Innovations

Organizational Culture and Commitment among the Academic Staff of Teacher Education Institutions: The Case of Northwest Samar State University, Philippines

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Abstract

The interplay of organizational culture and commitment are critical factors influencing the attainment of organizational aims. Employing descriptive-correlational research design, this study describes organizational culture and commitment among the faculty of College of Education of Norwest Samar State University. Data were collected through online survey form and subjected to SPSS software for analysis. Result showed they have strong we-centric orientation in the culture of sharing and reinvention. However, female faculty members exhibited lower levels of observed culture of inclusion compared to males. Age and specialization have influenced their perception on culture of inclusion and sharing. The overall organizational commitment of the respondents was moderate, with individual scores indicating slightly lower continuance commitment. This means that they are more likely to stay with the organization because of their emotional attachment to it, but they are less likely to stay because of the perceived benefits of leaving. To improve continuance commitment, the organization my enhance job security, provide development opportunities, empower employees, and support work-life balance. Furthermore, not all dimensions of organizational culture significantly affected organizational commitment. However, culture of wondering and reinvention had an impact on continuance commitment, indicating that leaders should create an environment that encourages curiosity and innovation to reduce turnover. Additionally, the culture of appreciation significantly influenced normative commitment, suggesting that appreciation should be practiced but not excessively to maintain its effectiveness. Overall, the study found moderate positive relationship between organizational culture and job commitment, emphasizing the importance of strong organizational culture in fostering commitment among academic staff.

Keywords: organizational culture, organizational commitment, job commitment, organizational management, teacher education institutions

1. Introduction

In the dynamic landscape of higher education institutions, the role of organizational culture as a promoter of employee commitment and engagement has received considerable attention. The academic staff, consisting of dedicated educators and researchers, plays a key role in shaping the quality of education and the overall success of the institution. Maintaining and achieving quality products and customer satisfaction are two important factors for the successful enterprise of any organization (Kondalkar, 2007). Organizational culture is very important for organizational progress because it affects employee engagement. When the culture of the organization is flexible, it provides a work environment for employees where they can work easily and independently without being burdened. Every organization wants employee involvement because it is very important for the effectiveness of the organization. In this context, understanding the impact of organizational culture on work engagement becomes crucial to ensure the well-being and effectiveness of academic staff.

Organizational culture is a crucial factor in an organization's survival, forming the foundation of its hierarchical structure. It encompasses the common norms, values, and behaviors that define the work environment within an institution (Robbins et al. 2018). It influences how people behave, think, and feel about their work and the company. The shared meaning system and common social behaviors within an organization set it apart from others. It can have a strong or weak dominant culture and a subculture, with the culture dictating what its members would do (Lok et al. 2005; Rosenthal &Masarech, 2003). Organizational culture is crucial for defining an organization's identity and serves as a form of "social control" among its members (Cheung et al., 2011). According to Graham et al. (2017), 91% of executives believe their company's culture is essential, and 78% consider it one of the top three factors affecting the value of their business. Culture is the collective body of knowledge held by members of a specific organization, which requires investment to obtain. It affects an organization's effectiveness and improves worker performance, as noted by Zia et al. (2022).

According to Johnson et al. (2016), organizational culture has a significant impact on an organization's success and failures because it provides employees with a framework for reality that enables them to assess what is important for the organization and for themselves, as well as what is irrelevant to the organization. Thus, a shift in organizational culture is frequently required for a strategy change to be successful, such as one towards greater sustainability (Kucharska&Bedford 2021). According to Sharma and Aparicio's (2022) study, employees' perceptions and intentions regarding adhering to the organization's information security policies are influenced by the culture of the organization. Haffar et al. (2022) reveals that employee self-efficacy and personal valence serve as complete mediators in the relationships between affective commitment and group culture adhocracy during an organizational change.

One of the most important components of organizational success in the study of organizational behavior is job commitment. It takes into consideration the psychological commitment and attachment that workers have to their jobs, as demonstrated by their job satisfaction, loyalty, and discretionary effort (Arora et al., 2021). Employee engagement with the company is thought to rise as a result (Rocha&Honorario,2016). The Organizational Commitment Model by Meyer and Allen (1991) divides it into three dimensions: affective, continuance, and normative (Carvalho et al. 2018). According to Abid Alvi et al. (2014), affective commitment is the term used to describe an employee's emotional attachment and positive thoughts and reactions toward the organization in any given circumstance. Here, the worker's attachment to the company stems from the financial, social, and even psychological challenges he would face if he were to leave; in other words, his permanence is determined by the sacrifices he would have to make if he were to leave (Carvalho et al. 2018). According to Rocha andHonorario(2016), normative commitment is the term used to describe how an employee feels about their organization, as well as their loyalty and commitment to the organization and to their work.

