organizations also differ considerably in what they included in their own definitions, some included legally required benefits and others only the ones that were voluntary (Lineberry and Trumble, 2000). Wright (2010) also believes that some of the differences on what constitutes benefits are a function of whether certain costs were seen as obligations of employers for the social welfare of their employees and not as a reward. According to Turner (2004), union members were experiencing massive changes within workplaces such as globalization, technological change, and deregulation. Several studies which compared union member and non-members, also expressed that unionized workers tend to participate in education and training programs and are more likely to be supported by their employers in

these activities as a consequence of their greater collective bargaining power (Livingstone and Raykov, 2005) Establishing a committed and loyal workforce is also associated with enhanced firm performance through less opportunistic behaviour on the part of employees (Green, 2008). Leadership is another aspect which compels a shift in attitude toward adoption of evidence-based practices (Gregory, 2006).

Benson (2006) also asserts that the management who provides employees training for them to learn new things would further encourage a dedicated and trustworthy workforce and that it must acknowledge each and every employee's specific abilities and ideas to generate productivity and creativity. Encouraging employee empowerment and self-initiative would make employee work in accordance with department goals to sustain quality. According to Loke (2001), employees who receive enough support would feel important and motivated to attain organizational objectives. According to Kaufman (2002), to further address concerns with labor cost and to provide greater incentives for employees, contingent forms of monetary, non-wage compensation must be made available.

Mohan (2010) provided another concept on intrinsic task motivation. It consists of four conditions such as meaningfulness, competence, impact and choice or self-determination. Meaningfulness is the value of the work given with respect to employee ideas. Competence is the ability of an individual to carry out desired job.(Robertson, Callinan, & Bartram, 2003)Impact is the effect of the person's behaviour in organization in relation to achieving goals. Employees in this line of thinking should have full autonomy on their jobs and high involvement in decision- making.To encourage the employees to do better, the management should make the workplace conducive for learning and challenging enough.

1.3 Statement of the Problem

This study sought to analyse the attitude of WUPFSA members towards labor union. Specifically, it sought to answer the following questions:

1. What is the socio-demographic profile of the faculty and staff in terms of:
 - 1.1 age
 - 1.2 sex
 - 1.3 civil status
 - 1.4 religion
 - 1.5 highest educational attainment
 - 1.6 monthly family income
 - 1.7 numbers of years as union member
 - 1.8 classification
 - 1.9 security of tenure

2. How may the employee's attitude towards WUPFSA's role be described in terms of:
 - 2.1 Compensation and Benefits
 - 2.2 Members' Motivation
 - 2.3 Members' Involvement in Union Affairs
 - 2.4 Members' Commitment to the Union
 - 2.5 Members' Responsibility to the Union
 - 2.6 Union's Relationship with Management
 - 2.7 Work-Related Outcomes
3. How may the respondents describe the WUPFSA's concern for:
 - 3.1 members,
 - 3.2 management, and
 - 3.3 students
4. What are the problems encountered by WUPFSA through the years?

Hypothesis

There is no a significant relationship between the socio-demographic profile and employees' attitude towards WUPFSA role.

1.4 Theoretical Framework

To shed additional light on the relationship of beliefs and attitudes on the employees' predictive ability, the study was anchored on the premise of Attitude-belief congruence. The framework asserts that attitudes result from the weight and strength of individuals' beliefs, has stronger predictive abilities than other theories. As expressed in the work of individuals held that attitudes were a result of the overall congruency of the beliefs in an individual. By weighing the beliefs, rather than a straight summation, attitudes were more accurately predicted. Furthermore, developing the idea of beliefs leading to attitudes in which it was attempted to reconcile the inherent disagreement between attitudinal models utilizing an irrational model of man and those using rational elements.

Two elements of attitude namely; a) the affective aspect that leads to liking or disliking an object, and b) the belief aspect, which uses cognitive processes to describe the object and its relation to other objects were taken into consideration. The framework, as illustrated in the figure below shows the linkage between attitude and behaviour through sets of positive or negative variables.

