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A Mixed-Methods Inquiry into Faculty Commitment: Exploring Institutional and Organizational Predictors for Evidence-Based Policy Reforms

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Abstract. Faculty commitment is essential to institutional effectiveness, teaching quality, and long-term academic workforce engagement. In the Philippine context, limited research has examined how institutional and organizational factors interact to influence faculty commitment. This study addresses that gap by investigating how autonomy and decentralization (institutional characteristics) and perceived organizational support and fairness (organizational experiences), shape affective, continuance, and normative commitment among college faculty. Guided by Meyer and Allen's Three-Component Model and the Job Demands-Resources (JD-R) framework, the study employed a convergent parallel mixed-methods design. Quantitative data were collected through validated surveys from 154 faculty members, while qualitative data were gathered via semi-structured interviews with ten purposively selected participants. Results revealed that organizational experiences, especially perceived support and fairness, were the strongest predictors of commitment. Institutional characteristics also had significant effects, particularly on affective and normative dimensions. Affective commitment emerged as the most dominant across both data strands. The convergence of results confirmed that emotional attachment is most influenced by trust, recognition, and participative governance. Quantitative findings were reinforced by faculty narratives describing institutional respect and inclusive environments as drivers of loyalty and motivation. These findings support evidence-based policy reforms that emphasize shared governance, academic autonomy, and equitable treatment to enhance faculty commitment and institutional performance.

Keywords: faculty commitment; institutional characteristics; organizational experiences; three-component model of commitment; higher education

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1. Introduction

Intensifying global competition in higher education requires institutions to cultivate high levels of organizational commitment among faculty members while maintaining operational efficiency. Faculty commitment is a well-established determinant of institutional effectiveness, improved student outcomes, and reduced turnover (Maki, 2023; Imran & Mahmud, 2017). However, faculty commitment typically evolves through distinct phases: initial enthusiasm with professional identity formation, subsequent experimentation and challenge-seeking, and potentially, the emergence of conservative attitudes leading to disengagement (Chen et al., 2020). This transition from early-career engagement to later-career detachment may adversely affect teaching effectiveness, research productivity, and participation in institutional initiatives, thereby posing risks to faculty retention and institutional stability.

Both institutional characteristics and organizational experiences influence faculty members' professional commitment. Structural features such as autonomy, decentralization, and governance arrangements shape the academic environment and faculty engagement. Research shows that institutions fostering academic freedom and participatory governance tend to cultivate greater faculty satisfaction and loyalty (Worth & Brande, 2020). Equally important are organizational experiences—perceptions of fairness, support, and equitable resource distribution—which directly affect affective, normative, and continuance commitment (Pudjowati et al., 2022).

Although a growing body of literature has examined faculty commitment, studies often focus exclusively on either institutional or organizational factors. This narrow scope overlooks how these dimensions interact to influence the multidimensional nature of commitment. In the Philippine context, where public higher education institutions operate under policy-driven constraints, faculty face pressing challenges, including fluctuating employment conditions, limited academic freedom, and inconsistent support structures (Blanco et al., 2022; Bading, 2022). These challenges highlight the urgency of investigating the factors that sustain faculty engagement amid structural and operational limitations.

Empirical evidence remains limited in addressing these concerns holistically. Many existing studies in the region are either atheoretical or rely solely on quantitative designs, failing to capture the nuanced interplay between structural conditions and lived faculty experiences. This study addressed these gaps by employing a convergent parallel mixed-methods design, grounded in Meyer and Allen's (1997) Three-Component Model of Commitment, which conceptualizes commitment as affective (emotional attachment), continuance (perceived cost of leaving), and normative (sense of obligation).

To enrich this framework, the study also drew upon the Job Demands–Resources (JD-R) model (Demerouti et al., 2001), which explains how work engagement and organizational commitment are shaped by the balance between job demands (e.g., workload, bureaucracy) and job resources (e.g., autonomy, support, fairness). The JD-R model offered a complementary lens for interpreting how faculty manage

stressors and access institutional resources that sustain motivation and long-term engagement.

By integrating these two models, the study provided a more comprehensive understanding of how institutional and organizational factors predict faculty commitment. The use of both quantitative and qualitative data allowed for deeper insight into both measurable patterns and contextual faculty narratives in state colleges.

This study sought to assess the influence of institutional characteristics and organizational experiences on faculty commitment of Davao del Sur State College. Specifically, it aimed to answer the following questions:

1. What is the level of institutional characteristics, organizational experience, and faculty?
2. Is there a significant relationship between institutional characteristics, organizational experience, and faculty commitment?
3. Which institutional and organizational factors significantly predict overall faculty commitment?
4. How do faculty members perceive the role of institutional characteristics in shaping their professional commitment?
5. What organizational experiences do faculty describe as most influential to their continued service or emotional attachment to the institution?

2. Method

2.1 Design

This study employed a convergent parallel mixed methods design to comprehensively investigate the influence of institutional characteristics and organizational experiences on the commitment of college faculty. This design allowed the researcher to collect both quantitative and qualitative data simultaneously, analysed them independently, and integrated the findings during interpretation to achieve deeper insight and cross-validation of results (Dawadi et al., 2021).

