

# A Path Analysis on the Effect of Work Engagement, Organizational Culture, and Work-Life Balance on Organizational Commitment in Higher Education Institutions

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Received 18<sup>th</sup> May 2025; Accepted 5<sup>th</sup> June 2025; Published Online 16<sup>th</sup> July 2025

DOI: 10.63941/DIT.ADSimrj.2025.1.3.18

## ABSTRACT

Higher education institutions play a critical role in shaping a skilled and knowledgeable workforce, making it essential to foster organizational commitment toward an advanced society. This study examines the effect of work engagement, organizational culture, and work-life balance on organizational commitment within higher education institutions in Northern Mindanao, Philippines. It employs a quantitative research design using simple, multivariate regression and path analysis. A stratified random sampling technique was applied to ensure accuracy with a sample size of 212 based on a population of 471. The findings reveal that work engagement, organizational culture, and work-life balance significantly relate to organizational commitment in higher education institutions in Northern Mindanao. The results indicate that work engagement, through its three dimensions—vigor, dedication, and absorption—strongly influences commitment, suggesting that employees who are highly engaged are more likely to stay committed to their institutions. Additionally, organizational culture, particularly factors such as involvement, consistency, adaptability, and mission, contributes to fostering commitment. Lastly, work-life balance is the strongest predictor of organizational commitment, characterized by dimensions of supportive working conditions, internal work experience, autonomy, time experience, and leadership, highlighting the importance of nurturing a resilient workforce to enhance organizational commitment. The study concludes that work engagement, organizational culture, and work-life balance significantly affect organizational commitment, emphasizing the necessity for institutions to enhance employee engagement, promote work-life balance, and develop a robust cultural reinforcement strategy. By addressing these factors, higher education institutions can improve long-term organizational commitment and overall institutional stability.

**Keywords:** *Affective Commitment; Institutional Support; Leadership; Path Model, Supportive Work Environment*

## INTRODUCTION

Higher education institutions (HEIs) are essential for the advancement of society because they foster future leaders and stimulate innovation. However, it is becoming increasingly challenging for these institutions to retain talented staff and teachers (Almutairi, 2021). Organizational commitment, which measures how much people identify with and are dedicated to their organizations, is a crucial component of employee retention. Work engagement, organizational culture, and work-life balance are factors that are increasingly challenging organizational commitment in higher education institutions (HEIs). These characteristics have a significant impact on employees' commitment to remain at the institutions. However, as globalization has increased the number of teaching positions available both locally and abroad, organizational commitment has become increasingly important (Waeyenberg et al., 2022). According to a growing body of research, work engagement, organizational culture, and work-life balance are important antecedents of organizational commitment (Schaufeli et al., 2006).

These crucial areas jointly affect organizational commitment and retention, but the current system in HEIs lacks a unified strategy to address them. Significant gaps exist in the commitment framework required for the sustainability of HEIs due to the lack of organized support for job engagement and corporate cultures that may not prioritize employee well-being. Supported by recent studies, HEIs are facing greater difficulties in encouraging organizational commitment in the face of growing job demands, emotional labor, and shifting expectations at work (Markova et al., 2022). High turnover rates, which also result from insufficient work-life balance-promoting legislation, ultimately jeopardize the stability and expansion of these institutions. These systemic flaws highlight the need for a more comprehensive understanding of how organizational culture, work-life balance, and work engagement all affect employees' organizational commitment in HEIs.

The researcher's motivation to conduct this study is to investigate the interrelationship of work engagement, organizational culture, and work-life balance on organizational commitment in higher education institutions. Specifically, this study has the following objectives:

1. Assess how the respondents perceived their work engagement in terms of vigor, dedication, and absorption;
2. Examine how the respondents perceived their organizational culture in terms of involvement, consistency, adaptability, and mission;
3. Evaluate how the respondents perceived their work-life balance in terms of supportive working conditions, internal work experience, autonomy, time experience, and leadership;
4. Determine how the respondents perceived their organizational commitment in terms of affective commitment, continuance commitment, and normative commitment;
5. Analyze the extent to which work engagement predicts organizational commitment;
6. Analyze the extent to which organizational culture predicts organizational commitment;
7. Analyze the extent to which work-life balance predicts organizational commitment; and
8. Identify which among work engagement, organizational culture, and work-life balance best predicts organizational commitment.

Furthermore, using a path analysis methodology, this study aims to provide valuable insights into how these variables interrelate and present suggestions that HEIs can use to improve employee commitment. This type of insight is crucial because dedicated staff members support the institution's objective to provide high-quality education sustainably, additionally helping to maintain institutional stability. Therefore, this study aims to close a significant knowledge gap on the factors affecting organizational commitment at HEIs and provide potential avenues for developing a more engaged, balanced, and dedicated workforce.

## **THEORETICAL FRAMEWORK**

This study is anchored on Theory of Bakker and Demerouti (2014) Job Demands-Resources (JD-R), Theory of Schein's (1985) Organizational Culture, and Theory of Blau (1964) Social Exchange Theory (SET), this study aims to explain the effect of work engagement, organizational culture, and work-life balance on organizational commitment in higher education institution. To explain the effect of work engagement on organizational commitment, the Job Demands-Resources (JD-R) Theory by Bakker and Demerouti (2014) was utilized. The JD-R theory categorizes job characteristics into demands (e.g., workload, emotional pressures, role ambiguity) and resources (e.g., support, autonomy, development opportunities), which respectively hinder or promote employee engagement. Job demands require physical, psychological, or emotional efforts and, if unmanaged, can cause burnout,

while job resources help achieve work goals and foster personal growth. Thus, maximizing job resources and minimizing job demands enhances work engagement, which in turn strengthens organizational commitment (Bakker & Demerouti, 2014).