Job commitment is a crucial aspect of organizational success, influencing employee satisfaction, loyalty, and discretionary effort (Arora et al., 2021). This commitment is influenced by the Organizational Commitment Model by Meyer and Allen (1991), which divides it into three dimensions: affective, continuance, and normative (Carvalho et al., 2018). Abid Alvi et al. (2014) define affective commitment as an employee's emotional attachment and positive thoughts towards the organization, influenced by financial, social, and psychological challenges they would face if they left (Carvalho et al., 2018). Rocha et al. (2016) define normative commitment as an employee's feelings about their organization and their loyalty and commitment to the organization and their work.

Organizational culture, which includes beliefs and values, influences personnel management, management style, benefits, and career plans, all of which impact job commitment. Studies have explored the relationship between organizational culture and other dimensions, such as corporate strategy and sexual harassment. Habib et al. (2014) found that organizational culture significantly influences employee commitment, work satisfaction, and retention. Awan and Mahmood (2010) found that librarians in Pakistani universities with strong work ethic but stagnating careers were less satisfied. Putriana et al. (2015) found a positive relationship between job satisfaction and organizational commitment, indicating that organizational commitment and job satisfaction are significant predictors of job performance.

Northwest Samar State University's College of Education has experienced three turnovers in the last year. Despite given with better opportunity, many still considering leaving the organization leading to concerns about job commitment among academic faculty. This research paper aims to fill a knowledge gap and contribute to existing academic literature on organizational behavior by exploring the relationship between organizational culture and job commitment among

academic staff at NWSSU. Examining the factors that shape organizational culture and their impact on job commitment is vital in the enhancement of employees' engagement towards the actualization of its mission.

2. Objectives

The study explores the correlation between organizational culture and commitment among academic staff at Northwest Samar State University. It aims to understand the respondents' profile, perception of the university's organizational culture, and whether there is a significant relationship between their profile and organizational commitment. The study also investigates the level of commitment among the respondents and whether there is a significant relationship between their perceived organizational culture and their level of commitment.

3. Methodology

This study uses a descriptive correlational research design to examine the relationship between organizational culture and job commitment, focusing on differences between groups or conditions to explore potential variations. This study involved 33 faculty members from Northwest Samar State University's College of Education, with only 27 willingly participated. Data was collected through an online survey questionnaire with three sections: Respondent Profile, Organizational Culture (adapted from Tiu, 2010), and Job Commitment (Owan et al. 2020). The organizational culture domain included Culture of Inclusion, Culture of Appreciation, Culture of Striving, Culture of Sharing, Culture of Wondering, Culture of Developing, and Culture of Reinvention. Job commitment was considered affective, continuous, and normative commitment. The research adhered to ethical principles such as honesty, objectivity, integrity, carefulness, openness, confidentiality, non-discrimination, competence, and legality (Shampoo & Resnik, 2015). Participants were informed of the study's objectives and the findings. The collected data were analyzed using SPSS software at the .05 level of significance, using statistical tools such as frequency, percentage, weighted mean, Pearson-Product Moment Correlation Coefficient, and ANOVA.

3. Results and Discussion

The acquired data were analyzed using SPSS software and the outcome can be found in this part. Discussion of the finding was also presented.

3.1 Profile of the Respondents.

As shown in Table 1, majority of respondents (37.00%) are under the age of 30, and the majority are female. Nine (33.30%) have doctorates and one (3.70%) has a bachelor's degree. Master's degree holders are required to teach in higher

education by the Civil Service Commission (CSC) and the Commission on Higher Education (CHED). When combined with MA candidates, it accounts for more than 14 (25.93%) of the respondents. To obtain a permanent position, these respondents must complete their master's degree. In this situation, the majority of them work as instructors for five years or less. Furthermore, the majority of them are Science and English expert.

Table 2 revealed that a moderately positive relationship between sex and academic rank, $r(25) = .456$, $p < .017$. Comparison to male, female rank considerably higher academically. Additionally, age and years in service [$r(25) = .573$, $p < .002$], academic rank r [$(25) = .446$, $p < .020$], and highest educational qualification [$r(25) = .478$, $p < .012$], all show a somewhat positive correlation. This indicates that a respondent's years in service, educational attainment, and academic rank all increase with age. The highest level of education is strongly positively correlated with years of service [$r(25) = .652$, $p < .000$,] and academic rank [$r(25) = .772$, $p < .000$,]. Additionally, there is a somewhat negative correlation between it and specialization/expertise [$r(25) = -.422$, $p < .029$]. This indicates that the educational attainment, academic rank, and years in service are lesser than those of English, Math, and Science. Finally, there is a strong positive correlation [$r(25) = .840$, $p < .000$] between years in service and academic rank.

