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Research Article

Commitment and Engagement of Educators: A Multi-Method Approach in the Philippine Cultural Context

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ABSTRACT

Due to the high attrition rates of teachers in private institutions in the Philippines, this multi-method quantitative study aims to investigate the extent of the influence of affective, normative, and continuance commitment to work engagement among professional teachers in private educational institutions. This includes qualitative insights into the cultural values and traits that affect them. A total of 184 samples were collected from professional Filipino teachers in six educational institutions. Multiple linear regression was employed, ensuring all assumptions were met. The results show that affective and normative commitment influence work engagement, while continuance does not. The teachers are primarily engaged and committed due to their interactions with students and colleagues, which are amplified through the Filipino cultural traits and values of *kapwa* (shared identity), *pakikisama* (social harmony), *utang na loob* (debt of appreciation), *pakikipagkapwa* (social identity), *mala-sakit* (care), and *bahala na* (acceptance of fate). This study explores work engagement and commitment among Filipino professional teachers in the Philippine cultural context, building on the theories of the job demands-resources model, social exchange, and norm reciprocity. Future studies can include novel well-being variables and intervention studies.

Keywords: *Affective, Commitment, Continuance, Job Demands-Resources (JD-R) model, Normative, Social exchange, Work engagement*

Background

The systemic issue in the Philippine education system has become ubiquitous (Espinosa & Marasigan, 2025). This issue stems from

factors such as a limited number of classrooms (Bai, 2023) with a deficit of 165,000 (Department of Education, 2024), a lack of access to technology (Bai, 2023), and, more importantly,

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a shortage of 30,000 (Porcalla & Cariaso, 2025) skilled and trained teachers (Bai, 2023). As a result of this systemic issue, the Philippines is at Level 2, which is lower than the global average of proficiency levels (Organisation for Economic Co-operation and Development (OECD), 2023) in reading (Basilio, 2024) and mathematics (Espinosa & Marasigan, 2025).

In addressing the systemic issue within the Philippine education system, it is crucial to prioritize one key factor: the role of the teacher. The teacher is one significant factor in student education (Yulianti et al., 2022) because a teacher creates an environment that fosters critical thinking and sparks student interest (Dewey, 1916). Therefore, teachers must commit to educational institutions to facilitate student learning and achieve social and economic sustainability (Yulianti et al., 2022). Consequently, the lack of commitment of teachers to stay in their institutions may lead to a lack of engagement, resulting in significant economic losses, specifically attrition (Schaufeli et al., 2006; Tett & Meyer, 1993), which is prevalent in educational institutions in the Philippines (Braid, 2024).

Without sufficient support for job demands and resources, a teacher may not be engaged at work and consequently, be unable to perform (low teaching quality) (Bakker & Demerouti, 2008). Teachers with high workloads, job insecurity, and emotional load (job demands) lead to low work engagement (Munusamy et al., 2024; Ragadu & Rothmann, 2025).

Despite the existing literature on commitment and engagement, a study aimed at understanding the extent of organizational commitment and work engagement in the teaching profession and the Philippine cultural context is warranted. Since the Philippines is a collectivist country, certain traits and norms are unique to its culture (Acuña & Roman, 2004; Hofstede, 2011). Furthermore, work environment and organizational changes (Ervasti et al., 2022) took place after the pandemic (Harter & Wigert, 2025). Therefore, this study provides a deeper understanding of the commitment and engagement of teachers in light of the changes that have occurred since the pandemic and the unique cultural aspects of Filipino traits and values.

Literature Review and Hypotheses Development

Organizational Commitment

Organizational commitment has three constructs namely: “affective, normative, and continuance” (Meyer & Allen, 1991, p. 13). *Affective commitment* (AC) refers to an emotional attachment, where an employee is “staying because he wants to” (Meyer & Allen, 2004. p. 2). *Normative commitment* (NC) refers to the obligation to reciprocate, where an employee “stays because he ought to” (Meyer & Allen, 2004. p. 2). Lastly, *continuance commitment* (CC) refers to the perceived loss of investments or anything of value in the organization, where an employee who stays “because they have to” (Meyer & Allen, 2004. p. 2). Commitment is based on the theoretical foundations of social exchange (social interactions have positive outcomes) (Cook et al., 2013), norm reciprocity (obligation to reciprocate) (Gouldner, 1960), and side-bet (accumulated investments (Powell & Meyer, 2004).