On the other hand, Schein's Theory of Organizational Culture (1985) provides a strong foundation for understanding how organizational culture influences organizational commitment. According to Schein, organizational culture consists of three layers: artifacts (visible elements like dress codes and office layout), espoused values (stated principles and norms), and underlying assumptions (deeply held, unconscious beliefs). When these elements are positively aligned, they foster a sense of belonging and emotional attachment among employees, leading to higher organizational commitment. A culture that aligns with employee values enhances commitment, engagement, satisfaction, and ultimately drives organizational success (Schein, 1985).

Lastly, Social Exchange Theory (SET), introduced by Blau (1964), offers a meaningful lens for understanding how employees build stronger commitment to their organizations. SET suggests that when employees feel they are treated well, they naturally want to give back, creating a foundation of mutual trust and obligation (Blau, 1964). Supportive practices, like work-life balance initiatives, spark this sense of reciprocity, encouraging loyalty and commitment from employees (Cropanzano et al., 2017). On the other hand, if employees perceive the exchange as unfair or one-sided, their loyalty can weaken. This idea is echoed in work-life balance research, showing that when organizations genuinely care about employees' well-being, workers tend to develop stronger emotional ties (Yadav et al., 2014). A positive work-life balance also reduces stress and turnover intentions, making employees more likely to stay. Overall, SET helps explain how fostering work-life balance can deepen emotional, cognitive, and behavioral commitment within organizations.

Overall, this theories and model provide a complete references and foundation in order to completely understand the dynamics that exist between the effect of work engagement, organizational culture, and work-life balance on organizational commitment in higher education institutions.

## **RELATED LITERATURE**

### *Organizational Commitment*

Organizational commitment describes how a person feels and thinks about their company, which affects their desire to stay and contribute. The three-component model of organizational commitment paradigm normative, affective, and continuance states that some workers remain with their organization because they enjoy their work or because it aligns with their objectives. Others might be more worried about the potential losses if they leave. Others may keep working because they owe it to the business or their boss. The initial type of dedication is driven by a concern about losing the job. Teachers' work-life balance, organizational culture, and job satisfaction may all improve when this idea is applied in the classroom (Rodrigues et al., 2022). Another study conducted by Batugal and Tindowen (2019) the Influence of Organizational Culture on Teachers' Organizational Commitment and Job Satisfaction: The Case of Catholic Higher Education Institutions in the Philippines. The most prevalent cultural category among Catholic HEIs in the Philippines. Teachers also have a strong sense of loyalty to their company and job satisfaction. The degree to which an individual identifies with and is dedicated to an organization is reflected in their organizational commitment objectives (Kinicki and Kreitner, 2018).

### *Work Engagement*

Employee engagement is an essential factor in boosting performance and productivity which every company was aiming for, by retaining skilled and valued employees instead of recruiting and hiring.

It was also asserted that work the definition of engagement is a constructive motivating state characterized by vigor, dedication, and absorption (Na-Nan et al., 2021). The employee engagement and company culture have a favorable and substantial impact on the performance of university faculty, either in part or all at once (Aditya et al., 2021). As mentioned by Lee et al. (2021), there are three elements can be linked to work, followed by the work environment and factors that can be related to each other separately. According to employment-related elements, these include a variety of items, including employment resources, which are connected to resources in carrying out their duties, organizational commitment, which is associated with people's dedication to joining an organization. According to Aditya et al. (2021), employee engagement and company culture have a favorable and substantial impact on the performance of university staff, either in part or all at once. Mohammed et al. (2020) emphasized that there is a complex relationship between academics' work engagement and servant leadership. Furthermore, Chen and Fellenz (2020) investigated if a shift in employee engagement at work is due to their choices on how to manage their personal resources. The results corroborate the proposed mediating effects of work-related personal demands and personal resources on work-related personal demands and personal resources at home.

### *Organizational Culture*

The common ideas, beliefs, and customs that influence how staff members collaborate and interact inside a company are collectively referred to as organizational culture. It affects communication, behavior, and decision-making, resulting in an atmosphere that can either improve or degrade worker performance and satisfaction. Long-term success and employee retention depend heavily on a strong, positive culture that supports adaptability, encourages teamwork, and aligns workers with the organization's goals. According to Arma and Lubis (2023), culture serves the following purposes: 1) It makes a clear contrast between organizations. 2) The organization's culture gives its members a feeling of self. 3) Culture facilitates the emergence of a more comprehensive commitment than personal self-interest. 4) By setting the proper expectations for workers to meet, culture serves to bring the organization together. 5) Culture as a regulator that directs and molds the attitudes and actions of employees. Furthermore, according to Utamy et al. (2020), organizational culture is a set of long-standing values, beliefs, presumptions, or conventions that members agree upon and abide by as a guide for behavior and problem-solving within the organization. As stated by Mehmooda et al. (2020), businesses in western nations are typically held by public shareholders and have managers acting as their representatives in the board, businesses in eastern regions are typically family-owned and have bureaucratic practices and centralized decision-making. Company that encourages individualism, has a decentralized decision-making process, and a less bureaucratic organization.

### *Work-life Balance*

Work-life balance is the harmony between a person's personal and professional obligations, which is essential for preserving general well-being and productivity. Flexible scheduling, social, and financial support, and enough vacation time are all important components of striking this balance, which helps workers successfully combine their personal and professional obligations. Prioritizing work-life balance lowers burnout, improves job satisfaction, and fosters a more sustainable, healthy workplace. According to Hammond et al. (2022), a variety of factors, such as position, influence striking a balance between serious and enjoyable activities. satisfaction, interpersonal relationships, career progression, working conditions, pay, grievances, and stress. Another study conducted by Abdulaziz et al. (2022) examined the effects of workload and work-life balance on teachers' organizational commitment. Work overload has a detrimental effect on authoritative responsibility, whereas striking a balance between important and enjoyable tasks affects hierarchical accountability. Li (2019) also investigated how work-life balance affected employees on organizational dedication in the context of China by sending out 363 surveys to workers in state-owned business. The quantitative analysis's findings

showed a favorable correlation with organizational dedication. A favorable link is supported by the literature review above between corporate dedication and work-life balance.

