

Organisational Commitment: Input to a College's Vision of a University Status

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ABSTRACT This study examined the organisational commitment of employees at Camarines Sur Polytechnic Colleges (CSPC) as a key driver of its transition toward university status under Republic Act No. 11283 (2019). Using a descriptive-correlational research design, the study assessed the affective, continuance, and normative commitment of 220 teaching and non-teaching personnel selected through Slovin's formula. Data were collected using a structured questionnaire adapted from Meyer and Allen's Three-Component Model of Organisational Commitment, supplemented by unstructured interviews for qualitative validation. Descriptive statistics and chi-square tests were employed for data analysis. Findings revealed high affective commitment, indicating strong emotional attachment, pride, and willingness to remain in the institution. Continuance and normative commitment levels were moderate, reflecting employees' recognition of personal investment, institutional growth, and moral obligation to serve. Significant relationships were observed between commitment dimensions and selected demographic variables, particularly tenure and employment status. Overall, the results indicate a stable and value-driven workforce capable of supporting institutional reforms, highlighting the importance of strengthening participatory governance, recognition systems, and professional development to sustain CSPC's readiness for universityhood.

INTRODUCTION

Background of the Study

Camarines Sur Polytechnic Colleges (CSPC), a premier state institution in the Bicol Region, has been officially legislated as a university through Republic Act No. 11283 (2019), enacted on April 12, 2019, converting it into the Polytechnic State University of Bicol (PSUB). However, while the law provides for the institutional transition, the Commission on Higher Education (CHED) mandates that the institution must first comply with the criteria for university status, including standards on instruction, research, extension, governance, and quality assurance, before the official conversion can be fully implemented.

In line with this, CSPC is currently undertaking internal reforms and strategic realignments to meet CHED's university criteria. Central to this vision is the commitment, competence, and collaboration of its human resources, the faculty, staff, and administrators who drive the institution's operations and embody its mission and values. As CSPC journeys toward universityhood, ensuring that all employees are motivated, engaged, and committed to this institutional transformation becomes not only a necessity but a strategic imperative.

In today's highly competitive and dynamic educational landscape, an organisation's success depends significantly on its energetic, competent, and innovative workforce. Recognising that human resources are an institution's most valuable asset and a source of competitive advantage, CSPC aims to strengthen its employees' commitment to organisational goals through effective human resource management (HRM) practices, participatory governance, and shared vision-building. The institution's capacity to transition successfully into a university depends mainly on the organisational commitment of its employees. How deeply they identify with CSPC's vision, internalise its goals, and contribute meaningfully to achieving them.

According to recent research, organisational commitment is still a vital institutional resource, especially for Philippine State Universities and Colleges (SUCs) that follow the Commission on Higher Education's (CHED) outcomes-based and typology-based quality assurance framework (CHED 2012, 2023). Modern research highlights organisational commitment's strategic role in maintaining performance, reform implementation, and change readiness in higher education institutions (Meyer et al. 2019; Nazir and Islam 2020), whereas traditional studies define it as employees' emo-

tional attachment, identification, and involvement with their organisation (Mowday et al. 1979). Particularly in knowledge-driven and reform-oriented institutions like universities and SUCs, recent research shows that affective commitment is a powerful predictor of work engagement, job performance, and intention to stay (Jena et al. 2018; Al-Hussami et al. 2020). The literature on human resource management today also emphasises how practices that closely match CHED's quality assurance standards on governance, HR systems, and institutional effectiveness, such as inclusive leadership, participatory governance, transparent performance evaluation, and ongoing professional development, shape organisational commitment (Hulpia et al. 2019; Paillé et al. 2020; Alqarni 2023). Higher employee commitment levels are associated with lower employee turnover, higher productivity, and a greater ability to meet quality and accountability standards, according to empirical data from public sector and higher education settings (Kim and Beehr 2021; Mwesigwa et al. 2020). Therefore, organisational commitment in the Philippine SUC context serves as a collective institutional capability that facilitates the internalisation of CHED standards, maintains quality improvements, and supports long-term institutional transformation toward university status (Ocampo et al. 2022).

Despite the legislative milestone of Republic Act 11283, the realisation of university status for CSPC still hinges on how effectively the institution mobilises its human resources toward this shared goal. The challenge lies in aligning the individual motivations of employees with the collective aspiration for universityhood. The institution's transformation requires not only structural and academic compliance but also a deep sense of organisational ownership and accountability among its personnel. Hence, this study aims to investigate the organisational commitment of employees in Camarines Sur Polytechnic Colleges as a crucial factor in achieving its vision of university status. Specifically, it seeks to measure the extent of employee commitment, analyse its relationship with selected demographic and professional variables, and identify strategies that can enhance organisational commitment. Through these findings, the study aspires to provide evidence-based recommendations that can guide institutional leaders in fostering a committed, engaged, and visionary workforce, one that will propel CSPC toward the realisation of its

ultimate goal as the Polytechnic State University of Bicol.

Objectives of the Study

This study seeks to examine the organisational commitment of employees in Camarines Sur Polytechnic Colleges. Specifically, it will answer the following:

1. Determine the personal profile of the respondents in terms of age, sex, status, number of years in service, salary grade, and employee classification.
2. Determine the organisational commitment of employees towards becoming university along:
 - a. Affective Commitment Dimension
 - b. Normative Commitment Dimension
 - c. Continuance Commitment Dimension
3. Find out the relationship of the profile of the employees to organisational commitment.
4. Provide recommendations to heighten organisational commitment among employees.

RESEARCH METHODOLOGY

Research Design

This study employs a descriptive-correlational design to examine the organisational commitment of employees at Camarines Sur Polytechnic Colleges (CSPC) and its relation to institutional efforts toward university status. The descriptive component permits systematic collection and presentation of empirical data on respondents' profiles (age, sex, civil status, years of service, salary grade, employee classification) and their level of organisational commitment across three dimensions of affective, continuance, and normative (Meyer and Allen 1997). Meanwhile, the correlational aspect allows for investigation of relationships between demographic variables and commitment levels, addressing the third statement of the problem to "*Examine the relationship between the employees' profile and their level of organisational commitment.*" Descriptive-correlational designs are particularly suited for organisational research where manipulation of variables is impracticable, yet relationships among naturally occurring variables are of interest (Kerlinger and

Lee 2000; Creswell 2014). By measuring both profiles and commitment dimensions, the design enables the research to determine the prevailing status and explore associations without the need for experimental intervention.