The quantitative strand addressed Research Questions 1 to 3, focusing on identifying levels, relationships, and predictors of faculty commitment based on the Three-Component Model (affective, continuance, and normative). The qualitative strand, aligned with Research Questions 4 and 5, explored how faculty members personally perceived the roles of institutional characteristics and organizational experiences in shaping their professional commitment.

2.2 Population and Sample

For the quantitative component, the target population consisted of faculty members with regular (permanent or temporary) appointments at Davao del Sur State College. Using simple random sampling, 154 faculty members were selected from a population of approximately 250, with the sample size determined using Slovin's formula and validated through power analysis to ensure the capacity to detect statistically meaningful relationships.

For the qualitative component, purposive sampling was employed to select ten faculty participants from diverse academic units. Criteria for selection included length of service, involvement in institutional activities, and willingness to reflect on personal experiences. This approach ensured the richness and relevance of qualitative data gathered.

2.3 Data Collection

Data for both the quantitative and qualitative strands were collected concurrently over a three-week period in March 2024. For the quantitative phase, a self-administered structured survey was distributed to 154 randomly selected faculty members from various academic units. Survey distribution was carried out in person during scheduled faculty meetings and departmental assemblies, with additional online dissemination via institutional email for those who were unavailable on-site. Respondents were given one week to complete the questionnaire, and follow-ups were conducted to ensure a high response rate. The survey instrument captured responses on institutional characteristics (autonomy and decentralization), organizational experiences (organizational support and fairness), and the three dimensions of faculty commitment (affective, continuance, and normative).

For the qualitative phase, semi-structured interviews were conducted with ten purposively selected faculty members who met specific criteria, including length of service, involvement in institutional functions, and openness to reflective engagement. Prior to the interviews, participants received formal invitations and informed consent forms detailing the purpose of the study, confidentiality assurances, and their right to withdraw at any time. The interviews were conducted face-to-face in a quiet, private setting within the college premises and lasted approximately 45 to 60 minutes each. With participants' consent, all interviews were audio-recorded for accuracy and subsequently transcribed verbatim for analysis.

The simultaneous data collection allowed for efficient integration of quantitative trends and qualitative insights, ensuring a richer and more nuanced understanding of faculty commitment within the institutional context.

2.4 Research Instruments

The study utilized standardized and adapted instruments to ensure both reliability and validity in the data collected. Measures of autonomy, organizational support, and fairness were adapted from Hawkins (1998), while decentralization was assessed using a validated scale developed by Khilji et al. (2022). Faculty commitment was measured using the Three-Component Model of Commitment originally conceptualized by Meyer and Allen (1997), which captures affective, continuance, and normative dimensions of organizational commitment.

All instruments underwent expert validation to ensure content accuracy and contextual appropriateness for the local academic setting. To establish internal consistency, Cronbach's alpha values were computed for each construct: autonomy ($\alpha = .87$), decentralization ($\alpha = .89$), organizational support ($\alpha = .91$),

fairness ($\alpha = .86$), affective commitment ($\alpha = .88$), continuance commitment ($\alpha = .83$), and normative commitment ($\alpha = .85$). These values indicate strong reliability across all scales. Additionally, the semi-structured interview guide for the qualitative phase was developed based on the same theoretical constructs measured in the quantitative instruments. This ensured alignment between both strands of the study and facilitated robust integration of results during analysis.

2.5 Data Analysis

Quantitative data were analysed using descriptive statistics, correlation analysis, and multiple regression to determine the levels and predictors of faculty commitment. These techniques enabled the identification of significant associations and causal patterns between variables. Moreover, qualitative data were analysed using thematic analysis, following Braun and Clarke's (2006) six-phase method. Themes were developed inductively from the data, capturing recurring patterns in participants' narratives. The results from both strands were then merged using a convergence matrix, allowing for the identification of areas of agreement (convergence), contradiction (divergence), and expansion (complementarity) between quantitative findings and qualitative insights.

2.6 Ethical Considerations

This study adhered strictly to ethical principles and guidelines for research involving human participants. Informed consent was obtained from all participants, ensuring they were fully aware of the purpose, methods, and potential impacts of the study. Confidentiality and anonymity were maintained throughout the research process to protect the privacy of participants. Additionally, the study received approval from the institutional research committee before the data collection phase commenced, ensuring that all research procedures met the ethical standards required for studies involving human subjects.

3. Results and Discussion

3.1 Quantitative Results and Discussion

The quantitative part of this study aimed to explore the relationships among institutional characteristics, organizational experience, and the Three-Component Model of Commitment of college faculty. The results provide evidence that institutional structures such as autonomy and decentralization, and organizational factors like support and fairness, play significant roles in shaping faculty commitment. The findings are presented below in line with each research question, followed by a comprehensive discussion supported by relevant literature.

3.1.1 Institutional Characteristics of College Faculty

College faculty members perceive both autonomy ($M = 4.00$) and decentralization ($M = 4.11$) at high levels, with an overall mean of 4.06. This indicates that the institutional environment promotes independence in academic work and allows faculty participation in decision-making processes. These substantial ratings suggest that the academic environment in the institution supports independence in teaching, research, and service functions, while also promoting participatory governance through decentralized structures. As presented in Figure 1, these

perceptions reflect a positive institutional climate in which faculty members are given both discretion and influence in shaping institutional directions.

