

Organizational Culture as a Predictor of Work Commitment Among High School Teachers of Aldersgate College, Incorporated

Charlene N. Guiab

Aldersgate College, Inc., Solano, Nueva Vizcaya, Philippines

charlene.guiab@aldersgate.edu.ph

ABSTRACT

This study examined organizational culture as a predictor of work commitment among high school teachers of Aldersgate College, Incorporated, a private rural institution in Solano, Nueva Vizcaya, Philippines. Anchored on Denison's Organizational Culture Theory and Allen and Meyer's Three-Component Theory of Work Commitment, a quantitative correlational design with a cross-sectional survey was employed. Total enumeration was used to include all 32 high school teachers as respondents, who answered a structured, four-point Likert questionnaire adapted from the Denison Organizational Culture Survey ($\alpha = .92$) and the Organizational Commitment Scale ($\alpha = .89$). Data were analyzed using weighted mean, Pearson product-moment correlation, and multiple regression. Results showed that organizational culture was rated High overall ($M = 3.46$), with adaptability rated highest (Very High, $M = 3.52$) and mission rated lowest ($M = 3.42$). Work commitment was likewise rated High ($M = 3.48$), with continuance commitment highest ($M = 3.63$) and normative commitment lowest ($M = 3.23$). All four culture dimensions correlated significantly and positively with all three commitment components ($r = .465$ to $.783$, $p < .01$) and collectively predicted 66.2% of the variance in work commitment ($R^2 = .662$, $F = 13.215$, $p < .01$). Mission emerged as the sole statistically significant unique predictor ($\beta = .629$, $p = .010$). Thematic analysis of open-ended responses identified open communication, recognition, professional development, autonomy, work-life balance, and shared mission as the condition's teachers most associate with sustained commitment. This study proposes a five-component management intervention plan, anchored in these findings, to strengthen teacher engagement, retention, and institutional effectiveness.

Keywords: organizational culture, work commitment, teacher engagement, mission clarity, management intervention

INTRODUCTION

Organizational culture is a critical determinant of teachers' work commitment in educational institutions, where the stability and effectiveness of human capital directly influence instructional quality, student learning outcomes, and institutional sustainability. Organizational culture refers to the shared values, beliefs, norms, and practices that guide behavior, decision-making, and social interactions within a school. Teachers' work commitment, often explained through Allen and Meyer's three-component model, includes affective commitment, which reflects emotional attachment to the school; continuance commitment, which involves perceived costs of leaving; and normative commitment, which represents a sense of moral or professional obligation to remain.

Existing literature strongly supports the role of organizational culture in shaping teachers' commitment, loyalty, motivation, job satisfaction, and retention. A positive, supportive school culture fosters belonging and professional identity, enhancing teachers' intrinsic motivation and emotional attachment to the institution. Conversely, weak or fragmented organizational cultures may lead to professional disengagement, low morale, and increased attrition. Numerous international studies confirm that participatory, clan-oriented, adaptive, and mission-driven cultures enhance affective, continuance, and normative commitment (Hengyodmak & Deepu, 2024; Sucitra et al., 2024; Zhang et al., 2025; Llorente & Almagro, 2024; Rahman et al., 2025), while Philippine studies similarly show that supportive school cultures, clear policies, and effective leadership increase teacher engagement and loyalty (Bantilan et al., 2024; Ramos & Delos Santos, 2024; Lopez & Cruz, 2025; Caminos & Tan, 2025; Figueroa & Abellana, 2025). These outcomes directly support Sustainable Development Goal 4, which emphasizes inclusive, equitable, and quality education through competent and committed teachers, and Sustainable Development Goal 8, which promotes decent work and productive employment.

In the Philippine context, particularly among rural private high schools, teachers face distinct challenges including limited resources, professional isolation, and constrained institutional support. Although some studies note that career anxiety and professional uncertainty can weaken commitment even in otherwise supportive cultures (Alagöz, 2025), and that commitment alone does not guarantee performance without accompanying engagement and leadership support (Llorente & Almagro, 2024), there remains limited empirical research examining organizational culture and teacher commitment specifically within rural private secondary schools. Most studies concentrate on urban public schools or higher education institutions, leaving a gap regarding how specific dimensions of organizational culture directly influence teachers' work commitment in these settings.