Table 1
Demographic Profile of the Respondents

	Categories	f	%	Cumulative Percentage
Sex	Male	12	44.40	44.40
	Female	15	55.60	100.00
	Total	27	100.00	
Age	51-60 yrs. Old	1	3.70	3.70
	41-50 yrs. Old	7	25.93	29.63
	31-40 yrs. Old	9	33.33	62.96
	Below 30 yrs. Old	10	37.04	100
	Total	27	100.00	
Highest Educational Qualification	Post-Doctorate	0	00.00	00.00
	Doctorate Degree	9	33.33	33.33
	Doctorate Degree Candidate	6	22.22	22.22
	Master's Degree	5	18.52	74.07
	Master's Degree Candidate	6	22.22	96.29
	Bachelor's Degree	1	3.71	100.00
	Total	27	100.00	
Academic	College/University	0	00.00	00.00

Rank	Professor			
	Professor	0	00.00	00.00
	Associate Professor	6	22.22	22.22
	Assistant Professor	6	22.22	44.44
	Instructor	15	55.56	100.00
	Total	27	100.00	
Years in Service	21-25 years	1	3.70	3.70
	16-20 years	3	11.11	14.81
	11-15 years	3	11.11	25.92
	6-10 years	7	25.93	51.85
	5 years and below	13	48.15	100.00
	Total	27	100.00	
Expertise/ Specialization	Elementary Education	4	14.81	14.81
	English	5	18.52	33.33
	Filipino	3	11.11	44.44
	Mathematics	3	11.11	55.55
	Physical Education	2	7.41	62.96
	Science	5	18.52	81.48
	Social Studies	2	7.41	88.89
	Technical-Vocational Education	2	7.41	96.30
	Values Education	1	3.70	100.00
	Total	27	100.00	

Table 2

Test of Relationship among the Profile Variables

Profile Variable		Sex	Age	Highest Educational Attainment	Academic Rank	Years in Service	Specialization
Sex	Pearson Correlation	1	.301	.319	.456*	.354	.206
	Sig. (2-tailed)		.127	.105	.017	.070	.302
	N	27	27	27	27	27	27
Age	Pearson Correlation	.301	1	.478*	.446*	.573**	-.039
	Sig. (2-tailed)	.127		.012	.020	.002	.848
	N	27	27	27	27	27	27
Highest Educational Attainment	Pearson Correlation	.319	.478*	1	.772**	.652**	-.422*
	Sig. (2-tailed)	.105	.012		.000	.000	.029

	N	27	27	27	27	27	27
Academic Rank	Pearson Correlation	.456*	.446*	.772**	1	.840**	-.376
	Sig. (2-tailed)	.017	.020	.000		.000	.053
	N	27	27	27	27	27	27
Years in Service	Pearson Correlation	.354	.573**	.652**	.840**	1	-.357
	Sig. (2-tailed)	.070	.002	.000	.000		.067
	N	27	27	27	27	27	27
Expertise/ Specializati on	Pearson Correlation	.206	-.039	-.422*	-.376	-.357	1
	Sig. (2-tailed)	.302	.848	.029	.053	.067	
	N	27	27	27	27	27	27
*. Correlation is significant at the 0.05 level (2-tailed).							
**. Correlation is significant at the 0.01 level (2-tailed).							

The study by Santos and Dang Van Phu (2019) found that women are generally lower academically compared to men in UK universities, despite a large population. According to Bautista (1991), UP Diliman males have a higher rank than female mentors, even if they are younger and have similar mean years of service. This difference may be due to better academic preparation. In the College of Education of Northwest Samar State University, females have higher academic ranks due to higher educational qualifications and longer service tenure. Their diligencein enrolling in doctorate and post-doctoral studies, leading to higher academic ranks. There is also a disparity in the highest educational qualifications, with many doctorate graduates in English, Science, Mathematics, and Filipino, while others are still working on their masters and doctorate degrees. Doctorate graduates have a wide range of educational backgrounds, with many concentrating on English, Science, Mathematics, and Filipino, while others are still pursuing master's and doctorate degrees.

3.2 Perceived Organization Culture of the Academic staff inCollege of EducationNorthwest Samar State University

As shown on Table 3, respondents observed We-Centric orientation in all dimensions of organizational culture. Respondents culture of sharing and reinvention (n=12, N=27, 44.4% strongly WE-centric) are mostly observed by the academic staffs of the College of Education.