The questionnaire instrument utilises the established Organisational Commitment Questionnaire (OCQ) by Meyer and Allen (1997), adapted to the CSPC context. The instrument's tri-dimensional model (affective, continuance, normative commitment) aligns directly with the study's second problem to "*Determine the organisational commitment of employees along affective, continuance and normative commitment dimensions.*" Utilising a Likert scale (1 = Strongly Disagree to 5 = Strongly Agree) enables quantitative measurement and statistical description via weighted means and ranking. To examine relationships between categorical demographic variables and commitment levels, inferential statistics such as the Chi-Square Test of Independence are employed, which is typical of correlational research in organisational behaviour (Sekaran and Bougie 2016).

Complementing the quantitative survey, the study includes a qualitative dimension via unstructured interviews with selected employees. This approach serves to validate and deepen understanding of the numeric data. Open coding, axial coding, and selective coding (Strauss and Corbin 1998) will identify emergent themes related to employee commitment and institutional alignment. Although the design remains primarily descriptive, or correlational, the qualitative element strengthens the validity of the findings through triangulation (Tashakkori and Teddlie 2010). In sum, the descriptive-correlational design is well suited to the study's objectives of describing current commitment levels, exploring how individual profiles relate to commitment, and generating actionable recommendations for CSPC's transition to university status (as mandated by Republic Act No. 11283, 2019). By choosing a non-experimental, relationship-oriented design, the study maintains methodological appropriateness given the institutional context and the variables under investigation.

Setting

The research locale is Camarines Sur Polytechnic Colleges in San Miguel, Nabua, Camarines Sur, Philippines. Known for being a polytechnic edu-

cational institution established under Batas Pambansa Bilang 512, the College caters to marginalised but deserving students enrolled in fields such as engineering, nursing, arts and sciences, education, and other technological and professional programs, addressing the industry's needs. It focuses on its Instruction, Research, Extension, and Production mandate as part of its four-fold functions and expands its frontiers to international areas through intensive collaboration and partnership. The College is home to more than 10,000 students, 450 teaching and non-teaching personnel members, and a Rinconada area development arena. As it caters to the needs of the industry and community, service excellence and continuous improvement processes have become its mantra, the reason for becoming the research locale to assess the institution's performance management system.

The Respondents

The study drew from a total workforce of 613 employees at Camarines Sur Polytechnic Colleges (CSPC), comprising both teaching and non-teaching personnel. Using Sloven's formula, a representative sample of 242 employees was determined, ensuring proportional representation across employment classifications. Of these, 220 respondents completed the survey, achieving a 91 percent response rate, which is considered highly satisfactory for institutional research (Creswell 2014; Dillman et al. 2014).

Among teaching personnel, the majority were Contract of Service (CoS) faculty (81%), compared to regular faculty (52%), reflecting a prevalent trend in Philippine higher education institutions where contractual instructors dominate due to limited plantilla positions and fiscal constraints (CHED 2020; Manasan 2019). Similarly, non-teaching employees were employed mainly under a Contract of Service (65%), followed by Casual (24%) and Regular staff (11%), indicating a comparable employment pattern in administrative roles.

This dual workforce structure, comprising a stable core of permanent personnel and a flexible contingent of contractual personnel, offers administrative adaptability but may challenge consistent organisational commitment and institutional stability. Prior research indicates that employment security and tenure significantly influence affective and normative commitment (Meyer and Allen

1997; Mowday et al. 1979). Regular employees tend to show stronger loyalty and identification with institutional goals, while temporary staff often exhibit lower continuance commitment due to perceived instability (Ng and Feldman 2014).

The representativeness of the sample ($n = 242$; margin of error $\approx 5\%$) and the high response rate affirm the reliability and generalisability of the findings (Israel 1992; Bryman 2016). This robust dataset provides a solid foundation for analysing employee commitment as a crucial input for CSPC's transition to university status under Republic Act No. 11283 (2019), where institutional sustainability and human resource stability are part of CHED's core evaluation criteria (CHED Memorandum Order No. 46, s. 2012).

RESULTS AND DISCUSSION

Profile of the Employees in the State College

The demographic profile of employees at Camarines Sur Polytechnic Colleges (CSPC) provides important insights into the institution's human capital capacity as it advances toward universityhood under Republic Act No. 11283 (2019). Understanding these characteristics is critical because recent higher education literature emphasises that institutional transformation, particularly in State Universities and Colleges (SUCs), is shaped not only by policies and structures but also by workforce composition, stability, and readiness for change.

The predominance of female employees (61.82%) reflects broader national and global trends in higher education, where women increasingly occupy both academic and administrative roles. Recent Philippine and international studies indicate that gender-balanced and female-dominated institutions often benefit from collaborative leadership styles, higher relational commitment, and stronger engagement in institutional service roles. This trend aligns with the intent of Republic Act No. 9710 (2009), which promotes equal opportunity and women's empowerment in public institutions. However, contemporary gender studies caution that numerical representation alone does not guarantee equity in leadership access, workload distribution, or career progression. Thus, while CSPC's gender profile reflects compliance with inclusive policies, further evaluation is needed to

ensure that women are equitably represented in decision-making and leadership positions, an important consideration for CHED's governance and institutional effectiveness standards.

The age distribution indicates a predominantly young workforce, with more than 64 percent of employees aged 40 and below. Recent studies in higher education suggest that younger employees often exhibit higher adaptability, technological competence, and openness to innovation, all qualities essential for institutions undergoing quality assurance reforms and academic restructuring. This demographic profile positions CSPC favourably for implementing new CHED-mandated systems related to outcomes-based education, research productivity, and quality assurance documentation. At the same time, literature on organisational sustainability underscores the value of experienced employees in preserving institutional memory and mentoring younger staff. The presence of a substantial proportion of employees aged 41-60 therefore provides balance, enabling knowledge transfer and continuity during CSPC's transition toward university status. Nevertheless, studies warn that intergenerational gaps, if not managed through structured mentoring and leadership development programs, may lead to fragmentation and uneven commitment levels.