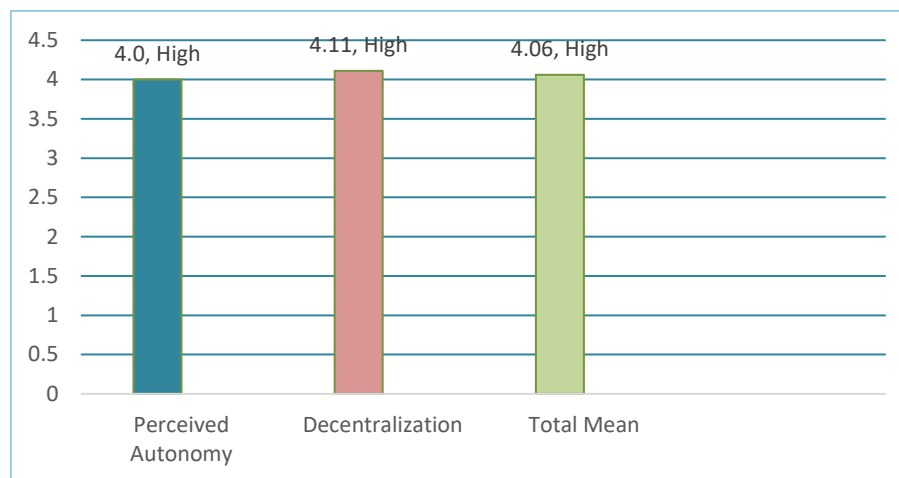


Figure 1: Level of institutional characteristics of college faculty

High perceived autonomy suggests that faculty feel empowered to exercise academic judgment without undue administrative constraints. This aligns with Wang et al. (2024), who emphasized that autonomy enhances motivation and performance. Likewise, decentralization reflects the institution's inclusive governance model, wherein faculty engagement in policy-making and academic planning fosters organizational ownership. Suryanef et al. (2023) confirmed that decentralized structures enhance organizational identification and trust among academic staff.

These institutional features are consistent with organizational support theory, which posits that trust and fairness are essential for cultivating positive workplace attitudes (Kurtessis et al., 2017). When faculty perceive autonomy and influence as signals of institutional respect, they are more inclined to participate in discretionary behaviors, such as mentoring and collaboration, that benefit the organization beyond formal expectations. In addition to institutional structures, faculty experiences with support and fairness offer further insight into the development of commitment.

3.1.2 Organizational Experience of College Faculty

Figure 2 shows that college faculty members experienced a high level of organizational support and fairness, with mean ratings of 4.08 and 4.07. The total mean score of 4.08 suggests a consistent perception of a supportive and just institutional environment. This data indicates that faculty members not only recognize the support provided by their institution but also perceive institutional practices as fair and transparent. These two dimensions – support and fairness – are foundational elements that influence faculty morale, engagement, and professional efficacy.

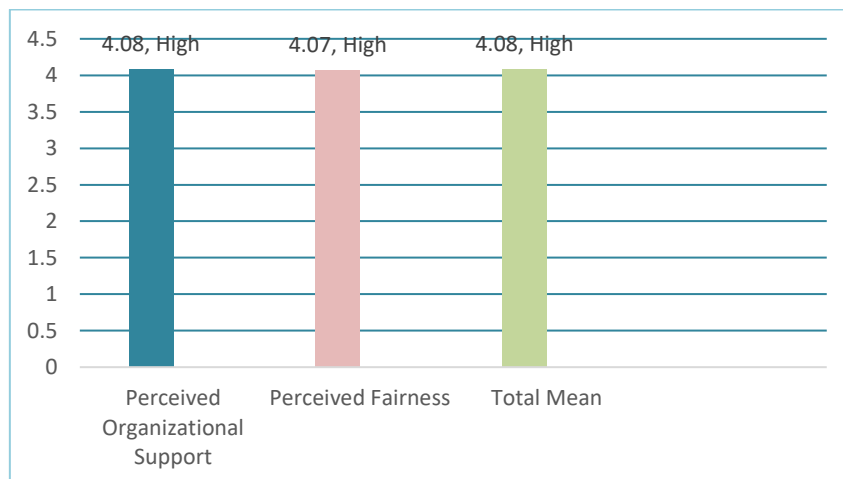


Figure 2: Level of organizational experience of college faculty

Rather than being viewed in isolation, these results should be analyzed in the context of organizational behavior theories, which posit that perceived organizational support and fairness significantly affect employee attitudes and performance. High perceived support implies that faculty feel their work is valued and their contributions are acknowledged by institutional leadership. This sense of being appreciated is a key driver of organizational citizenship behaviors—voluntary actions that go beyond formal role requirements and contribute to institutional success.

In terms of fairness, the near-identical high rating reflects confidence in the equitable treatment of faculty, not only in reward systems but also in decision-making processes. Fairness in academic settings often translates to transparency in workload allocation, opportunities for promotion, and recognition systems—factors that influence faculty commitment and reduce organizational cynicism.