Table 3
Perceived Organizational Culture of the Respondents

Dimension		f	%	Cum. %
Inclusion	Strongly WE-Centric	10	37.0	
	Moderately WE-Centric	11	40.7	
	Moderately I-Centric	6	22.2	
	Strongly I-Centric	0	0	
	Total	27	100.00	100.00
Appreciation	Strongly WE-Centric	10	37.0	
	Moderately WE-Centric	10	37.0	
	Moderately I-Centric	5	18.5	
	Strongly I-Centric	2	7.4	
	Total	27	100.00	100.00
Striving	Strongly WE-Centric	11	40.7	
	Moderately WE-Centric	10	37.0	
	Moderately I-Centric	6	22.2	
	Strongly I-Centric	0	0	
	Total	27	100.00	100.00
Sharing	Strongly WE-Centric	12	44.4	
	Moderately WE-Centric	8	29.6	
	Moderately I-Centric	7	25.9	
	Strongly I-Centric	0	0	
	Total	27	100.00	100.00
Wondering	Strongly WE-Centric	9	33.30	
	Moderately WE-Centric	11	40.7	
	Moderately I-Centric	7	25.9	
	Strongly I-Centric	0	0	
	Total	27	100.00	
Developing	Strongly WE-Centric	11	40,7	
	Moderately WE-Centric	8	29.6	
	Moderately I-Centric	8	29.6	
	Strongly I-Centric	0	0	
	Total	27	100.00	100.00
Reinvention	Strongly WE-Centric	12	44.4	
	Moderately WE-Centric	8	29.6	
	Moderately I-Centric	7	25.9	
	Strongly I-Centric	0	0	
	Total	27	100.00	100.00

The organization's culture is characterized by a strong We-centric approach, where everyone is encouraged to learn from and share ideas, utilizing diverse resources and perspectives. This encourages collaboration and progress towards common goals. Additionally, the culture fosters a culture of reinvention, fostering an environment of continuous accomplishment and growth, fostering a sense of unity

and commitment towards the future. Palencia's (2015) study on state universities and colleges in Eastern Visayas found that respondents primarily observed a WE-centric culture, particularly the Culture of Sharing and Reinvention. These practices are believed to be acquired from society and assimilated into the organization. Shahamat and Sardareh's (2017) study suggests that local culture is reflected in school culture, and the organization's culture is a unique identity that aligns with its constituents' regional practices. This suggests that the culture of sharing and reinvention is a regional practice across the Eastern Visayas Region.

3.3 Significant Relationship between Profile of the Respondents and their Perceived Organizational Culture

As shown in Table 4, data revealed that among the variables, only sex and culture of inclusion, r (25) = -.417, p < .031 has a moderate correlation. Furthermore, One-way ANOVA demonstrated that the effect of sex was significant for culture of inclusion in the organization F(1, 25)= 5.250, p= 0.031. Using the Means Plot (Figure 1), male have higher means for culture of inclusion than female. This means that male perceived a more inclusive culture than women. This is consistent with the findings of Garca-González et al. (2019), who discovered that women perceived more inequality (particularly gender inequality) than men. Males have historically and culturally held top management positions, which may lead them to believe that they are more involved in decision-making. According to Tinklin et al. (2003), despite advances made by females in school education, there are numerous ways in which females remain disadvantaged in school and beyond.
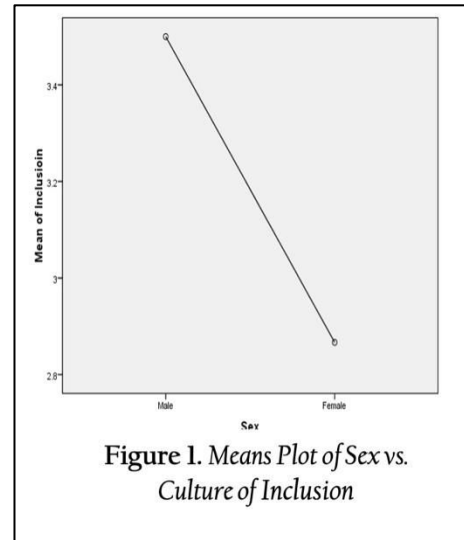

Figure 1. *Means Plot of Sex vs. Culture of Inclusion*

Table 4
Test of Relationship between Profile Variables and Culture of Inclusion

Organizational Culture		Profile Variable					
		Sex	Age	Educational Attainment	Academic Rank	Years in Service	Specialization
	N	27	27	27	27	27	27
Inclusion	Pearson Correlation	-.417*	.286	-.015	.020	.132	-.107
	Sig. (2-tailed)	.031	.147	.940	.921	.512	.594
	N	27	27	27	27	27	27

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

Additionally, the results of a one-way ANOVA showed that age had a significant impact on an organization's culture of striving $F_{(3, 23)} = 3.391$, $p = 0.035$) and sharing $F_{(3, 23)} = 2.891$, $p = 0.057$ as displayed in Table 6. As shown in Figure 2, culture of striving is at peak between ages 31-40 years old and considerably lower for senior participants. Same pattern is observed with culture of sharing. Key in understanding this is the generational differences of the academic staff. Different generations often have distinct values, beliefs, and attitudes shaped by their experiences and societal influences (Stern, 2002). Generational differences in academic staff, influenced by experiences and societal influences, can impact how individuals perceive and engage with inclusion and sharing concepts. The Millennial Generation, aged 31-40, is more likely to tolerate differences than previous generations, according to Stern (2002).