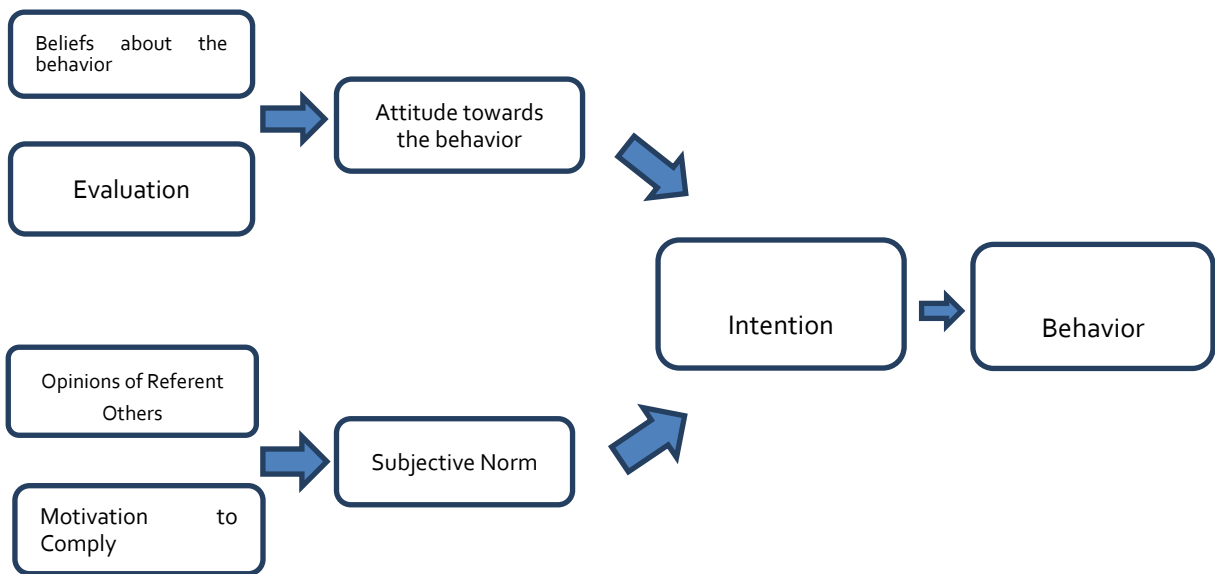


Figure 1. Theoretical Framework of the Study

This model, as applied on the union, has direct implication to an employee’s involvement to WUPFSA. Negative attitude of employees toward the labor union weakens their intentions to perform the behaviors required. This highlights and emphasizes the need to study the employees’ attitudes toward the union and the members’ involvement on the activities and aspirations of their organization. Understanding the interaction of the employee’s beliefs, and how they can influence the formation of specific attitudes, behaviors can also be better understood. Hence, it is necessary to focus on the formation stage, to the compelling factors for the employees’ actual participation and the involvement in the labor union.

1.5 Conceptual Framework

To further illustrate the relationship between the variables which links employees’ socio-demographic profile, attitude, behaviour, on the significance of WUPFSA as labor union. In this study the researcher formulated the conceptual model on Figure 2.