Work Engagement

Work Engagement (WE) “is an affective-cognitive state characterized by vigor, dedication, and absorption” (Schaufeli et al., 2006, p. 702). Vigor refers to energy at work and resilience. Dedication is experiencing a sense of purpose or pride at work. Absorption is the level of concentration and focus on work (Schaufeli et al., 2006). Moreover, work engagement is based on the theoretical foundation of the Job Demands-Resources (JDR) model, which highlights that job demands (e.g., emotional demands) and resources (e.g., job and personal resources) lead to WE (e.g., (Bakker & Demerouti, 2008).

In the education sector, professional teachers who are classified as overworked tend to exhibit low WE, whereas those described as passionate demonstrate high levels of WE (Antonioni et al., 2024). Teachers with greater resilience, self-efficacy, and adaptability are also more likely to be highly engaged at work (Alonzo et al., 2025). Similarly, higher levels of positive affectivity, belongingness, and relational support are associated with increased WE (Coelho et al., 2025). These recent studies

suggest that the WE of teachers varies depending on job demands (e.g., workload) and job resources (e.g., resilience, self-efficacy, adaptability). This indicates that, while WE is considered a robust construct, it still warrants further investigation within the educational context, given the unique challenges of the profession.

Collectivism and Filipino Cultural Values

Collectivism refers to cultures where people are assimilated into cohesive in-groups, usually extended families, in exchange for loyalty. In such cultures, the collective goals supersede individual aspirations. Decision-making is influenced by groups that emphasize harmony, with identity stemming from group connection. This dimension is the opposite of individualism, which highlights personal liberty and self-sufficiency. Collectivism provides an important foundation for understanding organizational dynamics in culturally different environments (Hofstede, 2011).

The Filipino traits are deeply rooted in the collectivistic culture of the Philippines, emphasizing on interconnectedness, group harmony, and a sense of shared responsibility within families and communities (Church & Katigbak, 2000). These cultural traits of Filipinos influence AC, NC, and CC and WE.

Affective Commitment, Engagement, and Filipino traits and values

Filipino cultural traits such as *kapwa* (shared identity), *pakikisama* (social harmony), and *pakikiramdam* (emotional sensitivity) embody the collectivistic nature of Philippine society and foster interpersonal harmony, emotional attunement, and group cohesion (Church & Katigbak, 2000; Enriquez, 1992). These traits extend to Filipino work cultures that foster positive social relationships, empathy, and mutual respect, which are indicators that may impact AC by strengthening employees' emotional attachment to their organization (Meyer & Allen, 1991). Furthermore, as employees feel a deep sense of belonging and appreciation within their group (Church & Katigbak, 2000; Enriquez, 1992), these traits are indicators of the dedication dimension of WE.

Normative and Continuance Commitment and Filipino traits and values

Similarly, the Filipino values of *utang na loob* (debt of gratitude), *bayanihan* (collective effort), *malasakit* (deep concern), and *hiya* (sense of propriety or shame) (Enriquez, 1992) strengthen employees' moral responsibility and loyalty toward their organization (Meyer & Allen, 1991). *Utang na loob* and *malasakit* are closely related to NC, as employees remain in the organization out of gratitude and a moral obligation to reciprocate the trust and support they receive (Meyer & Allen, 1991). In contrast, *hiya* and *bayanihan* are indicative of CC, where employees may feel that leaving the organization would cause a loss of valuable social bonds and the risk of disappointing others. Collectively, these cultural values emphasize loyalty, reciprocity, and a sense of indebtedness (Enriquez, 1992), all of which reinforce organizational commitment (Meyer & Allen, 1991).

Hypothesis Development

Recent studies on healthcare employees have shown that AC is related to and significant to WE (Al Otaibi et al., 2022; Gomes et al., 2023; Narayanasami et al., 2023; Shen et al., 2023). NC (Inam et al., 2023) and CC (Nabhan & Munajat, 2023) have been found to be related to WE (Inam et al., 2023; Nabhan & Munajat, 2023; Narayanasami et al., 2023). Despite its robustness, there is a need to better understand AC, NC, CC and WE in the context of culture (Al Otaibi et al., 2022; Narayanasami et al., 2023).