Figure 2. *Means Plot of (a) Age vs. Culture of Striving and (b) Age vs. Culture of Sharing*

Table 6
Test of Difference Between Age and Organizational Culture of Striving and Wondering

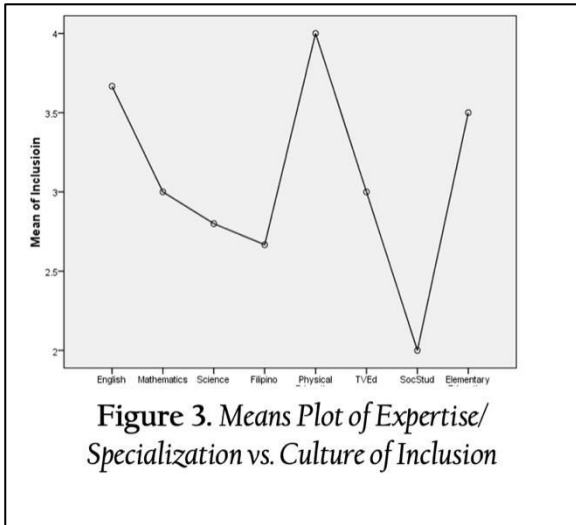| ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Striving	Between Groups	5.111	3	1.704	3.391	.035
	Within Groups	11.556	23	.502		
	Total	16.667	26			
Sharing	Between Groups	5.111	3	1.704	2.891	.057
	Within Groups	13.556	23	.589		
	Total	18.667	26			

Figure 3. *Means Plot of Expertise/ Specialization vs. Culture of Inclusion*

Data also revealed that expertise/ specialization was significant for culture of inclusion [$F(3, 23)= 2.647$, $p = .043$] as shown in Table 7. According to Means Plot in Figure 3, culture of inclusion is significantly higher in Physical Education, English, and Elementary specialists and extremely low for Social Studies specialists. Lopez-Lopez et al. (2021) found similar significant variations in teachers' perceptions of inclusion based on their subject specialization. Those specializing in religion and art have a more favorable perception due to their personal and professional experiences, ideologies, and exposure to diverse contexts. Social studies experts had a low perceived culture of inclusion can be associate to their high awareness of inclusiveness (Alexandra et al. 2021). However, experts in different academic fields have varying perceptions due to their personal involvement and specialization.

Table 7

Test of Difference Between Expertise/ Specialization and Organizational Culture

		Sum of Squares	df	Mean Square	F	Sig.
		ANOVA				
Inclusion	Between Groups	7.607	7	1.087	2.647	.043
	Within Groups	7.800	19	.411		
	Total	15.407	26			

3.4 Level of Organizational Commitment of the Respondents

The respondents only have moderate affective (M=3.03, SD= .658) and normative commitment (M=2.88, SD=.575), and slight continuance commitment (M=2.40, SD=.590) as shown in Table 8. Overall, the job commitment of the respondents is moderate (M=2.77, SD= .575). The survey reveals that respondents have moderate emotional attachment to their job and a positive perception of the organization. They feel obligated to remain, but believe leaving the organization is minimally costly, resulting in a slight continuance commitment. Similarly, Bongalonta (2022) revealed that affective and normative factors are more prevalent than continuance commitment among employees at Sorsogon State College Bulan Campus. Irfan et al. (2014) suggests that developing countries are losing faculty members' organizational commitment due to socioeconomic factors and are seeking more lucrative opportunities. To promote stronger commitment, satisfying basic needs and fostering a positive work environment are suggested (Maslow, 1943).

Table 8

Level of Job Commitment of the Respondents

	Weighted Mean	SD	Interpretation
Affective Commitment	3.03	.658	Moderately
Continuance Commitment	2.40	.590	Slightly
Normative Commitment	2.88	.477	Moderately
Overall	2.77	.575	Moderately

As reported in Table 9, result showed that affective commitment of the respondents is significantly correlated affects their continuance commitment, r (25) = .629, p < .000, and normative commitment r (25) = .509, p < .007. Meanwhile continuance commitment affects affective commitment r (25) = .629, p < .000, and normative commitment, r (25) = .480, p < .011. Moreover, normative commitment

statistically affects affective commitment r (25) = .509, p < .007, and continuance r (25) = .480, p < .000.

Table 9
Test of Relationship among the Dimensions of Job Commitment

		Affective	Continuance	Normative
Affective	Pearson Correlation	1	.629**	.509**
	Sig. (2-tailed)		.000	.007
	N	27	27	27
**. Correlation is significant at the 0.01 level (2-tailed).				
*. Correlation is significant at the 0.05 level (2-tailed).				