Aldersgate College, Incorporated, a private educational institution located in Solano, Nueva Vizcaya, exemplifies this research gap. While the school emphasizes holistic education, values formation, and structured institutional processes, internal observations suggest varying levels of teacher work commitment, and to date no empirical study has systematically examined organizational culture as a determinant of high school teachers' work commitment in this setting. This study therefore investigated the relationship between organizational culture and high school teachers' work commitment at Aldersgate College, Incorporated, with the goal of providing an empirical basis for management

interventions aimed at strengthening teacher commitment, enhancing institutional sustainability, and supporting the attainment of Sustainable Development Goals 4 and 8.

METHODOLOGY

RESEARCH PARADIGM OF THE STUDY

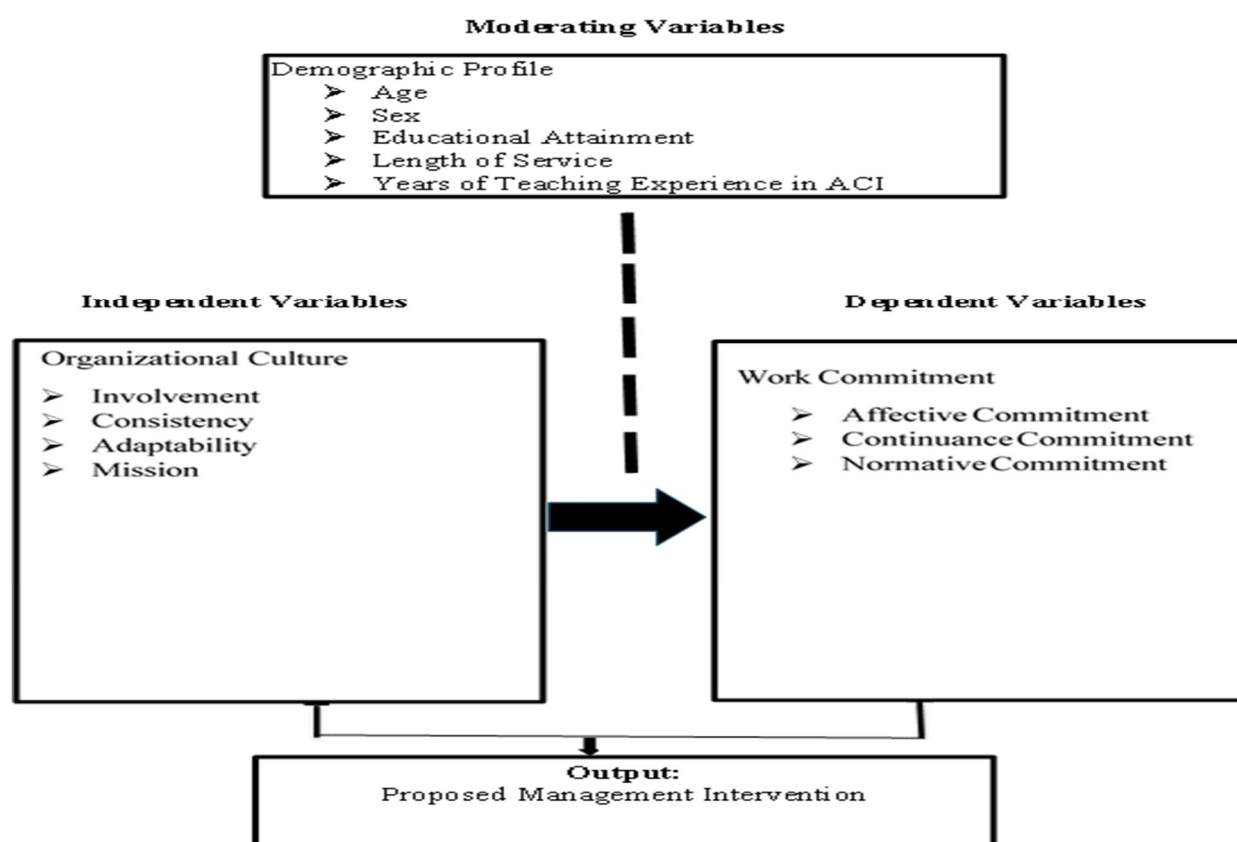


Figure 1: Research Paradigm

In the research paradigm, organizational culture is the independent variable, operationalized through Denison's four dimensions: involvement, consistency, adaptability, and mission. Teachers' work commitment is the dependent variable, reflected in affective, continuance, and normative components. The respondents' demographic profile serves as a moderating variable that may condition the strength of the relationship between culture and commitment. The framework assumes that a strong, coherent organizational culture enhances teachers' emotional attachment, strengthens their intention to remain, and reinforces their professional obligation, with the results ultimately informing a proposed management intervention plan.