## MATERIALS & METHODS

The study employed a quantitative research design, utilizing simple, multivariate, and path analysis to examine the effects of work engagement, organizational culture, and work-life balance on organizational commitment in higher education institutions in Northern Mindanao. Path analysis, a statistical method rooted in the broader framework of structural equation modeling, was used in this study to further explore the interactions among the selected variables (Kline 2016). The goals of this study are best served by path analysis, which is particularly well-suited for analyzing multiple independent variables and their effects on a dependent variable.

This study aims to provide a comprehensive and nuanced understanding of the factors influencing organizational commitment in higher education by utilizing both basic and multivariate path analysis. The results will be beneficial for institutional leaders seeking to create a workplace that fosters organizational performance and employee well-being. The appropriate planning and selection of instruments constituted the initial step in the data-gathering process. Questionnaires were employed to collect and compile actual data, with the primary source being the deployment of a survey questionnaire.

## RESULTS AND DISCUSSION

*The respondents perceived their work engagement in terms of vigor, dedication, and absorption.*

The respondent's perception on work engagement reveals in table 1 below shows a strong work engagement levels in respondents in all dimensions—strong vigor (Mean = 3.17), very strong dedication (Mean = 3.54), and strong absorption (Mean = 3.05)—overall mean 3.25. The proximity of the standard deviations (0.43–0.50) reflects a broad consensus on perceptions, although subtle differences are seen across dimensions.

**Table 1**  
*Summary of Mean Distribution of Work Engagement*

Work Engagement	Mean	SD	Description
Vigor	3.17	0.44	Strong Work Engagement
Dedication	3.54	0.43	Very Strong Work Engagement
Absorption	3.05	0.50	Strong Work Engagement
<b>Overall</b>	<b>3.25</b>	<b>0.46</b>	<b>Strong Work Engagement</b>

*Legend: 1.00 – 1.75 (Very Weak), 1.76 – 2.50 (Weak), 2.51 – 3.25 (Strong), 3.26 – 4.00 (Very Strong)*

Dedication ranked as the highest-scoring component, demonstrating respondents' strong emotional attachment and pride about their work, potentially bolstered by the mission-driven nature of the higher education context. This matches the findings by Collie and Martin (2020) that educators in mission-driven contexts often demonstrate higher levels of engagement than general institutional strategies. These outcomes reaffirm dedication as a central asset for the future of higher education institutions. To ensure its sustainability, institutions must introduce professional development and recognition programs that strengthen teachers' sense of purpose. To illustrate, Skaalvik and Skaalvik (2021)

showed that autonomy with pedagogical decisions and recognition of contributions improve commitment.

These findings have significant implications for colleges and universities. In contrast, while dedication is a cultural strength, the average vigor and absorption scores indicate that there may be opportunities for intervention. Institutions may consider managing workloads, distributing resources, and shaping policies that mitigate ambiguity in roles to optimize energy and focus. Furthermore, creating collaborative environments, recognizing progress, and emphasizing mindfulness can reduce burnout and increase engagement. Building on this, dedication to institutional missions could be a powerful ally to overall commitment if complemented by systemic support. In particular, given that work engagement is a catalyst for organizational commitment influencing retention, productivity, and alignment with institutional objectives in academia, it is important to consider these dimensions together.

***The respondents perceived their organizational culture in terms of involvement, consistency, adaptability, and mission.***

The respondent's perception on their organizational culture in terms of involvement, consistency, adaptability, and mission has an overall mean score of 3.27 (SD=0.60) indicates a "Very Strong Organizational Culture" interpreted a very strong organizational culture existing in the institutions.

**Table 2**  
*Summary Mean Distribution of Organizational Culture*

Organizational Culture	Mean	SD	Description
Involvement	3.28	0.55	Very Strong Organizational Culture
Consistency	3.22	0.62	Strong Organizational Culture
Adaptability	3.18	0.66	Strong Organizational Culture
Mission	3.42	0.58	Very Strong Organizational Culture
<b>Overall</b>	<b>3.27</b>	<b>0.60</b>	<b>Very Strong Organizational Culture</b>

*Legend: 1.00 – 1.75 (Very Weak), 1.76 – 2.50 (Weak), 2.51 – 3.25 (Strong), 3.26 – 4.00 (Very Strong)*

The top dimension, Mission (Mean = 3.42, SD = 0.58) see table 2, highlights a deep link between institutional aims and well-defined goals, confirming a strong fundamental of organizational (cohesion) performance (Brown, 2021) with such purpose-driven leadership as essential for employee motivation. The results underline a culture of accountability and strategic resilience as essential traits for overcoming adversity in higher education (Smith & Lee, 2021). Moreover, involvement as very strong organizational culture (M = 3.28, SD = 0.55), suggesting a collaborative, innovative, and participative environment. Very strong involvement reflects strengths in transparency and engagement which are essential for promoting confidence and creativity within academic environments (Lee et al., 2021).