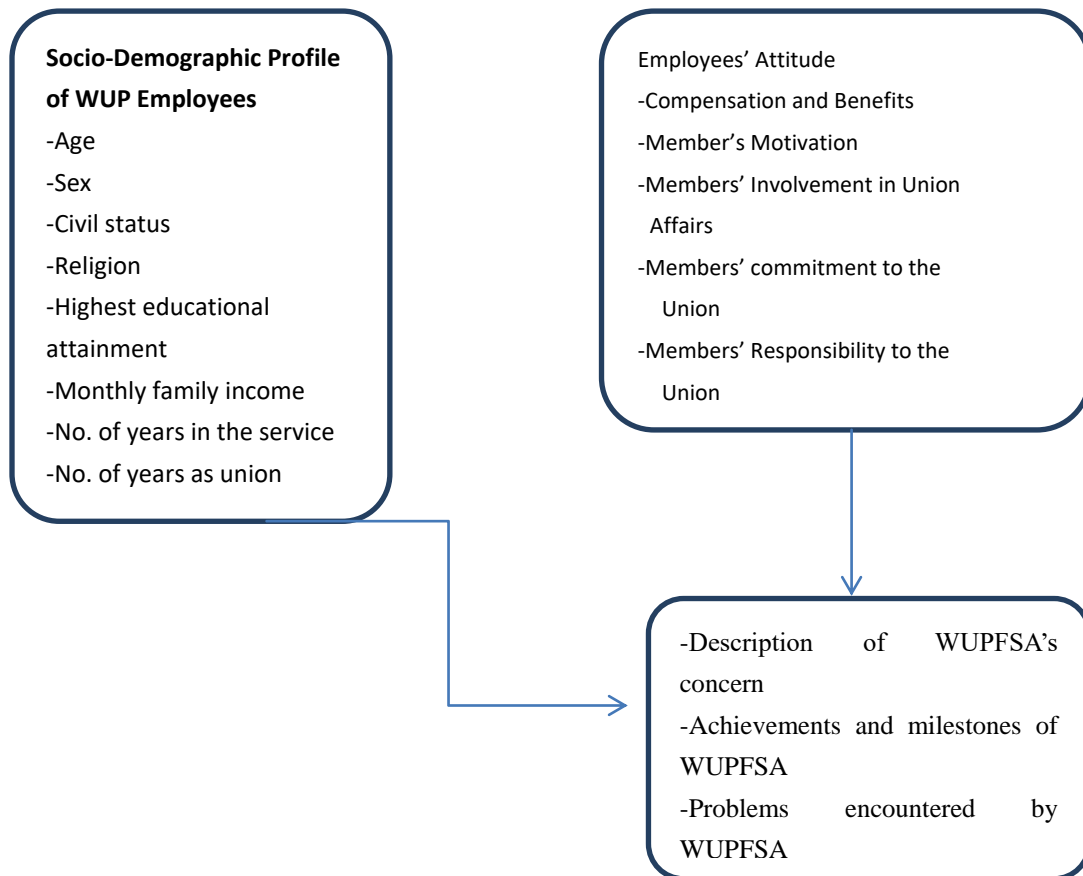


Figure 2. Conceptual Framework used in the Study

The variables in Figure 2 will also be described, measured and analysed throughout the study to validate the hypothesis and the propositions of other earlier studies.

2. Methodology

This study utilized the descriptive correlational method of research which is generally defined as an attempt to describe systematically a situation, problem, phenomenon, service or programme and describes attitudes towards any problem.(Quaranta, 2017) Through the application of this method of research, the relationship between the socio-demographic profile and employees' attitude towards WUPFSA's role will be established in the study.

2.1 Study Locale



Figure 3. Map of the Philippines and Nueva Ecija showing the study locale

2.2 Respondents

The respondents of this study were the 158 Wesleyan University-Philippines' employees from the time the WUPFSA debuted in 1987 up to the time of data gathering. Purposive sampling was used to determine respondents through the following criteria: (a) employee of Wesleyan University-Philippines from 1987 to present; b) has been employed for at least 6 months; c) member of WUPFSA; and d) willing to participate on the study.

2.3 Instrument

This study used questionnaires and checklists customized based on relevant literatures, studies, and data needed by the researcher. The questionnaire was divided into three(3) parts: Part I draws information on the socio-demographic profile of the respondents; Part II is composed of items checklist about employee's attitude towards labor union's role; and Part III is composed of open-ended questions about the description of WUPFSA's concern for members, management and students; achievements and milestones of WUPFSA, and problems encountered by WUPFSA through the years. The responses to each item were evaluated according to a 4-point Likert scale as with the following measurement and verbal interpretation: 3.25-4.00 (Strongly Agree), 2.50-3.24 (Slightly Agree), 1.75-2.49 (Slightly Disagree), and 1.00-1.74 (Strongly Disagree).

Personal interviews with some of the past presidents and collection of secondary data were conducted to trace and analyze the establishment and continuous development of the union.

3. Results and Discussion

3.1 Socio-demographic Profile of the Respondents

The summary of socio-demographic profile of the respondents was presented on Table 1. The profile of respondents are relevant in the study since the results will be cross-matched to have an in-depth analysis on to how these variables contribute to the formation of positive or

negative employee attitude towards the union.

Table 1. Socio-Demographic Profile of the Respondents

Age	f	%
21 to 28	16	10.13
29 to 36	45	28.48
37 to 44	56	35.44
45 to 52	27	17.09
53 to 60	14	8.86
	X 39.03	Sd=8.54
	Total 158	100
Sex	f	%
Female	99	62.87
Male	59	37.3
	Total 158	100
Civil Status	f	%
Married	127	80.4
Single	31	19.6
	Total 158	100
Years as Union Member	f	%
Less than a year	3	1.90
1 to 8 years	79	50.00
9 to 17 years	57	36.08
18 to 25 years	13	8.23
26 to 35 years	6	3.80
	Total 158	100
Classification	f	%
Faculty	99	62.66
Non-teaching	59	37.34
Security of Tenure		
Contractual	2	1.27
Non-tenured	26	16.45
Permanent	130	82.28

In terms of age, most of the respondents (35.44%) are between 37-44 years old followed by 29-36 years old with 28.48% which indicates that the respondents have average length of tenure in the institution. Nonetheless, there are still 8.86% of the population under the age bracket of 53-60. This age group likewise provided rich information on the activities of the union because of the extensiveness of their experience given the long years of experience.