These findings resonate with the conclusions of Erlangga et al. (2021), who found that perceived organizational support is a strong predictor of faculty engagement and institutional loyalty. Their research suggests that faculty who perceive institutional backing are more likely to demonstrate sustained commitment and a sense of responsibility toward institutional goals. Afif (2018) further emphasizes that fairness in the workplace enhances affective commitment—where employees develop a deep emotional bond with their institution—leading to improved performance, job satisfaction, and lower turnover intentions.

By drawing from these scholarly insights, it becomes clear that organizational support and fairness are not merely indicators of a positive work environment but strategic components that institutions must actively nurture. When faculty members perceive their institution as both supportive and fair, they are more likely to be engaged educators, collaborative colleagues, and advocates for institutional success. Thus, the high scores in both domains affirm the effectiveness of the institution's policies and practices in fostering a culture of inclusivity, trust, and professional respect. These results call for continued investment in faculty development, participative governance, and transparent

evaluation mechanisms to maintain and further enhance organizational experience in the long term.

3.1.3 Three-Component Model of Commitment Among College Faculty

As reflected in Figure 3, faculty members demonstrated high levels of affective commitment ($M = 4.07$) and continuance commitment ($M = 3.69$), while normative commitment ($M = 3.44$) was rated as moderate. The overall commitment score of 3.63 indicates that, on average, faculty exhibit a generally strong attachment to their institution. However, the variation among the three components suggests nuanced motivations influencing faculty members' decision to remain in their academic roles.

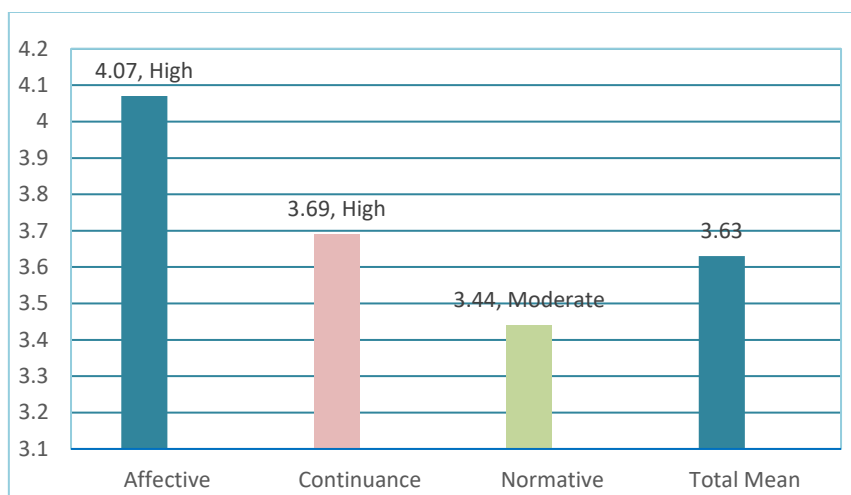


Figure 3: Level of three-component model of commitment among college faculty

Affective commitment, which garnered the highest mean score, reveals that many faculty members feel emotionally connected to their institution. This implies that they stay not merely because of external constraints or expectations, but due to a genuine sense of belonging and alignment with the institution's mission, values, and culture. As Purang (2011) emphasized, affective commitment is the most desirable form of commitment because it fosters intrinsic motivation, job satisfaction, and a deeper engagement with teaching, research, and service. Faculty with strong affective bonds are also more likely to serve as institutional ambassadors who contribute beyond their formal responsibilities.

In contrast, continuance commitment—though still rated as high—suggests that faculty members also weigh the costs of leaving. These may include the loss of tenure-track benefits, disruptions to ongoing research projects, or limited employment alternatives in similar institutions. San-Martin et al. (2020) noted that continuance commitment often reflects a calculative attachment, where the decision to stay is influenced by accumulated investments and perceived risks of change. While this form of commitment may contribute to retention, it may not necessarily translate into proactive or innovative behaviors unless paired with stronger emotional or value-based alignment.

Normative commitment, rated as moderate, indicates that a moral or ethical obligation to stay is less prominent among faculty. This finding points to a potential gap in the institution's ability to instill shared norms, collective identity, or a deep sense of institutional loyalty. According to Yousef (2017), normative commitment is often cultivated through strong organizational socialization, mentoring programs, and active faculty involvement in governance and institutional planning. A moderate score in this area may suggest that institutions need to strengthen value-based initiatives, promote a more participative culture, and reinforce faculty roles in shaping institutional direction.

Taken together, the results underline the importance of understanding the multiple dimensions of faculty commitment. While emotional and economic factors (affective and continuance commitment) appear strong, fostering normative commitment could enhance faculty members' sense of institutional responsibility and long-term engagement. Institutions may consider integrating strategies that promote shared vision-building, recognize civic contributions, and celebrate the role of educators in shaping future generations – thus reinforcing a deeper moral obligation to remain and contribute.

These findings serve as a valuable diagnostic tool for institutional leaders aiming to cultivate a stable, motivated, and value-driven academic workforce. By addressing the weaker aspect of normative commitment, the institution can further enhance its overall climate of commitment and reduce potential disengagement in the long run.