This supports the findings of Meyer et al. (2002) that three forms of commitment are related but distinct. Employees with strong emotional attachment to an organization are more likely to feel an obligation to stay (normative commitment) and recognize the costs of leaving (continuance commitment). Positive experiences, relationships, and a sense of belonging can increase emotional and affective commitment. Normative commitment can coexist with affective commitment, driven by employees' loyalty and attachment. It may also indirectly influence continuance commitment, as employees with a strong sense of duty may stay with the organization despite perceived higher costs. In the context of College of Education, these dimensions of commitment are strongly interrelated positively.

3.5 Significant Relationship between Profile of the Respondents and their Level of Organizational Commitment?
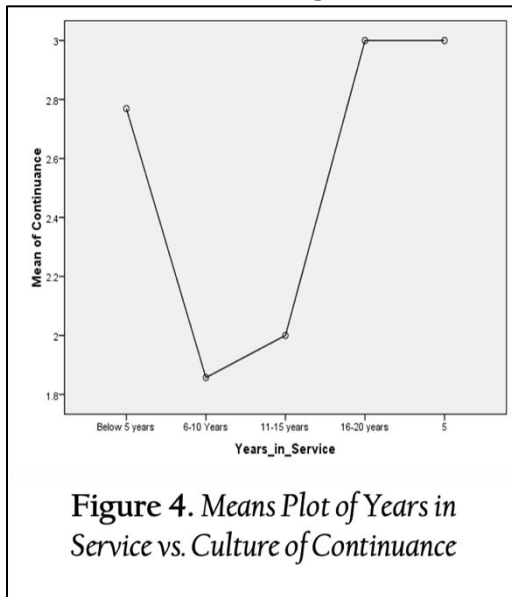

Figure 4. *Means Plot of Years in Service vs. Culture of Continuance*

Table 10 presents the result of the Pearson correlation between profile of the respondents and their job commitmentindicating no significant relationship. In contrary, Marchiori and Henkin's (2004) study found that tenure, gender, and age are not related to the organizational commitment of the health faculty profession. It was also resolved variables that it is only respondents' years in service and continuance commitment shown significant variation, $F_{(4, 22)} = 3.346$, $p = .028$ as presented in Table 11. Means Plotshown in Figure 4, new entrants have high continuance. It dive down when they reach 6-10 years and bounce back at 16-20 years. This affirms the findings of Agrawal and Jain (2020) that

continuance commitment increases at the beginning of five years of service, but decreases between five to ten years. After ten years, it increases if the teacher remains in the same job for a decade. Azeem (2010) and Hu et al. (2019) found that affective commitment is stronger among employees with longer tenure and weaker among those who perceive more external opportunities. Therefore, the first ten years of academic staff service are crucial as they perceive better opportunities outside.

Table 10
Test of Relationship between Profile of the Respondents andtheir Level of Job Commitment

		Affective	**Continuance**	**Normative**
Sex	Pearson Correlation	.351	.078	.145
	Sig. (2-tailed)	.073	.697	.470
	N	27	27	27
Age	Pearson Correlation	.217	-.200	-.177
	Sig. (2-tailed)	.277	.317	.376
	N	27	27	27
Highest Educational Attainment	Pearson Correlation	.256	-.155	-.126
	Sig. (2-tailed)	.197	.439	.532
	N	27	27	27
Academic Rank	Pearson Correlation	.301	-.041	-.199
	Sig. (2-tailed)	.127	.839	.320
	N	27	27	27
Years in Service	Pearson Correlation	.242	-.022	-.180
	Sig. (2-tailed)	.223	.912	.370
	N	27	27	27
Specialization	Pearson Correlation	-.053	-.110	-.037
	Sig. (2-tailed)	.792	.586	.853
	N	27	27	27
**. Correlation is significant at the 0.01 level (2-tailed).				
*. Correlation is significant at the 0.05 level (2-tailed).				

Table 11

Test of Difference on Affective, Continuance, and Normative Commitment in terms of Years in Service

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Affective	Between Groups	2.953	4	.738	1.124	.371
	Within Groups	14.454	22	.657		
	Total	17.407	26			
Continuance	Between Groups	5.576	4	1.394	3.346	.028
	Within Groups	9.165	22	.417		
	Total	14.741	26			
Normative	Between Groups	1.040	4	.260	.492	.742
	Within Groups	11.626	22	.528		
	Total	12.667	26			

3.6 Significant Relationship between Respondents' Perceived Organizational Culture and their Level of Organizational Commitment

As presented in Table 12, there is a moderate positive relationship between culture of wondering and continuance commitment, $r(25) = .418$, $p < .030$, and culture of reinvention and continuance commitment, $r(25) = .489$, $p < .010$. Tiu (2010) defines a culture of wondering as a workplace environment that encourages curiosity, awe, and innovation, leading to breakthroughs and intellectual stimulation. This culture fosters continuous learning and growth, while a culture of reinvention encourages continuous accomplishment and evolution, driving individuals to work together towards a common goal of moving forward and embracing the future. The College of Education of Northwest Samar State University's culture of innovation can boost employee commitment by reducing perceived costs of leaving. the organization. Investment in professional development, adaptability, and career advancement opportunities fosters a sense of attachment and commitment among employees who appreciate the organization's value in their personal growth.