Research Setting

The study was conducted at Aldersgate College, Incorporated, a private educational institution in Solano, Nueva Vizcaya, offering a comprehensive high school program that emphasizes holistic education, values integration, and quality instruction. The respondents were the institution's 32 high school teachers. Given the small, clearly defined population, the researchers used total enumeration to capture every teacher's perspective, eliminate sampling error, and provide a complete representation of the teaching staff (Creswell, 2014; Sekaran & Bougie, 2016; Babbie, 2020; Cohen, Manion, & Morrison, 2018).

Data Gathering Instrument

The primary instrument was a structured questionnaire adapted from Denison's Organizational Culture Model (2012) and Allen and Meyer's Three-Component Model of Work Commitment (1990), incorporating recent updates by Looti (2025a, 2025b) for improved clarity and psychometric robustness. The questionnaire was divided into two main sections measuring, respectively, the four dimensions of organizational culture and the three components of work commitment. All items used a four-point Likert scale (4 = Strongly Agree/Very High to 1 = Strongly Disagree/Very Low) to avoid central-tendency bias. The Denison Organizational Culture scale (Looti, 2025a) demonstrated excellent internal consistency ($\alpha = .92$), and the Organizational Commitment Scale (Looti, 2025b) was likewise highly reliable ($\alpha = .89$).

Data Gathering Procedure

Before data collection, the researcher sought permission from the school administration and explained the study's purpose to all high school teachers, emphasizing that participation was voluntary and responses were confidential. The validated questionnaire was distributed to all 32 teachers through total enumeration over two weeks. Teachers were given clear instructions, and the researcher was available for clarification. The researcher checked completed questionnaires for completeness, coded them, and encoded them for statistical analysis (Creswell, 2014; Pallant, 2020; Babbie, 2020).

Statistical Treatment Of Data

Weighted mean was used to determine respondents' levels of organizational culture and work commitment for each dimension and component. Pearson product-moment correlation coefficient was used to examine the strength and direction of the relationship between organizational culture and work commitment, with significance set at $\alpha = .05$. Multiple regression analysis was employed to determine which dimensions of organizational culture most significantly predict work commitment, providing a basis for evidence-based management recommendations (Pallant, 2020; Field, 2018; Creswell, 2014).

RESULTS AND DISCUSSIONS

Section 1. Demographic Profile of Respondents

The first research question sought to determine the demographic profile of the respondents in terms of age, sex, educational attainment, and years of teaching experience. Most respondents (78.1%, $n = 25$) were in the 25–35 age bracket, with a mean age of 29.41 years ($SD = 9.58$); no respondents were in the 36–45 range, indicating a workforce concentrated among early-career professionals. Female teachers constituted 68.8% ($n = 22$) of the workforce, consistent with the well-documented gender distribution in the teaching profession. In terms of educational attainment, 62.5% ($n = 20$) held a Master's degree with units, indicating active pursuit of graduate qualifications, while only 9.4% had completed a graduate degree. Regarding teaching experience, 68.7% ($n = 22$) reported 1–5 years of total teaching experience, and 84.4% ($n = 27$) had served 0–5 years specifically at Aldersgate College, Incorporated.

This profile depicts a predominantly young, early-career, female-dominated, and institutionally new teaching staff. Such a workforce is still aligning personal values with institutional norms, making it particularly susceptible to the formative influence of organizational culture (Zhang et al., 2025; Sucitra et al., 2024). The concentration of short-tenured teachers heightens the institutional imperative for structured onboarding and cultural integration, consistent with Lopez and Cruz (2025) and Bantilan et al. (2024), who found that the first years of institutional tenure are the most critical window for shaping affective and normative commitment.

Section 2. Level of Organizational Culture

The second research question sought to determine the level of organizational culture at Aldersgate College, Incorporated in terms of involvement, consistency, adaptability, and mission. Table 1 presents the results.