Marital status data reveal that a majority of employees are married, suggesting a relatively stable workforce with long-term personal and professional commitments. Recent organisational behaviour research in public-sector and higher education settings associates marital status with greater job stability and stronger normative commitment, particularly where employment supports family security. However, contemporary studies also highlight the risk of work-family conflict, especially in institutions experiencing heightened performance pressures during periods of reform. For CSPC, this implies that policies supporting work-life balance, such as flexible scheduling, equitable workload distribution, and wellness programs, may be necessary to sustain commitment and prevent burnout as institutional demands increase.

The concentration of employees within Salary Grades 11-15 reflects a workforce largely composed of entry- to mid-level academic and administrative personnel, a common pattern in Philippine SUCs. Recent studies emphasise that limited upward mobility and delayed promotion opportunities can

weaken affective commitment, particularly among younger and high-performing employees. While the small proportion of personnel in higher salary grades reflects a lean managerial structure, it also signals potential bottlenecks in career advancement. In the context of CHED quality assurance and SUC levelling, this finding suggests a need for transparent promotion systems, merit-based incentives, and competency-based career pathways to maintain motivation and align individual aspirations with institutional goals.

Tenure distribution further indicates organisational stability, with a significant proportion of employees serving 11-15 years, complemented by a substantial cohort of newer hires. Contemporary research on organisational change highlights that such a mix can be advantageous, as long-tenured employees provide institutional continuity while newer staff introduce fresh perspectives and skills. However, studies also caution that differences in tenure may result in varying levels of commitment, resistance to change, or perceptions of fairness. For CSPC, this underscores the importance of inclusive communication strategies and participatory planning mechanisms to ensure that both veteran and newly hired employees are equally engaged in the university conversion process.

The dominance of rank-and-file employees (84.09%) reflects the operational realities of higher education institutions, where teaching, research support, and administrative functions are widely distributed. Recent governance studies in SUCs emphasise that hierarchical structures must be complemented by participatory management approaches to meet CHED's expectations for transparency, accountability, and shared governance. Without inclusive decision-making, rank-and-file employees may feel disconnected from institutional reforms, potentially weakening collective commitment during critical transition phases.

Finally, the high proportion of Contract of Service employees (67.27%) raises important concerns. Recent empirical studies consistently show that contractual employment is associated with lower job security, weaker affective commitment, and reduced organisational identification, particularly in public-sector and academic settings. While contractual arrangements provide flexibility during periods of expansion, overreliance on non-permanent staff may undermine long-term commitment and institutional loyalty, both of which are essen-

tial for sustaining CHED-mandated reforms. This finding suggests that CSPC must critically review its human resource policies, exploring pathways toward regularisation, longer-term contracts, or enhanced professional support for contractual staff to strengthen organisational commitment and retention.

Overall, the employee profile of CSPC reveals a young, predominantly female, and largely contractual workforce that offers both opportunities and challenges in the institution's pursuit of university status. While the demographic composition supports innovation, adaptability, and inclusivity, critical issues related to employment security, career progression, and participatory governance must be addressed. Recent studies underscore that institutional transformation in SUCs is most successful when human resource policies intentionally strengthen commitment, equity, and engagement. In this regard, CSPC's ability to align its workforce profile with CHED quality assurance expectations will be central to achieving sustainable universityhood.

Affective Commitment Dimension

The findings demonstrate that employees of Camarines Sur Polytechnic Colleges (CSPC) have a significant degree of affective commitment ($WM = 4.31$), indicating robust emotional attachment, affiliation, and loyalty to the school. This data indicates that employees stay in CSPC not solely due to economic need, but because they truly appreciate their affiliation with the organisation. Recent research in higher education indicates that affective commitment is the most significant aspect of organisational commitment, as it forecasts favourable work attitudes, voluntary effort, and ongoing engagement, especially in institutions experiencing reform and quality assurance transitions (Meyer et al. 2019; Nazir and Islam 2020).

The top-rated factor, "Proud to share CSPC's success" ($WM = 4.67$), signifies a robust feeling of organisational pride. Modern literature associates organisational pride with improved institutional identity and staff advocacy, which are essential for bolstering institutional reputation and morale during times of transition (Gkorezis et al. 2021). Within the framework of CSPC's progression towards university status, such pride can function as a motivating asset that inspires employees to actively endorse accreditation, quality assurance,

Table 1: Profile of the employees

	<i>F</i>	<i>%</i>	<i>Rank</i>
<i>Sex</i>			
Male	84	38.18	2
Female	136	61.82	1
<i>Age Group</i>			
Below 30	74	33.63	1
31-40 years old	68	30.91	2
41-50 years old	46	20.91	3
51-60 years old	21	9.55	4
61 and above	11	5	5
<i>Civil Status</i>			
Single	88	40	2
Married	129	58.64	1
Widow/Widower	3	1.36	3
<i>Salary Grade</i>			
SG 1-5	53	24.09	2
SG 6-10	37	16.82	3
SG 11-15	94	42.73	1
SG 16-20	26	11.82	4
SG 21-25	7	3.18	5
SG 26 and above	3	1.36	6
<i>Number of Years in Service</i>			
Less than 5 years	51	23.18	2
6 - 10 years	47	21.36	3
11 - 15 years	73	33.18	1
16 - 20 years	25	11.36	4
21 - 25 years	9	4.09	6
26 - 30 years	15	6.83	5
<i>Employee Classification As to Administrators and Rank-and File Employees</i>			
Managerial/Supervisory Employees	35	15.91	2
Rank and File Employees	185	84.09	1
<i>Employee Classification as to Status of Employment</i>			
Regular/Temporary	72	32.73	2
Contract of Service	148	67.27%	1

Table 2: Affective commitment dimensions

<i>A.</i>	<i>Affective commitment dimensions</i>	<i>WM</i>	<i>Verbal interpretation</i>	<i>SD</i>	<i>Rank</i>
1.	Willing to spend career in CSPC	4.52	Strongly agree	0.67	3
2.	Proud to share CSPC's success	4.67	Strongly agree	0.60	1
3.	Feels responsible for CSPC's problems	4.17	Moderately agree	0.87	6
4.	Attachment is similar to other institutions	3.67	Moderately agree	1.07	7
5.	Feels part of CSPC Family	4.53	Strongly agree	0.68	2
6.	Emotionally attached to CSPC	4.29	Moderately agree	0.79	5
7.	CSPC has personal meaning to the employee	4.47	Moderately agree	0.75	4
	Average Weighted Mean	4.33	Moderately agree		