Seventy nine (50.00%) of the respondents have been union members for 1-8 years while only 6 (3.80%) said they have 26 to 35 years of membership to the union. It can be noted that most members are new to the organization.

In terms of classification, 99 (62.66%) of the respondents were faculty and 57 (37.34%) were staff. This indicates that more faculty join the union and that they are more engaged in the union activities because they benefit from them.

3.2 Employees' Attitude

3.2.1 Compensation and Benefits

Table 2 shows the employees' attitude towards labor union's role in terms of compensation and benefits. The overall weighted mean was $\bar{x} = 3.16$ which showed slight agreement. These results implied that the respondents believe that compensation and benefits are prioritized by the union although the degree of agreement was not very strong.

Table 2. Compensation and Benefits

Compensation and Benefits	WM	Verbal Description
1. Union members generally get rewarded When they perform their jobs well.	3.16	Slightly agree
2. The union is willing to put in a great deal of effort to be financially successful.	3.28	Strongly agree
3. The union cares about the compensation of its members.	3.44	Strongly agree
4. Union members' understand their benefits received through the union.	3.37	Strongly agree
5. The member is satisfied with his/her benefit package given by the union.	3.35	Strongly agree
6. The member does get enough benefits for the money taken by the union for dues.	2.65	Slightly agree
7. A union member has more security than most members of management.	2.91	Slightly agree
Average Weighted Mean	3.16	Slightly Agree

Legend: 3.25-4.00 Strongly Agree; 2.50-3.24 Slightly Agree; 1.75-2.49 Slightly Disagree; 1.00-1.74 Strongly Disagree

Respondents strongly agreed that the union cared about the compensation of its members ($\bar{x}=3.44$); members understood the benefits received through the union ($\bar{x}=3.37$) and union members were satisfied with their benefit package given by union ($\bar{x}=3.35$). Respondents' responses showed that they trusted union in terms of compensation and benefits because it could be given to all members fairly and equally.

This study revealed that non-wage forms of compensation were monetary and non-monetary items used to attract, retain and motivate. The union really cared about the improvement of each member whether in personal or professional aspect. The study of Budd and McCall (2004) indicated that non-wage compensation included profit-sharing payments, lump-sum bonuses, stock options, and other forms of contingent compensation.

3.3 Members' Responsibility with the Union

Table 3 revealed that union members slightly agreed to member's responsibility to the union ($\bar{x}=3.21$) Results implied that the respondents stood to what the contract was stipulated. Yet, the degree of agreement was not very strong.

The respondents strongly agreed that it was every members duty to know exactly what the contract entitled him/her ($\bar{x}=3.41$); that it was every union members' responsibility to see to it that the management lived up to all the terms of contract ($\bar{x}=3.38$); and they agreed with union's policies on important matters relating to its members ($\bar{x}= 3.32$). They believed that they needed to check and observe if what the union officers and administrators were implementing that was written in the contract. They were open to union's policies regarding its members but still it could depend on what the contract required.

Table 3. Members' Responsibility to the Union

Members' Responsibility to the Union	WM	Verbal Description
1. It is every members duty to know exactly what the contract entitles his/her	3.41	Strongly agree
2. It is every union member's duty to help another worker using the grievance procedure.	3.30	Strongly agree
3. It is every member's responsibility to see to it that management "lives up to" all the terms of Contract.	3.38	Strongly agree
4. The Union's problems are my problems.	3.14	Slightly agree
5. I agree with union's policies on important matters relating to its members.	3.32	Strongly agree
6. Members paid monthly dues to continue union's operations.	2.75	Slightly agree
Average Weighted Mean	3.21	Slightly agree

Legend: 3.25-4.00 Strongly Agree; 2.50-3.24 Slightly Agree; 1.75-2.49 Slightly Disagree; 1.00-1.74 Strongly Disagree

3.4 Members' Commitment to the Union

Table 3 shows that union members slightly agreed in terms of members' commitment with an overall weighted mean of $\bar{x}=2.98$. Data divulged that the respondents showed loyalty and trust truthfully with union and being a member of union was a factor influencing an employee to stay in the institution until the rest of time in spite the weak degree of agreement.