3.1.4 Relationships Between Institutional Characteristics, Organizational Experience, and Faculty Commitment

This study hypothesized that institutional characteristics and organizational experience have significant relationships with the three dimensions of faculty commitment: effective, continuance, and normative. As shown in Table 1, the results reveal statistically significant and positive correlations across all examined variables. All correlation coefficients exceeded the critical value of ± 0.162 at $\alpha = 0.05$, providing sufficient statistical evidence to reject the null hypothesis. Therefore, both institutional characteristics and organizational experience are significantly associated with the three-component model of faculty commitment.

Table 1: Relationships among institutional characteristics, organizational experience, and three-component model of commitment

Independent Variable	Dependent Variable			
	Three-Component Model of Commitment			
	Affective	Continuance	Normative	Overall
Overall Institutional Characteristics	0.34*	0.24*	0.17*	0.30*
Perceived Autonomy	0.52*	0.34*	0.30*	0.46*
Decentralization	0.63*	0.43*	0.41*	0.58*
Overall Organizational Experience	0.81*	0.56*	0.48*	0.73*
Perceived Organizational Support	0.77*	0.53*	0.46*	0.70*
Perceived Fairness	0.77*	0.53*	0.43*	0.69*

Legend: *Significant at $\alpha = 0.05$ (two-tailed), Critical $r = \pm 0.162$, $df = 143$

The strongest correlation was found between overall organizational experience and affective commitment ($r = 0.81$), reinforcing the idea that positive day-to-day experiences related to fairness, support, and engagement foster emotional attachment to the institution. Additionally, perceived organizational support ($r = 0.70$) and perceived fairness ($r = 0.69$) demonstrated strong correlations across all commitment types, emphasizing that the way faculty are treated significantly influences their willingness to stay and perform within the institution.

Institutional characteristics, particularly decentralization ($r = 0.58$ overall) and autonomy ($r = 0.46$ overall), also showed moderate to strong correlations with faculty commitment. These findings confirm that when faculty members participate in decision-making and enjoy professional independence, their emotional and moral bonds with the institution are strengthened. This supports earlier studies by Kim and Fernandez (2017), who found that participative governance enhances institutional ownership and identity, and by Iqbal et al. (2024), who noted that autonomy increases intrinsic motivation and moral alignment.

These results highlight that faculty commitment is not determined by structural scale or policy directives alone, but by how faculty perceive their roles and relationships within the institution. Organizational fairness, autonomy, and support emerge as key levers for fostering long-term commitment.

3.1.5 Predictive Influence of Institutional Characteristics and Organizational Experience

The regression results in Table 2 reveal how institutional characteristics and organizational experience influence faculty commitment. The overall model was statistically significant ($p = 0.00$) and explained 72% of the variance in the Three-Component Model of Commitment ($R^2 = 0.72$), indicating strong predictive power. As a result, the null hypothesis that states institutional characteristics and organizational experience have no significant influence on faculty commitment is rejected.

Table 2: Regression analysis showing the influence of institutional characteristics, organizational experience on the three-component model of commitment

Predictor Variables	Beta Coefficient	t-stat	p-value
Intercept	1.42	10.70	0.00
Perceived Autonomy	0.46	11.50	0.00
Decentralization	0.58	14.5	0.00
Overall Institutional Characteristics	0.30	7.50	0.00
Perceived Organizational Support	0.70	17.5	0.00
Perceived Fairness	0.69	17.25	0.00
Overall Organizational Experience	0.73	18.25	0.00
R = 0.85	R² = 0.72	Model p-value = 0.00	Decision on Ho = Reject

Between the two main predictors, Institutional Characteristics and Organizational Experience, the latter emerged as the stronger influence on faculty commitment. Overall Organizational Experience had the highest beta coefficient ($\beta = 0.73$), indicating that it is the most powerful driver of faculty attachment, motivation, and retention. In comparison, Overall Institutional Characteristics posted a lower beta value ($\beta = 0.30$), indicating a more moderate influence on faculty commitment.

When analyzing the specific indicators within each category, Perceived Organizational Support ($\beta = 0.70$) and Perceived Fairness ($\beta = 0.69$) showed strong contributions to faculty commitment. These findings suggest that faculty members who feel acknowledged and treated justly are more likely to invest themselves in the institution. This aligns with the work of Esop and Timms (2019), who emphasized that equitable treatment and supportive environments enhance morale, motivation, and institutional engagement.

Within the domain of institutional characteristics, Decentralization ($\beta = 0.58$) emerged as a notable predictor. This highlights the value of participatory governance and inclusive decision-making in fostering stronger emotional and professional connections with the institution. This supports the conclusions of Amtu et al. (2021), who found that faculty commitment is enhanced when their voices are included in institutional governance. Perceived Autonomy ($\beta = 0.46$) also significantly influenced commitment, reaffirming Wang and Yang's (2020) findings that academic freedom and professional discretion increase intrinsic motivation and institutional alignment.

Overall, the stronger performance of organizational experience variables indicates that how faculty are treated on a daily basis plays a more crucial role than structural arrangements in determining their level of commitment. Although autonomy and decentralization are important, they are most effective when situated within a culture of support, fairness, and professional respect.

The findings suggest that organizational experience exerts a greater influence than institutional characteristics. Institutions aiming to build long-term faculty commitment should focus on cultivating trust, transparency, and responsiveness,

ensuring that policies are not only structurally sound but also experientially meaningful.