Table 3: Continuance commitment dimension

<i>A.</i>	<i>Continuance commitment dimensions</i>	<i>Weighted mean</i>	<i>Verbal interpretation</i>	<i>SD</i>	<i>Rank</i>
1.	Hard to leave CSPC even if I want to	4.28	Moderately agree	0.89	3
2.	Leaving CSPC would disrupt my life	4.10	Moderately agree	0.96	4
3.	Staying in CSPC is both a need and a desire	4.04	Moderately agree	0.93	5
4.	Few options are available outside CSPC	3.77	Moderately agree	1.05	6
5.	Leaving CSPC offers limited alternatives	3.67	Moderately agree	1.12	7
6.	Investment in CSPC keeps me from leaving	3.58	Moderately agree	1.11	8
7.	Plans to stay until CSPC becomes a university	4.73	Strongly agree	0.59	1
8.	Recommends CSPC as a good workplace	4.69	Strongly agree	0.59	2
	Average Weighted Mean	4.11	Moderately agree		

Table 4: Normative commitment dimensions

<i>Normative commitment dimensions</i>	<i>Weighted mean</i>		<i>Verbal interpretation</i>	<i>SD Rank</i>
1. Feels no obligation to stay in CSPC	2.82	Neither agree nor disagree	1.29	8
2. Believes it is not right to leave CSPC now	4.01	Moderately agree	0.98	7
3. Would feel guilty leaving CSPC	4.02	Moderately agree	1.02	6
4. Believes CSPC deserves my loyalty.	4.48	Moderately agree	0.71	3
5. Feels obliged to stay for the people in CSPC	4.37	Moderately agree	0.76	4
6. Feels indebted to CSPC	4.36	Moderately agree	0.82	5
7. Will serve CSPC beyond expectations	4.62	Strongly agree	0.61	2
8. Understands work contribution to CSPC's university vision	4.70	Strongly agree	0.53	1
Average Weighted Mean	4.17	Moderately agree		

and performance enhancement efforts. The elevated ranking for “Feels part of the CSPC family” (WM = 4.53) indicates a robust sense of belonging, which recent research links to enhanced collaboration, trust, and organisational citizenship behaviours inside higher education institutions (Alqarni 2023; Hulpia et al. 2019).

The employees’ stated intention to dedicate their entire careers to CSPC (WM = 4.52) further substantiates the existence of a long-term emotional commitment. Studies demonstrate that career-oriented dedication is especially beneficial in public higher education institutions, as it fosters continuity, institutional memory, and the continued execution of long-term improvements (Kim and Beehr 2021). Recent literature warns that sustained commitment requires clear governance, equitable recognition systems, and chances for professional development, otherwise, commitment may stagnate or diminish under escalating performance expectations (Paillé et al. 2020).

Notwithstanding these qualities, the comparatively lower, yet still favourable, ratings for accountability-related measures, such as “Feels responsible for CSPC’s problems” (WM = 4.17) and “Attachment similar to other institutions” (WM = 3.67), necessitate rigorous scrutiny. The findings indicate that although employees experience an emotional connection to CSPC, their feeling of psychological ownership and shared responsibility for institutional difficulties may be diminished. Recent research indicates that affective engagement does not inherently lead to issue ownership unless employees engage in meaningful decision-making, exert control over outcomes, and receive acknowledgment for their contributions (Pierce et al. 2020; Ocampo et al. 2022). This corresponds with Meyer

et al. (2002), who contend that commitment diminishes when employees sense restricted voice or participation in organisational governance.

In higher education and State Universities and Colleges (SUC) contexts, participatory governance and inclusive leadership enhance affective commitment and accountability by cultivating trust, empowerment, and collective responsibility (Hulpia et al. 2019; Alqarni 2023). The moderate ratings on accountability indicators at CSPC may indicate potential to further institutionalise participation methods, especially in quality assurance processes, committee activities, and institutional planning for CHED compliance.

The findings indicate that CSPC has a robust affective basis defined by pride, belongingness, and loyalty, all essential assets for institutional transformation. Recent study underscores that for affective commitment to effectively facilitate large-scale reforms, it must be augmented by frameworks that foster shared accountability and psychological ownership (Meyer et al. 2019; Pierce et al. 2020). Fortifying participatory governance, augmenting transparency in decision-making, and establishing mechanisms for staff to collaboratively address institutional difficulties will be essential in transforming emotional investment into enduring, collective action as CSPC progresses toward full university status.

Continuance Commitment Dimension

The moderate continuance commitment of CSPC employees (WM = 4.11) implies that they understand the practical and human costs of quitting, but they stay for more than constraint. In the Three-Component Model, continuance commit-

ment is an employee's perceived "need to stay," based on expected losses or sacrifices upon departure (Meyer and Allen 1991). CSPC's item means show that "need" is not purely economic or based on limited alternatives, but rather intertwined with institutional trajectory and meaning-making, an important nuance when interpreting continuance commitment in reform-oriented higher education.

The top two indicators, "Plans to stay until CSPC becomes a university" (WM = 4.73) and "Recommends CSPC as a good workplace" (WM = 4.69), indicate future-oriented, goal-linked continuation commitment rather than resignation. This is significant because continuance commitment is often criticised in the literature as a "cost-based" bond that may not always translate into high performance. However, recent studies show that when embedded in a broader reform narrative (for example, digital transformation, quality reforms, or institutional upgrading), it can still support performance outcomes when aligned with clear organisational direction and capability-building. CSPC employees' intent to stay appears linked to a perceived value in "seeing through" the university transition, suggesting that organisational change milestones can strengthen staying intentions when employees view change as a collective achievement rather than a managerial imposition.

While somewhat high ratings for "Hard to leave CSPC even if I want to" (WM = 4.28) and "Leaving CSPC would disrupt my life" (WM = 4.10) suggest conventional continuation mechanisms, social ties, routines, and stability are acquired over time. Becker's "side-bet" argument states that employees stay since quitting would mean losing tenure, professional networks, credibility, and work-life arrangements. Contemporary side-bet theory studies in the Three-Component Model show that perceived sacrifices and investments influence continuing commitment (Powell and Meyer 2004). This "functional attachment" can benefit during high-demand transitions by reducing turnover risk and protecting institutional memory. However, it can become fragile if workload increases without support, or if employees perceive uncertainty and unfairness in HR and governance processes, which can impact organisational commitment in public-sector contexts (Todorovic et al. 2024).