Table 4. Members' Commitment to the Union

Members' Commitment to the Union	WM	Verbal Description
1. Based on what I know and what I believe, I plan to be a member of the union on the rest of the time I work in this University	3.40	Strongly agree
2. Members of this local are expected to have a strong personal commitment in the Union	2.99	Slightly agree
3. I would accept almost any type of job assignment in order to keep working for the Union	2.70	Slightly agree
4. There's too much to be gained by sticking with union definitely	2.92	Slightly agree
5. I always share to others that membership in labor union makes me committed to the job.	3.18	Slightly agree
6. I feel very loyal towards union.	3.50	Strongly agree
7. It would take some chances in member's present circumstances to cause him/her to leave the union	2.87	Slightly agree
8. I would do any special work to help the union	2.73	Slightly agree
Average Weighted Mean	2.98	Slightly agree

Legend: 3.25-4.00 Strongly Agree; 2.50-3.24 Slightly Agree; 1.75-2.49 Slightly Agree; 1.00-1.74 Strongly Disagree

The respondents strongly agreed that they felt very loyal towards union ($\bar{x}=3.50$) and based on what they knew and what they believed, they planned to be a member of the union until the rest of the time they worked in the university ($\bar{x}=3.40$). Despite the difficulties and various challenges that happened to union in the past they are committed and loyal because they have proven in the past, the perseverance, diligence and commitment given by the officers for fighting for the privileges of the members in consideration to the present status of the institution. Although the respondents slightly agreed that they always shared to others that membership in labor union made them committed to the job ($\bar{x}=3.18$). They were voluntarily participating to express their commitment to the union.

4. Union's Relationship with Management

The respondents slightly agreed in members' responsibility to the union with an overall weighted mean of $\bar{x}=2.95$. Table 4 revealed that union had a good relationship with the administration.

Table 4. Union's Relationship with Management

Union's Relationship with Management	WM	Verbal Description
Most union members have more influence on their supervisors than they think they do	2.26	Slightly agree
The union supports the university management programs	3.16	Slightly agree
Every union members must be prepared to take the time and risk of filing a grievance	2.93	Slightly agree
The pace of the work in union enables members and university management to do a good job	3.01	Slightly agree
Members and administrative policies are aligned together	3.13	Slightly agree
The institution gains more from the union	2.66	Slightly agree
Members support the management of the institution in all undertakings	3.10	Slightly agree
The private school would use union member's involvement to strengthen the institution	2.94	Slightly agree
The union does give any benefits to the management	2.91	Slightly agree
Average Weighted Mean	2.70	Slightly agree

Legend: 3.25-4.00 Strongly Agree; 2.50-3.24 Slightly Agree; 1.75-2.49 Slightly Agree; 1.00-1.74 Strongly Disagree

The union members slightly agreed that the union supported the management programs (\bar{x} =3.15); that union members and administrative policies were aligned together (\bar{x} =3.13) and members of union supported the management of the institution in all undertakings (\bar{x} =3.10).

It shows that the union supports the university management and vice versa. Despite the weak agreement between variables measured, there was a mutual understanding between the union and administration, and it all boiled down to the employee's participation and job satisfaction.

Table 5. Summary of Employees' Attitude

	Rank	WM	Verbal Description
1. Compensation and benefits	2	3.1	Slightly Agree
2. Members' Responsibility to the Union	1	3.2	Slightly Agree
3. Members' Commitment to the Union	3	3	Slightly Agree
4. Union's Relationship with Management	4	4	Slightly Agree

Legend: 3.25-4.00 Strongly Agree; 2.50-3.24 Slightly Agree; 1.75-2.49 Slightly Agree; 1.00-1.74 Strongly Disagree

The summary of the employees' attitude towards the union's role indicates that members put

high regard on the members' responsibility on the union, hence the top rank. With a weighted mean of $\bar{x}=3.2$ and with a verbal description of slightly agree. This result verified that members gave highest importance to their duties and responsibilities which mean that they were willing to be a member of the union for the rest of their stay in the institution. This was followed by compensation and benefits which was ranked as number 2 with a weighted mean of $\bar{x}=3.1$ and with a verbal description of slightly agree. The results entailed that employees' gave high importance to the compensation and benefits they were enjoying and receiving through union.