3.2 Qualitative Results and Discussion

This section presents an in-depth analysis of the qualitative responses from faculty members regarding the role of institutional characteristics and organizational experiences in shaping their professional commitment. The insights derived from faculty narratives provide a richer understanding of how structural and experiential factors influence their emotional attachment, motivation, and continued service to the institution. These findings complement quantitative data, offering a holistic view of faculty commitment.

3.2.1 Faculty Perceptions of the Role of Institutional Characteristics in Shaping Professional Commitment

Faculty members consistently highlighted institutional characteristics specifically autonomy and decentralization as pivotal in shaping their professional commitment, as shown in Table 3. Autonomy was repeatedly mentioned as a critical factor that fosters a sense of trust and respect from the institution. Many faculty participants expressed that having control over their academic work, including curriculum development and research priorities, significantly enhanced affective commitment, or emotional attachment, to the institution.

Table 3: Thematic matrix: faculty perceptions of the role of institutional characteristics in shaping professional commitment

Theme	Sub-Themes	Core Ideas
Institutional Characteristics	Academic Autonomy	Faculty perceive freedom in teaching and research as a sign of institutional trust and respect, enhancing their emotional attachment and motivation.
		Autonomy in course design, research direction, and instructional methods leads to greater affective commitment.
	Decentralized Governance	Involvement in localized or departmental decision-making fosters a sense of ownership and belonging.
		Participative structures empower faculty and validate their contributions, enhancing normative commitment.
	Symbolic Value of Autonomy and Decentralization	Faculty interpret these characteristics as signs of respect and moral obligation, reinforcing loyalty to the institution.

Autonomy, or the freedom to make academic decisions, was perceived as a powerful motivator. Faculty participants expressed a sense of being trusted and respected when they had the liberty to design their syllabi, choose research topics, and manage instructional strategies. One participant stated, *“The freedom to design my courses and explore research topics that I am passionate about makes me feel trusted and valued. It motivates me to stay committed to this university.”* This aligns with studies by Zychová (2023) and Stephen (2024), which emphasized that academic

autonomy positively correlates with faculty job satisfaction, emotional well-being, and loyalty.

Decentralization also surfaced as an empowering institutional characteristic. Faculty appreciated being part of localized decision-making processes, which fostered a stronger sense of involvement and ownership in departmental initiatives. As one participant shared, *“When decisions are made closer to our department, we feel more involved and that our voices matter, which strengthens our commitment.”* Supriadi (2021) similarly noted that decentralized governance encourages participative management, which in turn enhances faculty engagement and motivation.

Beyond these structural aspects, faculty interpreted these institutional characteristics symbolically as signs of respect and acknowledgment from the administration. This interpretation contributes to normative commitment, which is driven by a sense of moral obligation or loyalty. As suggested by Meyer and Allen (1997), organizational structures can influence both the emotional and normative dimensions of commitment. The findings confirm that institutional autonomy and decentralization do not only affect operational efficiency but also foster deep-seated professional loyalty among faculty.

3.2.2 Organizational Experiences Influencing Faculty's Continued Service and Emotional Attachment

Faculty members were asked to describe the organizational experiences that significantly influenced their decision to remain in the institution. The responses revealed a range of interrelated psychosocial and institutional factors that contribute to faculty members' sense of loyalty, satisfaction, and long-term commitment. Through thematic analysis, four major themes emerged: organizational support, fairness and equity, professional development opportunities, and collegial relationships. Each theme encompasses specific sub-themes that reflect the nuances of faculty experiences and shed light on the conditions that foster emotional attachment and sustained service. These are summarized in Table 4 below.

Table 4. Thematic matrix: organizational experiences influencing faculties' continued service and emotional attachment

Themes	Sub-Themes	Core Ideas
Organizational Support	Recognition and Appreciation	Faculty feel valued when their work is acknowledged by administrators; recognition boosts emotional attachment and motivation.
	Administrative Assistance	Tangible and moral support during personal or professional challenges contributes to retention and loyalty.
Fairness and Equity	Equitable Workload Distribution	Fair assignment of teaching loads and responsibilities promotes a sense of justice and trust in the system.
	Transparent Promotion and Reward System	Inconsistency or favoritism reduces morale, while fairness encourages long-term commitment.
Professional Development	Access to Learning Opportunities	Opportunities for training, research, and scholarships show institutional investment in faculty growth.
	Institutional Investment	Development programs foster stronger normative and continuance commitment by enhancing competencies and career satisfaction.
Collegial Relationships	Peer Support and Collaboration	A positive and cooperative environment among peers creates a sense of belonging and shared mission.
	Workplace Camaraderie	Collegial bonds enhance emotional attachment, making the workplace more meaningful and enjoyable.

Organizational support was a prominent factor. Faculty emphasized the emotional impact of being recognized and supported by administrators. Expressions of appreciation, moral encouragement, and tangible assistance during challenges all contributed to their affective commitment. One faculty member shared, *"When I receive recognition or support from the admin, I feel seen and appreciated. That motivates me to stay and do better in my work."* This observation is supported by Eisenberger et al. (2001), who argued that perceived organizational support leads to higher levels of emotional attachment and organizational commitment.