However, Consistency (Mean = 3.22, SD = 0.62) which indicates mixed alignment with associated culture with shared values, stable leadership, and goal coherence. Furthermore, Adaptability (Mean=3.18, SD = 0.66), The results support Hong, (2024) argument for the need for adaptability in

higher education based on flattening hierarchies to empower educators at the front lines. The moderate result of consistency and adaptability indicate scope for improvement. Although Consistency indicates reasonable alignment with shared values and internal consistency. Adaptability the ability to adapt to the external environment, ranked as the lowest dimension score, suggesting potential difficulties in meeting changing needs (e.g., changing technology, student demands, or budget pressures).

There are also important insights from the average scores for consistency and adaptability: Long-term sustainability across a changing landscape of education may be challenged to the extent that practices and behaviors become inconsistent, leading to resistance in institutional agility. Resistance to change is noted in public institutions whereas private institutions highlight flexibility. Conversely, very strong scores for mission and involvement indicate cultural strengths that institutions can leverage to build commitment and morale. Furthermore, transparent mission alignment can be leveraged to bring employees together during transitions, and participatory leadership can tailor buy-in for adaptive strategies. For instance, to reinforce shared values (Consistency), an institution might proactively communicate the reasons behind its decisions to the public, and to enhance responsiveness (Adaptability), an institution could improve the training of its staff or invest in the necessary infrastructure. Combined with classic culture assets, these measures can lead to a much more vibrant environment, thus working even more on the organization's loyalty. Navigating the contrast between playing to strengths and managing moderate dimensions is crucial for the institution to have a supportive culture for employee shortcomings and institutional resilience in higher education.

***The respondents perceived their work-life balance in terms supportive working conditions, internal work experience, autonomy, time experience, and leadership.***

The respondents perceived their work-life balance in terms supportive working conditions, internal work experience, autonomy, time experience, and leadership show the mean rating of 3.22 (SD=0.59) show a “Strong Work-Life Balance” which means a strong work-life balance was being practiced in the institutions but with a variation of its components.

**Table 3**  
*Summary of Mean Distribution of Work-life Balance*

Work Engagement	Mean	SD	Description
Supportive Working Conditions	3.28	0.50	Very High Work-life balance
Internal Work Experience	3.40	0.51	Very High Work-life balance
Autonomy	3.20	0.65	High Work-life balance
Time Experience	2.88	0.70	High Work-life balance
Leadership	3.34	0.56	Very High Work-life balance
<b>Overall</b>	<b>3.22</b>	<b>0.59</b>	<b>High Work-life balance</b>

*Legend: 1.00 – 1.75 (Very Low), 1.76 – 2.50 (Low), 2.51 – 3.25 (High), 3.26 – 4.00 (Very High)*

Table 3 illustrates the perceptions of work-life balance as reported by respondents on five different dimensions. The result also indicates a mean rating of 3.22 (SD=0.59), and it shows the mean of high or a good work-life balance was being practiced in our sample population but with a diversification of the components. Mean scores for supportive working conditions (Mean = 3.28) and supportive

leadership (Mean = 3.34) were the highest, suggesting that employees perceive institutional resources (e.g., flexibility, tools) and managerial practices to be enabling the balance of work and personal roles. This aligns with academia's growing focus on policies such as remote work options and mental health support. Likewise, internal work experience (Mean = 3.40), representing emotional and cognitive wellness, implies that employees gain satisfaction from their respective occupations and discern meaning in them, if not their value, by institutional values.

By contrast, autonomy (Mean = 3.20) and time experience (Mean = 2.88) were scored high, identifying important hurdles. Although there is moderate perceived autonomy—control around how work gets done and what decisions are made—the score indicates an opportunity to empower employees and allow for self-direction, particularly in academic roles. The particularly low score for time experience points to widespread challenges with managing workload — a significant concern in higher education where conflicting demands (e.g., teaching, research, service) frequently lead to boundaries between work and personal life becoming indistinguishable.

Very High scores in leadership and supportive conditions reflect institutional strengths that can be harnessed to fill gaps. Furthermore, leadership might call for workplace workload audits to ensure a fair distribution of tasks and for training in time management. Flexible scheduling or participatory decisions about local workplace policies could increase autonomy and allow employees to better align their work with other life priorities. Addressing time-related stress, clear expectations on availability, and reducing non-essential administrative tasks can improve work-life balance. These changes are vital for retention, job satisfaction, and commitment (McCarthy et al., 2016). By proactively addressing these aspects, institutions can foster a resilient workforce capable of sustaining high performance in a demanding world.

***The respondents perceived their organizational commitment in terms of affective commitment, continuance commitment, and normative commitment.***

The respondents perceived their organizational commitment in terms of affective commitment, continuance commitment, and normative commitment got the overall mean score of 2.76 (SD=0.52) indicates a “Strong Organizational Commitment” means a strong level of emotional attachment, perceived cost of leaving, and sense of obligation in higher education institution.

**Table 4**  
*Summary of Mean Distribution of Organizational Commitment*

<b>Organizational Commitment</b>	<b>Mean</b>	<b>SD</b>	<b>Description</b>
Affective	2.57	0.47	Strong Organizational Commitment
Continuance	2.75	0.56	Strong Organizational Commitment
Normative	2.97	0.52	Strong Organizational Commitment
<b>Overall</b>	<b>2.76</b>	<b>0.52</b>	<b>Strong Organizational Commitment</b>

*Legend: 1.00 – 1.75 (Very Weak), 1.76 – 2.50 (Weak), 2.51 – 3.25 (Strong), 3.26 – 4.00 (Very Strong)*

Table 4 indicates how participants perceive organizational commitment. The mean overall score of 2.76 out of 3 indicates a strong level of organizational commitment among the workers, and the



dimensions of organizational commitment were rated highest in normative commitment (Mean = 2.97) and lowest in affective commitment (Mean = 2.57).