The lower ratings for "Few options available outside CSPC" (WM = 3.77) and "Investment in CSPC keeps me from leaving" (WM = 3.58) are

noteworthy. They claim that absence of external opportunities "traps" employees. This is important because recent higher education research ties "constraint-based staying" to lower morale and cynicism, while "choice-based staying" (even when expenses are considered) is linked to better job relationships and more lasting reform participation. University research shows that continuance commitment mediates the relationship between institutional systems (for example, rewards and HR practices) and turnover intention, suggesting that employees stay longer when organisational arrangements make staying rational and worthwhile (Ramli and Salleh 2025; Farhan et. al 2024). It appears that CSPC staff stay because they value continuity, institutional direction, and professional identity, not because they have "no way out."

Change-management outcomes show that institutional transitions affect personnel psychologically and operationally, and commitment might vary depending on how change is experienced. Recent higher education research shows that organisational transformation procedures affect job commitment and work attitudes, especially when regarded as high-pressure, compliance-heavy, or unsupportive (Baakeel 2025). The "moderate" continuance commitment of CSPC may reflect a workforce that is willing to stay for the institutional journey but sensitive to stability, predictability, and the daily experience of reform implementation.

CSPC personnel seem more committed to institutional trust, consistency, and common aspiration than mobility. This helps a college pursuing university conversion maintain compliance, quality assurance, and long-cycle reforms. However, the institution should not overrely on stability. To make "staying to see CSPC become a university" an energised choice, improve employee development programs, clarify career pathways, and communicate reform progress. This is especially important as workload and performance expectations rise during the transition (Todorovic et al. 2024).

Normative Commitment Dimension

The moderate level of normative commitment among CSPC employees (WM = 4.17) suggests that many stay because they sense a moral obligation, a "should stay" orientation, rather than emotional attachment or cost. The level of socialisation, shared values, and perceived ethical duty can

Table 5: Significant relationship among the profile of the respondents on affective commitment dimensions

Affective commitment dimensions	Sex	Age group		Civil status		Salary grade		Years in service		Employee classification as to administrators and rank and file		Employee classification as to employment status (regular and contract of service)						
	χ^2 -value	p-value	χ^2 -value	p-value	χ^2 -value	p-value	χ^2 -value	p-value	χ^2 -value	p-value	χ^2 -value	p-value						
I would be happy to spend the rest of my career in this college.	0.25	0.969	NS	23.26	0.107	NS	21.32	0.006	S	34.27	0.024	S	14.83	0.005	S	13.73	0.008	S
I enjoy discussing the success of CSPC with people outside it.	2.32	0.509	NS	22.79	0.120	NS	17.74	0.023	S	35.52	0.018	S	10.33	0.035	S	12.64	0.013	S
I really feel as if CSPC's problems are my own.	1.16	0.885	NS	19.36	0.251	NS	18.50	0.018	S	49.18	0.000	S	10.21	0.037	S	10.30	0.036	S
I think I could easily be attached to another school/organization as I am to CSPC.	5.00	0.287	NS	25.28	0.065	NS	16.34	0.038	S	48.13	0.000	S	32.53	0.000	S	10.29	0.036	S
I feel like part of the family in CSPC.	3.89	0.420	NS	19.65	0.236	NS	17.36	0.027	S	32.85	0.035	S	24.28	0.000	S	14.47	0.006	S
I feel emotionally attached to CSPC.	2.73	0.605	NS	24.33	0.083	NS	18.87	0.016	S	33.33	0.031	S	16.91	0.002	S	14.38	0.006	S
CSPC has a great deal of personal meaning to me.	2.61	0.455	NS	19.45	0.246	NS	22.23	0.005	S	33.01	0.034	S	25.16	0.000	S	16.57	0.002	S

Table 6: Significant relationship among the profile of the respondents on continuance commitment dimensions

Continuance commitment dimensions	Sex	Age group			Civil status			Salary grade			Years in service			Employee classification as to administrators and rank and file			Employee classification as to employment status (regular and contract of service)		
		x ² -value	p-value	I	x ² -value	p-value	I	x ² -value	p-value	I	x ² -value	p-value	I	x ² -value	p-value	I	x ² -value	p-value	I
It would be very hard to leave CSPC right now even if I want to.		4.42	0.219	NS	22.39	0.131	NS	17.36	0.027	S	45.43	0.001	S	38.40	0.008	S	10.45	0.033	S
Too much of my life would be disrupted if I decided I wanted to leave CSPC right now.		4.71	0.194	NS	22.11	0.140	NS	17.39	0.026	S	52.24	0.000	S	81.76	0.000	S	13.97	0.007	S
Right now, staying with CSPC is a matter of necessity as much as desire. I believe that I have too few options to consider leaving this organization.		3.14	0.535	NS	19.82	0.228	NS	17.85	0.022	S	35.72	0.017	S	40.58	0.004	S	18.67	0.001	S
One of the few negative consequences of leaving CSPC would be scarcity of available alternatives.		2.44	0.655	NS	20.67	0.191	NS	16.53	0.035	S	58.23	0.000	S	43.95	0.002	S	18.94	0.001	S
If I had not already put so much of myself into this school, I might consider working elsewhere.		3.76	0.440	NS	23.25	0.107	NS	20.18	0.010	S	54.16	0.000	S	54.07	0.000	S	10.52	0.033	S
I look forward working with CSPC until its conversion to university.		2.14	0.710	NS	24.13	0.087	NS	16.72	0.033	S	84.77	0.000	S	66.56	0.000	S	11.66	0.020	S
I would recommend this as a good place to work.		1.70	0.637	NS	22.45	0.129	NS	18.51	0.018	S	52.01	0.000	S	40.81	0.004	S	15.55	0.004	S
		2.08	0.556	NS	18.27	0.308	NS	17.32	0.027	S	62.81	0.000	S	37.54	0.010	S	11.35	0.023	S

Table 5: Significant relationship among the profile of the respondents on affective commitment dimensions