Fairness and equity in workload distribution, promotion, and recognition were also cited as crucial. Perceived fairness reinforces trust in the system, while favoritism or inconsistent treatment was reported to erode morale and reduce commitment. As one participant noted, *"It matters that everyone is treated fairly – when I see favoritism, it weakens my sense of commitment. Fairness keeps people loyal."* This reflects Akhtar et al.'s (2017) findings that procedural justice significantly influences employee attitudes and retention.

Professional development opportunities were another strong motivator. Faculty valued institutional support for continuous learning, research grants, and training programs. These opportunities not only enhanced their competence but also strengthened their normative and continuance commitments. One faculty member remarked, *“The trainings and scholarship opportunities show that the college invests in us. It makes me want to give back and grow with the institution.”* This aligns with the views of Wu et al. (2022), who asserted that developmental support leads to stronger professional commitment.

Finally, positive collegial relationships emerged as a key element of emotional attachment. Faculty expressed that a collaborative and supportive peer environment created a sense of belonging and community. One participant summarized this sentiment by saying, *“What keeps me here are my colleagues. We support each other and that makes the workplace more meaningful.”* According to Nabhan and Munajat (2023), workplace relationships are vital to enhancing organizational identification and commitment.

3.3 Convergence of Quantitative and Qualitative Results

This study investigated the interplay between institutional characteristics, organizational experience, and faculty commitment using both quantitative and qualitative methods. The convergence of results from these approaches provides a rich, multidimensional understanding of the factors that influence college faculty’s professional commitment, as shown in Table 5.

Table 5. Convergence matrix : quantitative and qualitative results

Key Themes	Quantitative Findings	Qualitative Findings	Convergence /Interpretation
Institutional Characteristics (Indicators: Perceived Autonomy, Decentralization)	<ul style="list-style-type: none"> • High overall level (M = 4.06) • Significant correlations with commitment (r = 0.30 overall) • Predictive power ($\beta = 0.30$) • Autonomy ($\beta = 0.46$), Decentralization ($\beta = 0.58$) 	<ul style="list-style-type: none"> • Faculty value autonomy in teaching and research as a sign of trust • Participative governance builds ownership and emotional connection 	Autonomy and decentralization are both statistically and experientially confirmed as facilitators of affective and normative commitment
Organizational Experience (Indicators: Perceived Organizational Support, Fairness)	<ul style="list-style-type: none"> • High overall level (M = 4.08) • Strongest correlations with commitment (r = 0.73 overall) • Strongest predictors ($\beta = 0.73$) 	<ul style="list-style-type: none"> • Faculty feel supported when recognized and treated fairly • Transparent systems and just treatment enhance trust and loyalty 	Experiences of support and fairness consistently emerge as the most powerful drivers of emotional and moral commitment among faculty

	<ul style="list-style-type: none"> • Support ($\beta = 0.70$), Fairness ($\beta = 0.69$) 		
Faculty Commitment (Dimensions: Affective, Continuance, Normative)	<ul style="list-style-type: none"> • High overall level ($M = 3.63$) • Affective: 4.07 (highest) • Continuance: 3.69 • Normative: 3.44 • All commitment dimensions significantly correlated with predictors 	<ul style="list-style-type: none"> • Affective commitment enhanced by recognition, collegiality, and autonomy • Continuance tied to institutional fairness • Normative linked to inclusive culture 	Affective commitment is most salient across both data sets, rooted in positive treatment, shared decision-making, and meaningful work relationships

Institutional characteristics, particularly autonomy and decentralization, emerged as significant predictors of faculty commitment. Quantitatively, autonomy had a high mean score ($M = 4.00$) and a strong correlation with affective ($r = 0.52$) and normative commitment ($r = 0.30$). Regression analysis confirmed it as a significant predictor ($\beta = 0.46$). These results were reinforced qualitatively by faculty narratives, which highlighted that autonomy in course design, teaching, and research fostered a deep sense of trust and motivation. Faculty interpreted this freedom as evidence of institutional respect, which strengthened their emotional and ethical bond with the college. This confirms the findings of Prasetyo and Purwoto (2024), who emphasized that work autonomy affects organizational commitment

Decentralization, which had the highest mean score among institutional characteristics ($M = 4.11$), also stood out in both correlation ($r = 0.63$ with affective commitment) and regression analysis ($\beta = 0.58$). Qualitative findings supported this by revealing that participative governance, particularly at the departmental level, gave faculty a sense of voice and ownership. This participatory environment nurtures not only affective bonds but also a normative sense of responsibility to the institution. These insights align with Kim and Fernandez (2017), who emphasized that decentralized structures enhance faculty engagement and organizational identification.

Among all examined variables, organizational experience proved to be the strongest predictor of faculty commitment. Quantitatively, its total mean score ($M = 4.08$) and correlation with commitment ($r = 0.73$) were the highest, with both perceived organizational support ($\beta = 0.70$) and perceived fairness ($\beta = 0.69$) showing strong predictive values. The regression analysis confirmed that these indicators of organizational experience explained the greatest variance in faculty commitment, with overall organizational experience emerging as the strongest single predictor ($\beta = 0.73$).