Normative commitment, or a sense of moral obligation to the institution, indicates that employees feel almost compelled to do their jobs — a finding likely related to the mission-driven character of many academics and professional standards. Still, the strong score indicates that such an obligation is not of great force. The continuance commitment (Mean = 2.75) reflects perceived costs of leaving, such as job stability or limited alternatives, that suggest that employees remain in the organization, not solely due to genuine dedication or high levels of motivation. Affective commitment (Mean = 2.57), the item with the lowest score, indicates lower emotional attachment towards the institution, suggesting that employees may not feel aligned with institutional values or are not content with their work environment.

Strong scores across all dimensions implicate higher education institutions in strengthening emotional and pragmatic ties for more profound commitment. Thus, further management towards affective commitment involves employees' emotional connection to the institution, which should be handled actively by inclusive leadership, recognition projects, and professional development possibilities consistent with the institutional missions. Executives must offer competitive benefits and clear career opportunities to counteract perceptions of inevitable "entrapment." Moreover, though normative commitment is relatively more substantial, institutions can strengthen ethical alignment by transparently connecting individual roles to societal or educational impact.

These results highlight the importance of organizational commitment to previous variables such as work engagement, organizational culture, and work-life balance. Furthermore, work-life balance and cultural adaptability can enhance affective commitment by decreasing burnout and building pride in the institution. Attention to these dimensions will be central to talent retention, morale, and long-term institutional mission success in a competitive academic environment.

### ***Work engagement significantly predicts organizational commitment.***

The regression analysis shows that work engagement is a strong predictor of organizational commitment, accounting for 82% of the variance ( $R^2 = 0.82$ ) and that all three dimensions exhibit significant positive effects ( $F = 23.227$ ,  $p\text{-value} = 0.000$ )., as shown in Table 5.) The extensive  $R^2$  highlights that work engagement was a significant predictor of teachers' loyalty to the organization they were associated with, consistent with the findings of Schaufeli et al. (2020), which concluded that employees who are fully immersed in their work are more likely to get engaged on emotional and ethics level with the organizational objectives.

**Table 5**  
*Regression Analysis using Work Engagement Predict Organizational Commitment*

Latent	Observed	Estimate	SE	$\beta$	z	p	Interpretation
Work Engagement	Vigor	1.000	0.0000	0.796	18.53	< .001	Significant
	Dedication	0.898	0.0906	0.729	9.91	< .001	Significant
	Absorption	0.794	0.1040	0.561	7.63	< .001	Significant

Legend:  $\pm 0.00$  to  $\pm 0.25$  (No to Low Predictive Power),  $\pm 0.26$  to  $\pm 0.49$  (Fair Predictive Power),  $\pm 0.50$  to  $\pm 0.74$  (Moderate Predictive Power),  $\pm 0.75$  to  $\pm 1.00$  (Strong Predictive Power)

R-squared = 0.82,  $F = 23.227$ ,  $p\text{-value} = 0.00$

Vigor R-squared value of 0.729 ( $\beta = 0.796$ ,  $z = 18.53$ ,  $p < 0.001$ ) the strongest predictor reflects energy and resilience, implying that teachers who maintain high effort despite challenges are more committed, possibly due to their psychological investment in institutional success (Bakker & de Vries, 2021). For dedication R-squared value of 0.729 ( $\beta = 0.729$ ,  $z = 9.91$ ,  $p < 0.001$ ), or having pride and meaning is a close second effect, highlighting the value of mission-driven work in developing loyalty (Hong, 2024). Absorption R-squared value of 0.561 ( $\beta = 0.561$ ,  $z = 7.63$ ,  $p < 0.001$ ), Although absorption plays an important role, it has a weaker effect, suggesting that deep task immersion alone is not enough; the energy and purpose offering the basis for commitment must be present (García-Carmona et al., 2023).

Based on Table 5, which presents a regression analysis where work engagement predicts organizational commitment, we can construct the structural equation model (SEM) regression equation as follows:

$$OC = \beta_1(Vigor) + \beta_2(Dedication) + \beta_3(Absorption) + \varepsilon$$

Substituting the standardized regression weights ( $\beta$ )

$$OC = 0.796(Vigor) + 0.729(Dedication) + 0.561(Absorption) + \varepsilon$$

The regression model suggests that work engagement, composed of three observed variables—vigor ( $\beta=0.796$ ), dedication ( $\beta=0.729$ ), and absorption( $\beta=0.561$ ) —positively predicts organizational commitment. The high z-values and p-values ( $<0.001$ ) confirm the significance of these relationships, meaning that the effects observed are unlikely due to chance. The remaining or unexplained variance in organizational commitment that is not accounted by vigor, dedication, and absorption is described by  $\varepsilon$  (Epsilon). It represents the error term, random variables, and other circumstances that impact organizational commitment but are not considered by the model. Overall, the findings highlight the importance of fostering work engagement to enhance organizational commitment, particularly by promoting vigor and dedication among employees.

### ***Organizational culture significantly predicts organizational commitment.***

The result indicated that organizational culture significantly predicts organizational commitment ( $R^2 = 0.57$ ), accounting for 57% of the variance with all four dimensions: Involvement ( $\beta = 0.863$ ) high positive relationship, Consistency ( $\beta = 0.942$ ) strongest positive relationship, Adaptability ( $\beta = 0.902$ ) strong positive relationship, and Mission ( $\beta = 0.886$ ) significant positive relationship, positively influencing ( $p < .001$ ). This suggests that organizational commitment maybe significantly increased by cultivating a consistent, flexible culture with a strong feeling of mission and engagement.