Normative commitment dimensions	Sex			Age group			Civil status			Salary grade			Years in service			Employee classification as to administrators and rank and file			Employee classification as to employment status (regular and contract of service)		
	x ² -value	p-value	I	x ² -value	p-value	I	x ² -value	p-value	I	x ² -value	p-value	I	x ² -value	p-value	I	x ² -value	p-value	I	x ² -value	p-value	I
I do not feel any obligation to remain with my current employer - CSPC. Even if it were to my advantage, I do not feel it would be right to leave CSPC now. I would feel guilty if I leave CSPC now. CSPC deserves my loyalty. I would not leave CSPC right now because I have a sense of obligation to the people in it. I owe a great deal to CSPC. I will serve CSPC to the best of my ability, even beyond what is expected of me. I understand how my work contributes to CSPC's goals and objectives of becoming a University.	2.79	0.425	NS	21.78	0.150	NS	24.49	0.002	S	43.67	0.002	S	51.31	0.000	S	10.42	0.034	S	14.45	0.006	S
	0.87	0.833	NS	20.96	0.180	NS	26.46	0.001	S	35.58	0.017	S	45.08	0.001	S	16.01	0.003	S	25.50	0.000	S
	6.35	0.175	NS	22.92	0.116	NS	23.44	0.003	S	57.00	0.000	S	47.32	0.001	S	10.43	0.034	S	11.74	0.019	S
	4.32	0.364	NS	23.02	0.113	NS	22.20	0.005	S	36.79	0.012	S	34.20	0.025	S	12.51	0.014	S	18.09	0.001	S
	2.99	0.559	NS	21.89	0.147	NS	26.99	0.001	S	47.92	0.000	S	58.52	0.000	S	10.81	0.029	S	13.95	0.007	S
	3.81	0.432	NS	17.62	0.347	NS	20.23	0.009	S	34.02	0.026	S	63.44	0.000	S	10.64	0.031	S	13.39	0.010	S
	3.54	0.315	NS	20.64	0.193	NS	23.91	0.002	S	51.55	0.000	S	65.13	0.000	S	19.02	0.001	S	11.48	0.022	S
	1.26	0.739	NS	22.93	0.116	NS	21.56	0.006	S	44.75	0.001	S	40.06	0.005	S	21.80	0.000	S	12.85	0.016	S

stabilise behaviour during institutional transformations, making normative commitment vital in reform contexts. Recent research suggests that a strong ethical climate and quality of work life strengthen normative commitment in education, making employees more eager to give their all despite changing demands (Banguis and Quines 2022). Employee moral attachment may be CSPC's "continuity mechanism" supporting its transformation objective.

The highest-rated indicators, "Understands work contribution to CSPC's university vision" (WM = 4.70) and "Will serve CSPC beyond expectations" (WM = 4.62), show that normative commitment is purposeful and accountable. Recent higher education research also finds that commitment increases when employees see their work as meaningful and aligned with institutional direction and when organisational experiences (especially perceived support and fairness) encourage them to contribute beyond contractual requirements. This matters for CSPC's university transition because quality assurance and compliance work need prolonged, often discretionary participation, including committee work, documentation, mentorship, and continual improvement, where moral commitment can lead to volunteer involvement.

Reciprocity reasoning suggests that employees should give back when they see institutional support and fair treatment. "Believes CSPC deserves loyalty" (WM = 4.48) and "Feels indebted to CSPC" (WM = 4.36) have reasonably high scores. Modern social exchange theory research suggests that fairness and justice promote trust and reinforce the sense that loyalty is merited, which boosts employee commitment (Ha et al. 2022; Rbiaa 2025). This suggests that CSPC's normative commitment is sensitive to the governance and HR system, as when policies are perceived as fair (for example, workload equity, transparent evaluation, recognition), employees are more likely to maintain moral allegiance and service orientation. When fairness is questioned, normative commitment can weaken even if employees remain "attached" emotionally.

One's cultural interpretation is realistic and worth keeping, but it needs more critical framing. Filipino workplace research on *utang na loob* shows that gratitude-based responsibility persists in modern workplaces and may influence how employees view loyalty, reciprocity, and "serving be-

yond expectations," especially in supportive institutions (Donato et al. 2023). Recent Filipino psychology discussions warn that *utang na loob* can support solidarity in some contexts but create pressure and unequal expectations in others, so it should not be assumed to always produce positive outcomes (Casiño et al. 2025). CSPC believes that ethical and fair institutional policies should foster "moral obligation" rather than implicit expectations that employees sacrifice without support.

The lowest indicator, "Feels no obligation to stay" (WM = 2.82), shows a minority of contractual or less secure employees who may not absorb the same moral attachment. Recent research suggests that work uncertainty can lower organisational commitment, especially when employees perceive unpredictable employment conditions, insufficient protection, or uncertain career routes (Anand et al. 2023). Insecure work conditions might damage long-term organisational relationships and reduce employees' desire to "invest" ethically in the institution (Palma 2024). Thus, some employees' lesser feeling of obligation may be a sensible response to restricted reciprocity and employment certainty, which make normative attachment difficult to form.

CSPC workers are value-driven and eager to go above and beyond to achieve institutional transformation. Yet normative commitment appears to be unevenly distributed and dependent on institutional fairness and reciprocity. Recent research shows that fairness, trust, ethical climate, and employment security influence commitment and readiness to "go the extra mile" (Ha et al. 2022; Rbiaa 2025; Anand et al. 2023). As CSPC moves toward universityhood, normative commitment will require more than vision messaging, it will require visible fairness in HR and governance, credible recognition systems, and development pathways (especially for contractual staff) so moral obligation is grounded in institutional justice and shared accountability rather than pressured loyalty.

Significant Relationship Between the Profile and the Three Dimensions of Commitment (Affective, Continuance, Normative)

Significant Relationship between the Profile and Affective Commitment Dimension

Many demographic and job characteristics affect affective commitment, according to the inves-

tigation of Camarines Sur Polytechnic Colleges (CSPC) employees' employee profile data. Significant associations ($p < .05$) were found between Civil Status, Salary Grade, Years in Service, Employee Classification, and Employment Status across most affective commitment markers. Sex and Age Group showed no significant link ($p > .05$), suggesting gender and age have little effect on CSPC employees' emotional attachment.

The strongest associations were found in statements like "I would be happy to spend the rest of my career in this college" and "I feel like part of the family in CSPC," which were significantly associated with civil status ($p = .006$ and $p = .027$), salary grade ($p = .002$ and $p = .039$), and years in service. This shows that married, higher-salary, and longer-tenured employees report higher affective commitment, showing emotional involvement and long-term loyalty to the company.

The item "I think I could easily be attached to another school/organisation as I am to CSPC" also showed significant associations ($p = .038$ across civil status and $p = .013$ across years in service), suggesting that tenure affects organisational attachment. Long-term employees may struggle to identify similarly with other institutions, reinforcing the premise that emotional commitment grows over time.