5. Relationship Between the Socio-demographic Profile and Employees' Attitude Towards Union's Role

The Table reveals that compensation and benefits were related to years in service (.156*) at significance. It implies that as the union members' years lengthened, there was also a significant increase in compensation and benefits because more skills were gained and credentials were improved by the members which were used for Basic Compensation Scheme (BCS).

Table 6. Significant Relationship Between the Socio- demographic Profile and employees' Attitude Towards Union's Role

	Compensation and Benefits	Members' Responsibility	Members' Commitment	Union's Relationship with Management
Sex	-0.052	0.005	-0.044	-0.084
Civil Status	0.043	0.043	-0.092	-0.148
Age	-0.01	0.047	-0.039	-0.058
Years as Union Member	.156*	-0.026	-0.113	-0.149
Classification	0.136	0.799	0.974	0.898

*Correlation is significant at the 0.05 level (2-tailed)

Compensation and benefits are affected depending on the experiences of the respondents as to their years as union member. Longer years of staying in a private school meant higher compensation and benefits of the respondents. Management relationships and union benefits motivate the employees to support and be committed with the union. As the employees' support the management from planning, decision making and implementation, goals of the union and the institution will be achieved significantly.

6. Conclusion

Belonging to mature age bracket and married union members in a private school are most capable on deciding for them and responsible in regards with their actions and decisions. The perception they shared with the role of the union to the organization reflected it.

The compensation and benefits received by the union members were aligned with the global union standard. Members were aware of their legal right of being properly compensated and receive equal benefits through the union. Similar with what was illustrated in the study of Ittners and David (2002) wherein major employees' benefits included employer-provided health insurance and pension plans as well as vacation and sick days, life and disability insurance, paid holidays, dental insurance, educational and legal assistance, and myriad other items, the rank and file of the private institution also receive employer-provided benefits.

It is every member's responsibility to fully understand what is entitled to him /her through the contract. Union members should be responsible on supporting all the meetings, programs and activities of the union especially in the making decisions. They treat each other as one family who cares and helps everyone. Employees need to have a positivistic attitude and path in union.

Members' commitment and union satisfaction were distinct attitude constructs and were associated with different independent variables given the degree of commitment and loyalty of union members towards union was fundamentally linked to the way in which members' attitude at the workplace, as well as the agency considerations that underpinned the relationship between the members and the institution. The implication of employees' dedication and loyalty for financial performance and productivity of union were significant on the relationship between employees' commitment and job performance. The employees with a strong affective commitment continued employment with the organization because they wanted to do so as what the members of union strongly agreed.

The union's relationship with the management involves negotiation, reconciliation, arbitration and suits in the courts as well as strikes and processions for achieving objectives of securing benefits for workers. In other countries unions achieved improvement through collective bargaining on pay, working hours, fringe benefits and in-house welfare programs. Like in the case of the union, a Collective Bargaining Agreement was developed and implemented so that the management could hear the voice of the employees, at the same time; members could understand the status of the institution. The value of collective action initiated by unions for attaining common objectives was now widely recognized by a broad spectrum of interest groups (Jose, 2000).

Knowing exactly what union is all about, members are willingly and cooperatively performing their roles and duties as an important component of the union. Members are aware and satisfied with the compensation and benefits with the help of the union. It adds some motivation and drive to stay longer to the union. According to Hirsch and Schumacher (2000) benefits were significant as a reward for the job and performance, most, the membership of the organization. The employees are aware that benefits will be given to the employees on the basis of being members of the organization, and not on the basis of the job performance.

7. Recommendations

Reflect positive perception on the union's role vis-à-vis determination of what their legal

rights, responsibilities and privileges are. This goal perception develops and maintains a continuing harmonious relationship between the management and the union which benefits the members as well as the institution.

The longer the members participate and cooperate with the union, the more benefits they reap, and become professionally prepared.

Recognition of the role and responsibility of the union contributes to the drives of the employees of the private institution on providing quality education. Understanding the essence of union's existence and being committed of the members of the union promotes the vision, mission and goal of the institution towards excellent educational services.

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