**Table 6**  
*Regression Analysis using Organizational Culture Predict Organizational Commitment*

Latent	Observed	Estimate	SE	$\beta$	z	p	Interpretation
Organizational Culture	Involvement	1.000	0.0000	0.863	7.63	< .001	Significant
	Consistency	1.244	0.0614	0.942	20.27	< .001	Significant
	Adaptability	1.270	0.0685	0.902	18.53	< .001	Significant
	Mission	1.102	0.0617	0.886	17.87	< .001	Significant

Legend:  $\pm 0.00$  to  $\pm 0.25$  (No to Low Predictive Power),  $\pm 0.26$  to  $\pm 0.49$  (Fair Predictive Power),  $\pm 0.50$  to  $\pm 0.74$  (Moderate Predictive Power),  $\pm 0.75$  to  $\pm 1.00$  (Strong Predictive Power)

R-squared = 0.57, F = 18.687, p-value = 0.000

This analytical approach reveals that the foremost predictors for commitment are consistency and adaptability because commitment requires a stable value system coupled with the ability to respond flexibly. The results are consistent with high-performing cultures, as proposed by Denison (2022), in that they balance internal cohesion with external agility. The strong effect of Mission ( $\beta = 0.886$ ) underscores that clearly articulated, shared goals can best unify individual and institutional efforts—a necessity within academia's mission-driven context (Brown, 2021). Involvement ( $\beta = 0.863$ ) is less intense but still vital, indicating that participative decision-making improves teachers' sense of ownership and loyalty to their employer (Nguyen, 2023).

The model was significantly associated with the outcome ( $F = 18.687$ ,  $p < .001$ ) and re-emphasizes organizational culture as a pillar of commitment, but the weak  $R^2$  suggests other elements (e.g., work engagement, leadership) are as critical. García-Carmona et al. (2023) showed that cultural consistency helps mitigate role ambiguity, and adaptability allows organizations to respond to disruptions, such as new technology or loss of funding.

The path from organizational culture (OrgnztnlCl) to organizational commitment (OrgnztnlCm), with a coefficient of 0.57, suggests a robust positive relationship, meaning that the organization's culture positively affects employee commitment. The organizational culture is an important element for how the organization can collaborate and act internally and externally, and elements such as having a clear mission, adaptability, employee involvement, and consistency help employees feel at home and aligned.

Based on Table 6, which presents a regression analysis where organizational culture predicts organizational commitment, we can construct the structural equation model (SEM) regression equation as follows:

$$OC = \beta_1(Involvement) + \beta_2(Consistency) + \beta_3(Adaptability) + \beta_4(Mission) + \varepsilon$$

Substituting the standardized regression weights ( $\beta$ )

$$OC = 0.863(Involvement) + 0.942(Consistency) + 0.902(Adaptability) + 0.886(Mission) + \varepsilon$$

The regression model suggests that organizational culture, represented by involvement ( $\beta=0.863$ ), consistency ( $\beta=0.942$ ), adaptability ( $\beta=0.902$ ), and mission ( $\beta=0.886$ ), positively predicts organizational commitment. The high z-values and p-values ( $<0.001$ ) confirm the statistical significance of these relationships. These findings highlight that organizations aiming to enhance commitment should focus on maintaining a stable culture, fostering adaptability, and ensuring employees align with the organization's mission.

### ***Work-life balance significantly predicts organizational commitment.***

The data showed that work-life balance significantly predicts organizational commitment, explaining 62% of the variance ( $R^2 = 0.62$ ), with all five dimensions—supportive working conditions ( $\beta = 0.863$ ) High positive relationship, internal work experience ( $\beta = 0.841$ ) strong positive relationship, autonomy ( $\beta = 0.660$ ) moderate positive relationship, time experience ( $\beta = 0.573$ ) positive relationship, and leadership ( $\beta = 0.536$ ) positive but relatively weaker relationship compared to other dimension—showing strong positive effects ( $p < .001$ ).

**Table 7**  
*Regression Analysis using Work-Life Balance Predict Organizational Commitment*

Latent	Observed	Estimate	SE	$\beta$	z	p	Interpretation
Work Life Balance	Supportive Working Conditions	1.000	0.0000	0.863	8.88	< .001	Significant
	Internal Work Experience	0.994	0.0655	0.841	15.19	< .001	Significant
	Autonomy	0.990	0.0930	0.660	10.65	< .001	Significant
	Time Experience	0.927	0.1044	0.573	8.88	< .001	Significant
	Leadership	0.692	0.0847	0.536	8.17	< .001	Significant

Legend:  $\pm 0.00$  to  $\pm 0.25$  (No to Low Predictive Power),  $\pm 0.26$  to  $\pm 0.49$  (Fair Predictive Power),  $\pm 0.50$  to  $\pm 0.74$  (Moderate Predictive Power),  $\pm 0.75$  to  $\pm 1.00$  (Strong Predictive Power)

R-squared = 0.62, F = 14.254, p-value = 0.000

The model's robustness (F = 14.254,  $p < .001$ ) positions work-life balance as a multifaceted driver of organizational commitment. The dominance of supportive conditions and internal work experience suggested that institutions must prioritize structural resources (e.g., flexibility tools) and psychological fulfillment (e.g., meaningful growth opportunities) to retain talent. For instance, Smith (2023) found that schools offering wellness programs and professional development see higher commitment as these initiatives address practical and emotional needs. However, the moderate scores for autonomy and time experience signal persistent challenges, such as rigid schedules or administrative overload, which require interventions like workload audits or time-management training (Brown, 2021).

To capitalize on these findings, institutions should institutionalize policies that enhance supportive conditions (e.g., mental health resources, ergonomic workspaces) and amplify internal work experiences through role customization and recognition programs. Granting teachers greater autonomy in task prioritization and adopting flexible scheduling can mitigate time-related stress, while leadership training in empathetic management can strengthen trust. By addressing these dimensions holistically, institutions can transform moderate commitment into enduring loyalty, ensuring teachers thrive professionally and personally.