Moreover, employee categorisation (administrative vs. rank-and-file) and job type (regular vs. contractual) consistently predicted affective commitment ($p < .05$ for most metrics). Job stability, decision-making, and institutional trust may have strengthened emotional attachment among regular and administrative employees. Meyer and Allen (1991) found that organisational support, recognition, and fairness foster affective commitment.

This study supports Meyer and Allen's (1997) Three-Component Model of Organisational Commitment, particularly the affective component, which emphasises emotional attachment, identity, and involvement in one's organisation. High-affective commitment employees stay because they want to, not because they have to or should.

Emotional commitment is shaped by job satisfaction, leadership trust, and belonging, according to Mowday et al. (1982). The significant connections between affective commitment and employment-related parameters like tenure and salary grade show that CSPC employees' professional stability and institutional recognition provide emotional fulfillment.

Because the company becomes an extension of an employee's identity, longer tenure enhances connection, according to Becker (1960) and Mathieu and Zajac (1990). According to Yousef (2017) and Lok and Crawford (2004), employees who feel encouraged, empowered, and fairly treated are more likely to form strong affective attachments with their institutions. The large discrepancies between permanent and contractual employees in this study support this claim, participatory governance and organisational security boost loyalty and attachment.

Aydin et al. (2011) found that emotional commitment does not differ by gender or age, suggesting that organisational culture and policies are more important than demographics. This suggests that institutional context and leadership, not human qualities, determine commitment levels.

The strong correlation between affective commitment and years in service supports Meyer and Herscovitch (2001), who emphasised that long-term employees generally identify strongly with organisational principles due to persistent exposure to institutional practices and interactions. In the CSPC setting, employees who have seen the college grow emotionally engage more in its universityhood.

The data imply that structural and experiential characteristics like civil status, salary grade, years of service, and employment classification affect CSPC employees' affective commitment. Stable, long-term, and participatory employees show more emotional commitment to CSPC, indicating their pride, belonging, and affiliation with the institution's mission and vision. These findings demonstrate that organisational commitment is a result of the psychological contract between the institution and its personnel. Meyer and Allen (1997) and Mowday et al. (1982) agree that organisational support, recognition, and inclusivity foster affective commitment. As the college moves toward universityhood under Republic Act 11283, CSPC may focus on career development, participatory governance, and employee recognition to increase emotional investment, particularly among contractual and rank-and-file employees.

Significant Relationship Between the Profile and Continuance Commitment Dimension

Data show that Camarines Sur Polytechnic Colleges (CSPC) employees' continuing commit-

ment is strongly correlated with demographic and occupational factors. Significant associations ($p < .05$) were found between wage grade, years in service, personnel classification (administrative vs. rank-and-file), and employment status (regular vs. contractual) across most metrics. Sex, age group, and civil status had no significant effect ($p > 0.05$), suggesting that institutional and tenure-related factors influence continuing commitment more than personal demographics.

The markers, "It would be tough to leave CSPC right now even if I want to" and "Too much of my life would be disrupted if I decided to leave CSPC right now," which had p -values below 0.01 in connection to income grade and years in service, showed the most significant associations. This suggests that CSPC employees with longer tenure and better income grades view staying as beneficial and leaving as costly. According to Becker (1960), the side-bet theory states that people stay with organisations because they gain rewards, tenure, and social ties that would be lost if they leave.

"I look forward to working with CSPC until its conversion to a university" and "I would recommend CSPC as a good place to work" also had significant associations across key employment variables, including years in service ($p = .000$), employee classification ($p = .005$), and employment status ($p = .006$). These findings show that institutional milestones, such as CSPC's Republic Act 11283 university status, improve employees' sense of belonging and dedication, especially those directly involved in institutional advancement.

Regular employees and administrative/supervisory staff expressed higher continuous commitment than contractual or rank-and-file staff. Job security and professional progression prospects increase an employee's reasonable attachment to a firm, according to Ng and Feldman (2011). Meyer and Allen (1997) proposed that continuing commitment occurs when employees believe the economic and social costs of leaving an organisation outweigh the benefits.

Interestingly, the item "If I had not already put so much of myself into this school, I might consider working elsewhere" was associated with salary grade ($p = .00$), years in service ($p = .00$), and employment classification ($p = .012$), suggesting that CSPC employees who have invested effort, reputation, and emotional capital view their continued employment as a professional and personal invest-

ment. This conclusion confirms Jaros (2007), who noted that continuing commitment is closely linked to feelings of accumulated work and the risk of losing professional identity if they depart.

The findings support Meyer and Allen's (1991, 1997) model of organisational commitment, where continuance commitment reflects awareness of departing costs. Longer-tenured and higher-ranking employees, often those who have benefited from CSPC's development initiatives, are more likely to stay due to security, perks, and institutional advancement. Powell and Meyer (2004) found that firms that foster employee independency and belonging boost continuous commitment. The college's pursuit of CHED compliance and universityhood may position staff as co-stakeholders in institutional transformation at CSPC. Panaccio and Vandenberghe (2011) also noted that perceived sacrifice (loss of tenure, rewards, and relationships) and lack of alternatives influence continuing commitment. Many CSPC personnel understand the professional dangers and interruptions of leaving a strong state organisation, especially in regions with little possibilities.

The lack of substantial disparities across sex, age, and civil status supports Aydin et al.'s (2011) claim that continuing commitment is essentially situational rather than demographic. This shows that institutional features like remuneration, tenure security, and recognition mechanisms foster rational attachment more than personal background.

The statistics indicate that organisational tenure, position, and employment stability drive CSPC employees' continuing commitment, not demographics. Long-term employees are more aware of the pros and cons of quitting, which helps them stick to CSPC's aims. These findings show that organisational commitment is logical and strategic, as employees stay because of loyalty, investments, and the potential of institutional change. CSPC's leadership may strengthen this commitment by improving employee career routes, institutional incentives, and recognition systems that promote shared progress and long-term organisational stability, in line with Meyer and Allen's (1997) and Becker's (1960) theories. CSPC can keep its workers motivated and united as it transitions toward full university status under Republic Act 11283 by enhancing continuance commitment.