Table 13 revealed that organizational culture and organizational commitment have moderate positive relationship $r(25) = .387$, $p < .046$. This means that

moderately organizational climate has an moderate impact on the organizational commitment. Hence, a positive organizational culture foster towards organizational commitment. The study by Aranki and et al. (2019), Gorap et al. (2010), and Nguyen et al. (2019) suggests that organizational culture is crucial for employee emotional and psychological connection. A positive, supportive, and inclusive culture aligns with employees' values, fostering engagement, trust, and recognition, while a negative or toxic culture can undermine commitment, leading to higher turnover rates and disengagement.

Table 12

Test of Relationship between Respondents' Perceived Organizational Culture and their Level of Organizational Commitment

		Affective	Continuance	Normative
Inclusion	Pearson Correlation	.208	.204	-.032
	Sig. (2-tailed)	.298	.307	.875
	N	27	27	27
Appreciation	Pearson Correlation	.358	.278	.180
	Sig. (2-tailed)	.067	.161	.370
	N	27	27	27
Striving	Pearson Correlation	.241	.198	.092
	Sig. (2-tailed)	.225	.321	.649
	N	27	27	27
Sharing	Pearson Correlation	.284	.248	.087
	Sig. (2-tailed)	.152	.213	.667
	N	27	27	27
Wondering	Pearson Correlation	.209	.418[*]	.046
	Sig. (2-tailed)	.296	.030	.820
	N	27	27	27
Developing	Pearson Correlation	.324	.311	.118
	Sig. (2-tailed)	.100	.115	.557
	N	27	27	27

Reinvention	Pearson Correlation	.284	.489**	.217
	Sig. (2-tailed)	.152	.010	.277
	N	27	27	27
*. Correlation is significant at the 0.05 level (2-tailed).				
**. Correlation is significant at the 0.01 level (2-tailed).				

Table 13
Test of Relationship between the Overall Organizational Culture and Job Commitment

Correlations			
		Overall Organizational Culture	**Overall Job Commitment**
Overall Organizational Culture	Pearson Correlation	1	.387*
	Sig. (2-tailed)		.046
	N	27	27
Overall Job Commitment	Pearson Correlation	.387*	1
	Sig. (2-tailed)	.046	
	N	27	27
*. Correlation is significant at the 0.05 level (2-tailed).			

Table 14
Test of Difference on Affective, Continuance, and Normative Commitment in terms of Culture of Appreciation

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Affective	Between Groups	4.471	3	1.490	2.650	.073
	Within Groups	12.936	23	.562		
	Total	17.407	26			
Continuance	Between Groups	3.015	3	1.005	1.972	.146
	Within Groups	11.725	23	.510		

	Total	14.741	26			
Normative	Between Groups	3.911	3	1.304	3.425	.034
	Within Groups	8.756	23	.381		
	Total	12.667	26			

Exploring the significant difference between job commitment dimension by organizational culture yield that culture of appreciation demonstrated significant effect for normative commitment [F (3, 23) = 3.425, p = .034] as presented in Table 14. A Tukey post hoc test (see Table 15) showed respondents seldom applied culture of appreciation significantly have higher normative commitment than those that never applied culture of appreciation (p < .024). Moreover, there was no statistically significant difference between never applied culture of appreciation and strongly applied culture of appreciation (p < .081), never applied culture of appreciation and moderately applied culture of appreciation (p < .180), seldom applied and moderately applied culture of appreciation (p < .298), seldom and strongly applied culture of appreciation (p= .694), or strongly and moderately applied culture of appreciation (p < .853).

Organizations can foster a culture of appreciation based on humility, fostering a positive work environment where each staff member feels valued, respected, and empowered to contribute their unique talents (Tiu, 2010). This culture promotes diversity, collaboration, and continuous growth, leading to improved organizational performance. Meyer and Parfyonova (2010) suggest that normative commitment is a feeling experienced as a moral duty or a sense of indebtedness. Recognizing team members' contributions boosts morale, causing them to feel an obligation to stay. The study found that appreciation is essential in organizations, but overdoing it may lose its essence.