Based on Table 7, which presents a regression analysis where work-life balance predicts organizational commitment, the structural equation model (SEM) regression equation is constructed as follows:

$$OC = \beta_1(\text{Supportive Working Conditions}) + \beta_2(\text{Internal Work Experience}) + \beta_3(\text{Autonomy}) + \beta_4(\text{Time Experience}) + \beta_5(\text{Leadership}) + \mathcal{E}$$

Substituting the standardized regression weights ( $\beta$ )

$$OC = 0.863(\text{Supportive Working Conditions}) + 0.841(\text{Internal Work Experience}) + 0.660(\text{Autonomy}) + 0.573(\text{Time Experience}) + 0.536(\text{Leadership}) + \mathcal{E}$$

The regression model suggested that work-life balance, as represented by supportive working conditions, internal work experience, autonomy, time experience, and leadership, positively predicts organizational commitment. Among these factors, supportive working conditions had the highest standardized coefficient ( $\beta=0.863$ ), indicating that a positive and accommodating workplace environment is the strongest predictor of commitment. Internal work experience ( $\beta=0.841$ ) follows closely, suggesting that employees' perceptions of their work environment and day-to-day experiences significantly impact their loyalty to the organization. Autonomy ( $\beta=0.660$ ) also contributes but to a

lesser extent, implying that while employee independence is important, other factors play a greater role in fostering commitment. Time experience ( $\beta=0.573$ ) and leadership ( $\beta=0.536$ ) have the lowest effects, meaning that while work schedules and leadership support matter, they have a relatively weaker impact compared to working conditions and internal experiences. The high z-values and p-values ( $<0.001$ ) confirmed the statistical significance of these relationships. These findings suggested that organizations, aiming to improve commitment, should prioritize creating supportive work environments, ensuring positive daily work experiences, and offering employees sufficient autonomy while maintaining effective leadership and time management strategies.

### ***The variables best predict organizational commitment.***

This study used path analysis to explore the direct and indirect influences of work engagement, organizational culture, and work-life balance on organizational commitment in higher education institutions. Based on academic faculty data, the analysis tested a conceptual model, suggesting that these three predictors interactively influence employees' commitment to their institution.

The findings from path analysis showed that work engagement, organizational culture, and work-life balance are pivotal in explaining organizational commitment among higher education employees. Work-life balance is the strongest predictor to commitment ( $\beta = 0.62$ ), emphasizing the role of autonomy, supportive circumstances, and managing time effectively. Employees who feel they have control over their schedules and that the institution invests in their well-being are likelier to stay." Furthermore, flexible policies broaden employees' perspectives, reducing burnout and enhancing continuance commitment by decreasing perceived exit barriers (Abubakar et al., 2021).

Furthermore, work engagement ( $\beta = 0.59$ ) is the second predictor. According to Schaufeli et al, (2020), broader framework in which Vigor (sustained energy), dedication (pride in work), and absorption (task orientation) produce psychological ties with the institution. This finding echoed Bakker and de Vries' (2021) analysis, which signaled that cause-driven jobs can derive meaning for academic employees, as they are directly related to growing affective commitment. More strategically, institutions can use this concept by investing in professional development programs and recognition systems that validate the educators' contributions to cultivate emotional attachment (Hong, 2024).

In order of importance (though least predictable) is organizational culture ( $\beta = 0.57$ ). A focus on shared values, clarity of mission, and commitment to adaptability in the face of changing circumstances is also likely to reinforce the normative aspect of commitment through ethical identification or alignment. Nguyen et al., (2023) demonstrated that participatory decision-making and transparent communication foster a sense of belonging —especially when leaders model responsiveness to drivers outside the institution (e.g., technological shifts). Nevertheless, the moderate adaptability scores indicated an institution-wide development of rapid response frameworks, including continual feedback loops and innovation incubators, to improve nimbleness in preparation for challenging times (Smith & Lee, 2023).

The pivotal role of work engagement as a mediator is underscored by its robust direct effect on organizational commitment ( $\beta = 0.59$ ). This finding aligned with the Job Demands-Resources (JD-R) model (Bakker & Demerouti, 2018), which highlighted engagement as a mechanism that channels resources, such as supportive organizational culture and WLB, into positive outcomes like commitment. Additionally, the amplified total effects of both organizational culture ( $\beta = 0.336$ ) and WLB ( $\beta = 0.483$ ) on commitment via engagement demonstrated the mediating influence of engagement. Saks (2022) confirmed these observations, emphasizing that engagement mediates workplace resource effects on employee loyalty. This insight suggested that fostering engagement through resources creates a ripple effect, enhancing overall commitment.

**Table 8**  
*Matrix Table of Path Analysis Results*

Independent Variables	Dependent Variables	Direct Effect ( $\beta$ )	Indirect Effect via Work Engagement ( $\beta$ )	Total Effect ( $\beta$ )
Work Engagement (WrkEnggmnt)	Organizational Commitment (OrgnznlCm)	0.59	-	0.59
Organizational Culture (OrgnztnlCl)	Organizational Commitment (OrgnznlCm)	0.57	$0.57 \times 0.59 = 0.336$	0.906
Work-Life Balance (WorkLfBlnc)	Organizational Commitment (OrgnznlCm)	0.62	$0.62 \times 0.78 = 0.483$	1.103
Organizational Culture (OrgnztnlCl)	Work Engagemen (WrkEnggmnt)	0.57	-	0.57
Work-Life Balance (WorkLfBlnc)	Work Engagement (WrkEnggmnt)	0.82	-	0.82

Organizational culture's dual role—both direct and indirect—merits attention. The direct effect of organizational culture on organizational commitment ( $\beta = 0.57$ ) and its indirect impact through engagement ( $\beta = 0.336$ ) yield a total effect of  $\beta = 0.906$ . This confirmed that an inclusive and psychologically safe organizational culture not only motivates immediate loyalty but also enhances engagement. Albrecht et al., (2020) contended that such cultures encourage employee involvement in organizational goals by creating an emotionally supportive environment.