Significant Relationship Between the Profile and Normative Commitment Dimension

The findings show that salary grade, years in service, employee classification, and employment status greatly affect normative commitment, that is, the employee's moral obligation to stay with the firm. The link between sex, age, and civil status was not significant ($p > 0.05$). This shows that institutional and tenure variables, not demographics, affect CSPC employees' duty and commitment.

Strong associations were found between "CSPC deserves my loyalty" ($p < .05$), "I owe a great deal to CSPC" ($p < .05$), and "I understand how my work contributes to CSPC's goals and objectives of becoming a university" ($p < .05$), with salary grade, years in service, employee classification, and employment status. This implies that higher-ranking and longer-tenured personnel feel a greater moral indebtedness to CSPC, reflecting the institution's goals and ideals. Regular employees had higher normative commitment than contractual staff, highlighting the relevance of job stability and inclusion in institutional loyalty.

The results demonstrate that employees' moral commitment is linked to CSPC's institutional reform under Republic Act 11283, which requires its conversion into the Polytechnic State University of Bicol. The substantial link between years in service ($p = 0.000$) and the signal "I will serve CSPC to the best of my ability, even beyond what is expected of me" suggests that many employees consider their position in this process as a moral duty. This shows that long-term employees are more ethically committed to corporate achievement, especially university status. However, sex, age, and civil status did not significantly affect normative commitment, suggesting that moral attachment is shaped by professional experience and institutional culture.

Meyer and Allen's (1991, 1997) Three-Component Model of Organisational Commitment, which views normative commitment as a moral obligation based on personal ethics, organisational socialisation, and reciprocity, matches the findings. Normatively committed employees feel an ethical obligation to stay, frequently due to appreciation or institutional principles. Wiener (1982) proposed that internalised norms that emphasise duty and loyalty build normative commitment, especially when employees feel the firm has invested in their growth. This study supports this theory that CSPC

instructors and staff, especially those who have advanced, trained, or been stable, feel a moral commitment to serve. Meyer and Herscovitch (2001) added that normative commitment comes from social exchange dynamics, where employees stay because they should rather than because they need to (continuance or affect). CSPC personnel that are loyal and want to help the institution succeed demonstrate this moral "oughtness".

Years in service and normative commitment are linked, according to Paillé and Lamogtane (2011) and Yousef (2017), who discovered that organisational culture and trust strengthen long-term employees' moral bonds to their institutions. Lok and Crawford (2004) noted that organisational fairness, participatory leadership, and shared mission enhance employees' moral attachment, which is seen in CSPC's inclusive and collaborative campus atmosphere.

Filipino culture labour ideals also influence the data. The artistic principles of *utang na loob* (debt of gratitude) and *pakikipagkapwa-tao* (fellowship) hold employees accountable for giving back to the organisation that gives them a living and opportunity. Miranda and Del Castillo (2020) noted that Filipino public servants' loyalty is generally based on communal values, moral obligation, and service rather than pecuniary rewards.

CSPC's collectivist attitude creates a moral bond between personnel and institutional vision. As CSPC moves toward universityhood, employees' normative commitment anchors institutional development, ensuring CHED compliance and the organisation's human spirit. CSPC personnel's normative commitment is impacted by institutional and contextual elements like tenure, employment stability, and organisational position. Long-term college employees feel a moral obligation to serve based on appreciation, a shared mission, and organisational trust.

These findings support Wiener (1982), Meyer and Allen (1997), and Paillé and Lamogtane (2011) that normative commitment is ethical rather than contractual. CSPC's leadership may reinforce this moral dimension of engagement through employee recognition programs, participatory governance, and institutional communication that emphasises shared purpose and contribution to the college's university-isation. CSPC's staff is conscientiously connected with its institutional change and long-term educational goal, as seen by its strong nor-

mative commitment, particularly in recognising one's role in accomplishing the university vision.

CONCLUSION

The study concludes that employees of the college exhibit a generally high level of organisational commitment across affective, continuance, and normative dimensions, reflecting a workforce that is emotionally attached, pragmatically invested, and morally aligned with the institution's mission and vision. Employees demonstrate strong pride, belongingness, and long-term attachment to the college, while also recognising the personal and professional value of remaining with the institution during its transition toward university status. Commitment levels were found to be significantly influenced by work-related factors such as salary grade, length of service, employment classification, and employment status, whereas personal demographic variables showed minimal effect. Overall, the findings indicate that the college possesses a cohesive and dedicated workforce that views its role as integral to institutional transformation, confirming that organisational commitment is a key driver of readiness, stability, and sustained performance as the college advances toward universityhood.

RECOMMENDATIONS

Based on the findings, the college should further strengthen its human resource and institutional systems to sustain and enhance organisational commitment as a strategic asset in achieving university status. Priority should be given to expanding professional development and career advancement opportunities to reinforce both emotional engagement and long-term investment among employees. The administration should also pursue more transparent promotion policies, improved employment security, and equitable welfare programs, particularly for contractual personnel, to foster greater stability and loyalty. Strengthening participatory and transformational leadership practices will help deepen shared governance, accountability, and trust across all employee groups. In addition, institutional initiatives that reinforce shared values, collective identity, and alignment with the university vision should be sustained through consistent communication and

engagement activities. Finally, organisational commitment should be integrated into strategic human resource planning and performance management systems to ensure that employee engagement remains central to the college's continuing journey toward excellence as a university.

LIMITATIONS

This study is limited by its focus on a single higher education institution, Camarines Sur Polytechnic Colleges (CSPC), which constrains the generalisability of its findings to other academic settings. Because organisational commitment is shaped by institutional culture, leadership practices, employment policies, and organisational climate, the levels of affective, continuance, and normative commitment observed among CSPC employees may differ substantially from those of personnel in other state colleges, universities, or private higher education institutions. Furthermore, variations in organisational maturity, governance structures, institutional resources, and human resource systems across institutions may influence employee attitudes and commitment in ways not captured in this study.

Additionally, while the study employed a statistically representative sample of CSPC employees, the reliance on self-reported measures introduces potential response biases such as social desirability or acquiescence tendencies. The cross-sectional design also limits the ability to determine causality, as employee commitment may change over time in response to institutional reforms, leadership transitions, or employment policy changes, all factors particularly relevant as CSPC transforms *Republic Act No. 11283* (2019).

Given these limitations, caution is advised in extrapolating the results to other institutions. Future studies may benefit from comparative, multi-campus, or longitudinal designs to validate the findings and provide a broader understanding of organisational commitment patterns across the Philippine higher education sector.

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