Table 15
Post Hoc Test on the Significant Difference of Normative Commitment Between groups that applied Culture of Appreciation using Tukey HSD

Multiple Comparisons							
						95% Confidence Interval	
Dependent Variable	(I) Appreciation	(J) Appreciation	Mean Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound

Normative	Tukey HSD	Never Applied	Seldom Applied	-1.600*	.516	.024	-3.03	-.17
			Moderately Applied	-1.000	.474	.180	-2.31	.31
			Strongly Applied	-1.222	.482	.081	-2.56	.11
		Seldom Applied	Never Applied	1.600*	.516	.024	.17	3.03
			Moderately Applied	.600	.333	.298	-.32	1.52
			Strongly Applied	.378	.344	.694	-.57	1.33
		Moderately Applied	Never Applied	1.000	.474	.180	-.31	2.31
			Seldom Applied	-.600	.333	.298	-1.52	.32
			Strongly Applied	-.222	.277	.853	-.99	.55
		Strongly Applied	Never Applied	1.222	.482	.081	-.11	2.56
			Seldom Applied	-.378	.344	.694	-1.33	.57
			Moderately Applied	.222	.277	.853	-.55	.99
*. The mean difference is significant at the 0.05 level.								

Table 16
Test of Difference on Affective, Continuance, and Normative Commitment
in terms of Culture of Reinvention

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Affective	Between Groups	2.748	2	1.374	2.250	.127
	Within Groups	14.659	24	.611		
	Total	17.407	26			
Continuance	Between Groups	3.620	2	1.810	3.906	.034

	Within Groups	11.121	24	.463			
	Total	14.741	26				
Normative	Between Groups	.645	2	.322	.644	.534
	Within Groups	12.022	24	.501			
	Total	12.667	26				

Table 17

Post Hoc Test on the Significant Difference of Continuance Commitment Between groups that applied Culture of Reinvention using Tukey HSD

Multiple Comparisons								
Dependent Variable		(I) Reinvention	(J) Reinvention	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Continuance	Tukey HSD	Seldom Applied	Moderately Applied	-.286	.364	.715	-1.19	.62
			Strongly Applied	-.846*	.319	.036	-1.64	-.05
		Moderately Applied	Seldom Applied	.286	.364	.715	-.62	1.19
			Strongly Applied	-.560	.319	.206	-1.36	.24
		Strongly Applied	Seldom Applied	.846*	.319	.036	.05	1.64
			Moderately Applied	.560	.319	.206	-.24	1.36
*. The mean difference is significant at the 0.05 level.								

As presented in Table 16, only culture of reinvention statistically demonstrate significant for continuance commitment [F (3, 23)= 3.906, p = .034]. A Tukey post hoc test (see Table 17) showed that those who strongly applied culture of reinvention significantly have higher continuance commitment than those that seldom applied culture of reinvention (p = .034). However, there was no statistically

significant difference between seldom applied and moderately applied culture of reinvention (p= .715), moderately and strongly applied culture of appreciation (p= .206). This means that because of the spirit of culture of reinvention. Faloye (2014) and Khan et al. (2021) found that employees remain committed to their organization despite fear of losing benefits, such as monetary, professional, or social benefits. They are committed to continue working if it is rewarding or beneficial to them. Çokluk and Yılmaz (2010) argued that continuance commitment is due to investing time and effort in the organization. Academic staff, for example, stay with the College of Education despite challenges due to their broader mindset and behavioral orientation towards change and innovation. They are more inclined to stay due to the perceived benefits and opportunities it offers.

4. Conclusions and Recommendations

The study revealing that most are young instructors with less than five years of tenure, predominantly female, specializing in science and mathematics, and holding doctorate degrees. However, a significant percentage of these staff members have not obtained a master's degree, suggesting the need for encouraging graduate studies to enhance their academic ranks. The study also reveals a correlation between sex and academic rank, with female staff members having higher ranks. Older respondents tend to possess higher educational qualifications, academic ranks, and years of service, while longer-serving faculty members tend to have higher ranks. The College of Education has a strong We-centric orientation in its organizational culture, particularly in terms of sharing and reinvention. To foster a more positive work environment, the organization could implement initiatives such as a formal mentorship program, regular knowledge-sharing sessions, a culture of feedback, and recognition and rewards for staff contributions.However, female faculty members exhibit a lower observed culture of inclusion compared to males, possibly due to their heightened sensitivity to inequality. Age plays a significant role in determining the culture of inclusion and sharing, with millennials exhibiting higher tolerance for differences and understanding. To address this, leaders should involve staff members from various specializations to foster a sense of community and belonging.

Organizational commitment among the respondents was moderate overall, but individual continuance commitment was slightly low. Improving continuance commitment is crucial, which can be achieved by enhancing job security, fostering positive work relationships, providing development opportunities, involving and empowering staff, and supporting work-life balance.The study also indicates that not all dimensions of organizational culture significantly affect organizational commitment, with the culture of wondering and reinvention having the most impact on continuance commitment.

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