The analysis highlighted work-life balance as the most influential predictor of commitment (total  $\beta = 1.103$ ). This finding emphasized the increasing importance of WLB in the post-pandemic era, where flexibility and personal boundary management have gained prominence. Research by Haar et al. (2022) indicated that employees with high WLB demonstrated significantly higher commitment levels, reflecting the need for organizations to offer systemic support, such as flexible work arrangements and mental health initiatives. Furthermore, work-life balance strong indirect effect ( $\beta = 0.4846$ ) on commitment, mediated by engagement, revealed its role in reducing employee burnout. Shimazu et al., (2020) suggested that by mitigating burnout, WLB enables employees to allocate emotional and cognitive resources to their work, driving deeper engagement and, subsequently, stronger organizational loyalty.

In summary, analysis in figure 2 illustrates that higher education institutions should prioritize in building a strong work-life balance, promoting organizational culture and fostering high employee engagement. The findings advocate for strategies that address evolving employee needs, such as flexibility and inclusivity. Organizations that align their policies with these insights can foster not only resilient workforces but also enduring loyalty. Continuous adaptation to employee expectations will remain crucial as workplace dynamics evolve.

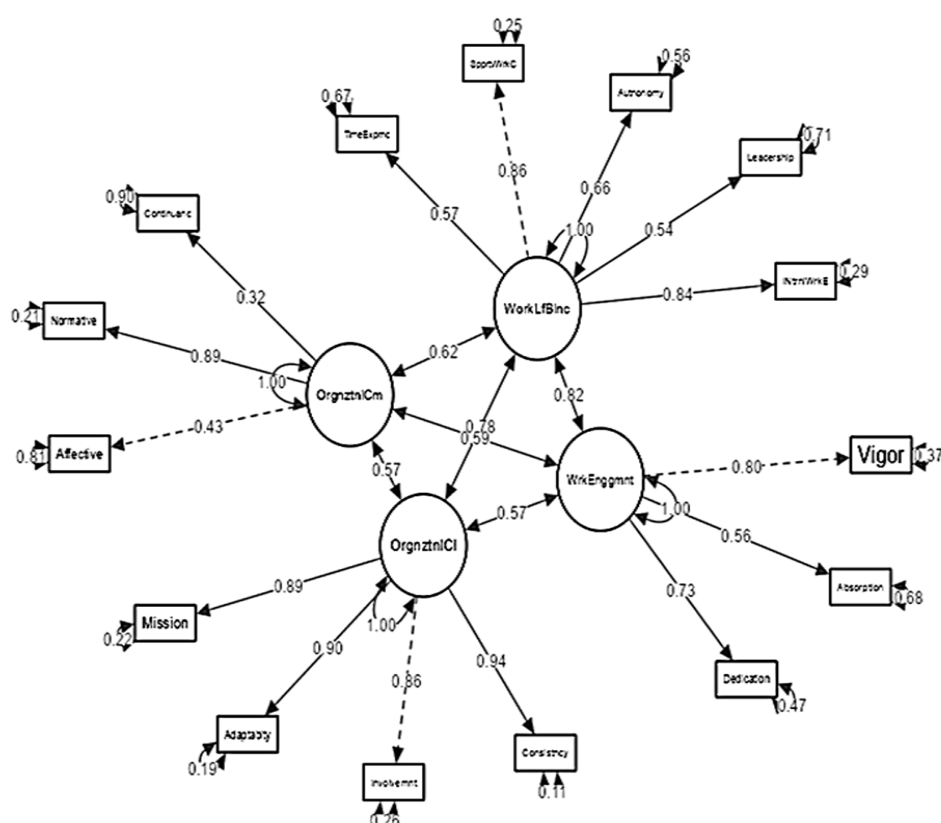


Figure 2. The Saburnido Path Analysis Model

## CONCLUSION

The findings of the study present a thorough comprehensive model on how work engagement, organization culture, and work-life balance predict organizational commitment on higher education institutions. Significant effect was shown by all three predictors, demonstrating their crucial roles in affecting employee commitment.

Work-life balance appeared as the most influential factor among the three gaining the highest total effect that best predict organizational commitment. Supportive working conditions, internal work experiences, autonomy, leadership, and time-related experiences are the main factors that contribute to its high predictive power. This suggests that organizations are more likely to keep their workers engaged and inspired to make significant contributions when they offer a supportive and well-balanced work environment. The second most powerful predictor was organizational culture. Core cultural elements including mission, adaptability, involvement, and consistency strengthened its influence. Long-term loyalty, alignment with institutional values, and a sense of belonging are all improved by a well-defined and employee-centered culture. Even though work engagement had the least overall effect, it is nevertheless an essential part of organizational commitment. Characteristics like vigor, dedication, and absorption serve to highlight the ways in which workers' affective connection and willingness to stick with the company are influenced by their passion, energy, and profound psychological engagement with their job.

The result concludes that there is a significant effect of work engagement, organizational culture, and work-life balance on organizational commitment, and the need for higher education institutions to



strategically prioritize work-life balance and cultivate a strong, adaptive organizational culture, while continuing to promote employee engagement. By addressing these factors, higher education institutions can improve long-term organizational commitment and overall institutional stability. Such a holistic approach to workforce management will not only foster higher levels of commitment but also enhance institutional performance, employee well-being, and retention in the long term..

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