Qualitative data converged with these results. Faculty repeatedly emphasized that acknowledgment, fair workload distribution, and administrative support made them feel valued and motivated. These day-to-day experiences were described as the main reason for staying and remaining engaged. Such findings echo Eisenberger et al. (2025), who noted that perceived support strengthens emotional commitment, and Mahmood et al. (2025), who highlighted fairness as central to organizational trust and morale.

In terms of commitment dimensions, affective commitment emerged as the most salient, both in quantitative ($M = 4.07$) and qualitative findings. Faculty associated their emotional attachment with being trusted, respected, and recognized, which stemmed largely from both institutional autonomy and supportive organizational environments. This convergence confirms Meyer and Allen's (1997) assertion that affective commitment, when fostered through positive workplace experiences, leads to high levels of discretionary effort and long-term institutional engagement.

Normative commitment, though moderate ($M = 3.44$), was also observed in qualitative narratives as being influenced by faculty participation in governance and feeling morally obligated to give back to institutions that trusted and supported them. This finding underscores the ethical nature of commitment, as described by Alghamdi (2024), who found that inclusive culture and shared leadership promote normative commitment among faculty members.

In summary, the convergence of quantitative and qualitative results highlights that faculty commitment is not driven by institutional scale or rigid policies, but by meaningful autonomy, participative structures, and positive day-to-day organizational experiences. Faculty are more likely to stay and perform with dedication when they feel empowered, respected, and treated justly. These findings should guide higher education leaders in fostering institutional environments that integrate autonomy, fairness, support, and inclusion as central tenets of faculty engagement and retention.

4. Conclusion

This study confirms that faculty commitment is significantly influenced by both institutional characteristics and organizational experiences. Autonomy and decentralization were shown to promote effective and normative commitment by enabling faculty participation, professional independence, and a sense of institutional ownership. Meanwhile, perceived organizational support and fairness emerged as the most powerful predictors of overall commitment, underscoring the impact of everyday experiences on faculty motivation, trust, and retention. Among the three dimensions, affective commitment was the most prominent, reflecting faculty members' emotional attachment to their institutions. Normative commitment also registered as meaningful, indicating a sense of moral obligation linked to inclusive and equitable institutional practices.

The convergence of quantitative and qualitative findings reinforces the conclusion that faculty commitment is not solely shaped by policies or formal structures, but

by how faculty members experience their work environment. Sustaining institutional excellence therefore requires cultivating a culture that is empowering, participatory, and responsive to faculty needs. Sustaining institutional excellence therefore requires cultivating a culture that is empowering, participatory, and responsive to faculty needs. Institutions should prioritize transparent governance, recognition systems, fair workload distribution, and accessible professional development to foster long-term faculty engagement and loyalty. In doing so, colleges and universities can build a committed academic workforce that drives continuous improvement in teaching, research, and institutional outcomes.

5. Implications, Limitations and Recommendations for Policy Reforms

5.1 Implications

The findings highlight the critical role of institutional and organizational conditions in shaping faculty commitment. Key predictors such as autonomy, decentralization, support, and fairness extend the Three-Component Model by emphasizing how affective and normative commitment are especially responsive to participatory and supportive academic cultures.

These results support and extend the Three-Component Model of Commitment by showing that affective and normative commitments are especially responsive to supportive and participatory environments in Philippine higher education institutions. Therefore, institutional efforts to enhance faculty engagement must prioritize not only structural reforms but also the everyday experiences that shape workplace satisfaction and loyalty.

5.2 Limitations

While the study presents meaningful insights, several limitations should be acknowledged. First, it relies on self-reported data, which may introduce response bias, including tendencies toward socially desirable answers. Second, the study is context-specific, focusing on faculty members in state colleges in the Philippines. Cultural, institutional, and policy contexts may differ significantly in other regions, limiting the generalizability of the findings. Lastly, cross-sectional design captures perceptions at a single point in time, precluding analysis of long-term trends or causal relationships. Future research should consider comparative studies across public and private institutions, cross-cultural validations, and longitudinal designs that track changes in faculty commitment over time. Such approaches would strengthen the generalizability and theoretical contribution of the findings.

5.3 Recommendations for Policy Reforms

To enhance faculty commitment and institutional effectiveness, the following evidence-based policy reforms are recommended:

- 1. Institutionalize participatory governance:** Formalize inclusive and decentralized decision-making structures that empower faculty to engage in academic planning, policy formulation, and resource allocation. Shared

governance builds trust and ownership, reinforcing affective and normative commitment.

2. **Protect and promote academic autonomy:** Safeguard faculty independence in teaching, research, and scholarly judgment. Reducing administrative constraints and affirming academic freedom fosters intrinsic motivation and sustained professional engagement.
3. **Strengthening organizational support and fairness:** Implement equitable workload policies, clear promotion pathways, merit-based recognition programs, and accessible faculty development initiatives. Fair and transparent practices enhance emotional attachment and ethical obligation among faculty.
4. **Align institutional strategies with national frameworks:** Ensure that institutional reforms are embedded in long-term strategic plans and aligned with mandates from regulatory bodies such as the Commission on Higher Education (CHED). This alignment promotes coherence, sustainability, and compliance while fostering innovation and academic excellence.

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