Table 1. Mean Scores and Standard Deviations of Organizational Culture Dimensions

Table 1 shows that all four organizational culture dimensions were rated High to Very High. Adaptability obtained the highest mean ($M = 3.52$, Very High), followed by involvement ($M = 3.47$), consistency ($M = 3.45$), and mission ($M = 3.42$, all High). The overall composite mean was 3.46 (High), with narrow standard deviations indicating substantial agreement among respondents.

The very high rating for adaptability is particularly meaningful given the predominantly young workforce: teachers who perceive the institution as flexible and responsive to change are more likely to feel accommodated in their professional growth, especially amid curriculum reforms such as the K–12 program. The comparatively lower, though still high, mission score suggests that some teachers perceive gaps in how clearly the institution communicates and reinforces its vision in day-to-day practice. These findings are consistent with Denison's (2012) theory that organizational effectiveness is driven by the interplay of the four cultural dimensions, and align with Caminos and Tan (2025) on adaptability and Hengyodmak and Deepu (2024) on involvement, while the comparatively lower mission score echoes Kiral and Kacar's (2023) finding that mission clarity differentiates high- from moderate-commitment faculty groups.

Section 3. Level of Work Commitment

The third research question sought to determine the level of work commitment of the high school teachers in terms of affective, continuance, and normative commitment. Table 2 presents the results.

Table 2. Mean Scores and Standard Deviations of Work Commitment Components

Table 2 shows that the overall level of work commitment was rated High ($M = 3.48$). Continuance commitment recorded the highest mean ($M = 3.63$, Very High), followed by affective commitment ($M = 3.58$, Very High), while normative commitment was comparatively lower ($M = 3.23$, High).

The very high continuance and affective ratings suggest teachers remain in the institution both from genuine emotional attachment and from awareness of the personal and professional investments and costs associated with leaving, which may be especially salient given limited external employment alternatives in a rural setting. The comparatively lower normative commitment indicates that the moral and ethical sense of obligation to remain is present but less developed, consistent with the early-career profile of the workforce, since normative commitment is typically cultivated through sustained institutional socialization (Llorente & Almagro, 2024). This hierarchical pattern partially diverges from Bantilan

et al. (2024), who found affective commitment dominant among Philippine teachers, suggesting that structural realities unique to rural private-school employment may elevate continuance commitment relative to other contexts (Alagöz, 2025).

Section 4. Relationship Between Organizational Culture and Work Commitment

The fourth research question investigated whether a significant relationship exists between the dimensions of organizational culture and the components of work commitment. Table 3 presents the results.

Table 3. Pearson Correlation Coefficients Between Organizational Culture Dimensions and Work Commitment Components

All Pearson correlation coefficients between organizational culture dimensions and work commitment components were positive and statistically significant at the .01 level, ranging from moderate ($r = .465$, consistency–normative) to strong ($r = .783$, mission–total commitment). The null hypothesis of no significant relationship is therefore rejected. Mission showed the strongest correlations across all commitment components, followed by adaptability, while involvement and consistency showed moderate-to-strong associations.

The uniformly significant positive correlations indicate that improvements in any dimension of organizational culture are associated with corresponding increases in teachers' emotional attachment, perceived cost of leaving, and moral obligation to remain. The particularly strong correlations involving mission suggest that teachers whose understanding of the school's purpose is clear and aligned with institutional objectives are more fully committed across all three components. This finding provides robust empirical support for Denison's (2012) assertion that the four cultural dimensions function as an integrated system, and aligns with Sucitra et al. (2024) and Kiral and Kacar (2023), who similarly identified mission and adaptability as the strongest cultural correlates of teacher commitment; the magnitude of the mission–commitment correlation in this study ($r = .783$) notably exceeds that reported by Bantilan et al. (2024, $r = .61-.72$), suggesting mission clarity may be an especially decisive cultural lever in small, values-oriented rural institutions.

Section 5. Organizational Culture as a Predictor of Work Commitment

The fifth research question asked whether organizational culture dimensions predict work commitment among teachers. The multiple regression model, with all four organizational culture dimensions entered simultaneously, was statistically significant, $R = .814$, $R^2 = .662$, adjusted $R^2 = .612$, $F(4, 27) = 13.215$, $p < .01$, indicating that the four dimensions collectively account for 66.2% of the variance in teachers' work commitment. Table 4 presents the individual regression coefficients.

Table 4. Regression Coefficients for Organizational Culture Dimensions Predicting Work Commitment

Among the individual predictors, only mission emerged as a statistically significant unique predictor ($B = 0.845$, $\beta = .629$, $p = .010$); involvement, consistency, and adaptability did not reach significance in the simultaneous model, and the null hypothesis that organizational culture does not predict work commitment is rejected on the strength of the overall model. This pattern is best explained by multicollinearity among the predictors: because Denison's four dimensions are conceptually and empirically interrelated, their shared variance is partitioned such that mission, which correlates most strongly with work commitment, absorbs the majority of the predictive signal once the other dimensions are held constant. This does not diminish the practical relevance of involvement, consistency, and adaptability, each of which was a significant predictor when tested independently in simple regression (involvement, $R^2 = .426$; consistency, $R^2 = .376$; adaptability, $R^2 = .552$; mission, $R^2 = .613$; all $p < .001$), confirming that each dimension carries substantial independent predictive power in isolation even though mission alone dominates the combined model. This finding is consistent with Kiral and Kacar (2023) and the *Frontiers Education Journal* (2025), both of which identified mission-driven culture as the strongest predictor of teacher commitment and retention, and it directs management attention toward mission-related interventions as a high-impact cultural priority for Aldersgate College, Incorporated.

Section 6. Thematic Analysis of Open-Ended Responses

The sixth research question sought to identify, from teachers' open-ended responses, the management practices and cultural changes most associated with strengthening work commitment. Thematic analysis yielded six major themes. Open communication and collaborative decision-making emerged as the most frequently cited concern (40.63% of applicable responses), reflecting a perceived communication gap between administration and teachers and the view that open dialogue is a prerequisite for institutional trust. Recognition, appreciation, and motivational reinforcement followed (31.25%), with infrequent acknowledgment signaling deficiencies in motivational management. Professional development and capacity-building (25.00%) reflected teachers' desire for career-advancement and instructional-improvement pathways. Professional autonomy and trust, work-life balance and teacher well-being, and shared mission and inclusive culture each accounted for 15.63% of responses, pointing respectively to an over-regulated environment perceived as stifling creativity, heavy non-instructional workload linked to burnout risk, and misalignment with the institutional vision fostering detachment.

These qualitative findings contextualize the quantitative results: the prominence of communication concerns aligns with the comparatively lower involvement mean ($M = 3.47$), while the emphasis on recognition and appreciation parallels the lowest-rated commitment component, normative commitment ($M = 3.23$), which depends on internalizing reciprocal value and obligation. The themes of professional development, autonomy, and work-life balance collectively point to structural and relational conditions that teachers associate with professional dignity and sustainable engagement. These results align with Hengyodmak and Deepu (2024) on participatory decision-making, Lopez and Cruz (2025) on

institutional appreciation, and Rahman et al. (2025) and Sucitra et al. (2024) on organizational support for professional growth, collectively affirming that teacher commitment at Aldersgate College, Incorporated is shaped by relational and structural conditions that require targeted management intervention.

RECOMMENDATIONS

To sustain and deepen teachers' overall work commitment, given the predominantly young and early-career profile of the teaching staff, it is recommended that Aldersgate College, Incorporated develop a structured Teacher Induction and Cultural Integration Program that orients new teachers to the institution's vision, mission, and collaborative expectations during their first semester of employment, pairing novice teachers with experienced mentors.

To strengthen the mission dimension of organizational culture, which obtained the lowest mean among the four dimensions and emerged as the sole statistically significant unique predictor of work commitment, school administrators are encouraged to prioritize the deliberate and recurring communication of the institution's vision and strategic goals through semi-annual faculty assemblies, mission-aligned performance evaluation, and a designated Mission Stewardship Team of faculty representatives.

To elevate normative commitment, the lowest-rated component of work commitment, it is recommended that the institution implement values-clarification workshops, structured peer mentoring between newly hired and long-serving faculty, and community-building activities that reinforce collective identity and a shared sense of professional obligation.

To address the communication and involvement concerns most frequently raised in teachers' open-ended responses, administrators are encouraged to establish a Participatory Governance and Collaborative Communication Framework that formalizes teacher participation in decision-making, ensures the consistent and transparent application of institutional policies, and sustains regular two-way communication between faculty and management.

To address teachers' expressed need for recognition, professional growth, and manageable workloads, the institution should establish a formalized teacher recognition system, expand access to relevant professional development opportunities, and review non-instructional workload distribution to safeguard teacher well-being.

Future researchers are encouraged to conduct parallel studies in other rural private schools to determine whether these findings hold across different institutional contexts, and to consider longitudinal designs that track how organizational culture and teacher commitment evolve as the predominantly early-career workforce gains institutional tenure.

AI DECLARATION STATEMENT

AI-supported tools helped with grammar and structure in creating this article. No AI tools were used to collect, analyze, or interpret data; all authors are credited for their academic contributions.

REFERENCES

- Alagöz, D. (2025). The impact of career anxiety on teachers' organizational commitment in Turkey. *Journal of Educational Psychology*, 117(2), 145–160.
- Allen, N. J., & Meyer, J. P. (1990). The measurement and antecedents of affective, continuance and normative commitment to the organization. *Journal of Occupational Psychology*, 63(1), 1–18.
- Babbie, E. (2020). *The practice of social research* (15th ed.). Cengage Learning.
- Bantilan, R., Dela Cruz, A., & Santos, M. (2024). Organizational culture and teacher commitment in Davao Region public schools. *Philippine Journal of Educational Administration*, 12(1), 45–60.
- Camino, P., & Tan, J. (2025). Adaptability as a component of school culture: Effects on teacher commitment in Cagayan de Oro City. *Asia-Pacific Journal of Educational Research*, 10(1), 22–35.
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education* (8th ed.). Routledge.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Sage Publications.
- Denison, D. R. (2012). *Organizational culture and effectiveness* (2nd ed.). Wiley.
- Denison, D. R., & Mishra, A. K. (1995). Toward a theory of organizational culture and effectiveness. *Organization Science*, 6(2), 204–223.
- Field, A. (2018). *Discovering statistics using IBM SPSS statistics* (5th ed.). Sage Publications.
- Figuerola, L., & Abellana, R. (2025). Collaborative cultures and teacher commitment in Cagayan de Oro City. *Philippine Educational Review*, 11(1), 55–70.
- Hengyodmak, T., & Deepu, S. (2024). Organizational culture and teacher commitment in Thai private schools. *Asian Journal of Educational Management*, 9(2), 88–102.
- Kiral, A., & Kacar, A. (2023). School culture and teacher commitment: Evidence from Turkey. *International Journal of Education and Learning*, 15(1), 31–47.
- Llorente, M., & Almagro, P. (2024). Work engagement as a mediator of organizational commitment and teacher performance in Indonesia. *Journal of Teacher Education*, 75(3), 207–223.
- Looti, M. (2025a). Denison Organizational Culture. *Psychological Scales & Instruments Database*.
- Looti, M. (2025b). Organizational Commitment Scales (OCS). *Psychological Scales & Instruments Database*.
- Lopez, R., & Cruz, M. (2025). Teacher engagement and commitment in private schools: The role of recognition and cooperation. *Philippine Journal of Educational Development*, 13(1), 14–28.

- Meyer, J. P., & Allen, N. J. (1997). *Commitment in the workplace: Theory, research, and application*. Sage Publications.
- Meyer, J. P., Stanley, D. J., Herscovitch, L., & Topolnytsky, L. (2002). Affective, continuance, and normative commitment to the organization: A meta-analysis. *Journal of Vocational Behavior*, 61(1), 20–52.
- Pallant, J. (2020). *SPSS survival manual* (7th ed.). Routledge.
- Rahman, H., Putra, S., & Lestari, N. (2025). Transformational leadership, school culture, and teacher commitment in South Halmahera, Indonesia. *Asian Journal of Educational Leadership*, 6(1), 33–49.
- Ramos, E., & Delos Santos, R. (2024). Organizational culture and innovative behavior among public school teachers in Bukidnon. *Philippine Journal of Teacher Education*, 12(2), 67–82.
- Sekaran, U., & Bougie, R. (2016). *Research methods for business: A skill-building approach* (7th ed.). Wiley.
- Sucitra, I., Hadi, F., & Rahmawati, Y. (2024). Organizational culture and teacher commitment in Indonesian secondary schools. *Journal of Southeast Asian Education*, 11(2), 77–92.
- Zhang, L., Chen, X., & Wu, Y. (2025). School learning culture, teacher self-efficacy, and commitment in China. *International Journal of Educational Research*, 114, 102–117.