The relationship between commitment and WE has been robust in the literature (Kim et al., 2017). When employees feel more emotionally attached, feel morally obligated and feel that they can lose something of value in the organization (Meyer & Allen, 1991), they feel more engaged at work (Schaufeli & Bakker, 2010). Therefore, I propose the following alternative hypotheses:

Hypothesis 1A (H1a): Affective commitment is likely to lead to work engagement of teachers in select educational institutions

Hypothesis 1B (H1b): Normative commitment is likely to lead to work engagement of teachers in select educational institutions

Hypothesis 1c (H1c): Continuance commitment is likely to lead to work engagement of teachers in select educational institutions

Methods

Participants and Procedures

This multi-method cross-sectional study included teachers with at least one year of service in six private educational institutions located in the Philippines. This study had a convergent design, which collected the quantitative and qualitative data concurrently (Creswell & Creswell, 2022). This follows the positivist (deductive) research philosophy (Sekaran & Bougie, 2020). Furthermore, a multi-method study was employed to allow respondents to respond freely without judgment and to ensure their anonymity.

I was able to collect a total sample of 184 teachers from six educational institutions. Eighty-seven percent of the respondents are between 18 and 44 years old. Seventy-three percent of the respondents are female, while twenty-seven percent are male and non-binary. Ninety-seven of the respondents are full-time employees, while three percent are part-time employees. The average salary is Php 17,000. Furthermore, eighty-three percent of respondents have a bachelor's degree, followed by fifteen percent of respondents who have a doctoral degree and a master's degree.

Prior to data collection, I secured written approval from the key administrators of the six educational institutions. Since the targeted sample consists of teachers, purposive sampling was employed.

Through an online survey (Google Forms), the data was collected between October 2023 and May 2024. For data privacy compliance, the survey was distributed to the mailing lists and official bulletins. Furthermore, this online survey includes a consent form (e.g., strictly voluntary, allowing respondents to withdraw at any time without repercussion), which respondents acknowledged before completing the online survey.

Measures

The online survey had four sections. The introduction and data privacy notice (Section 1) included the purpose of this study and the qualifying question. The data privacy notice and consent form (Section 1) are included. The employee profile (Section 2) included the employee's demographics, employment classification, and highest level of educational attainment. The Work Engagement Scale (Section 3) included the instructions and the 9-item Utrecht Work Engagement Scale (UWES-9) English version by Schaufeli and Bakker (2004) using a 7-point Likert scale (from Never (0) to Always (6)) (Schaufeli & Bakker, 2004). This includes the open-ended questions related to WE: "What specific aspects of your job do you find most satisfying and engaging?", and "How do they contribute to your overall job satisfaction?"

Affective, normative and continuance scales of commitment (Section 4) included the instructions and the revised 6-item measure on affective, normative and continuance based on the Three-Component Model Employee Commitment Survey of Meyer and Allen using a 7-point Likert scale (from 1 = strongly disagree to 7 = strongly agree) (Meyer & Allen, 2004). This includes the following open-ended questions related to AC, NC and CC, respectively: "What aspect of the work environment affects your emotional connection and commitment to staying with the organization?", "What factors or ideals make you feel a sense of obligation to stay with our organization, beyond what is required by contracts or formal obligations?", and "How do the factors that influence the costs and benefits of staying with our organization impact your commitment to your current role?"

The Cronbach's alpha of the measures is .90, which is considered reliable. The measures were also validated by two psychometricians and one human resource expert, which makes the instruments and constructs valid.

Data Analysis Procedures

The responses from the online survey were stored in a Google Sheets file and then converted into a Microsoft Excel file. Since this study utilized a convergent approach, the data analysis for the quantitative and qualitative

data can be done simultaneously (Creswell & Creswell, 2022). Since I am the sole author, I started with the quantitative data analysis, followed by the qualitative data.

Quantitative Analysis

The analysis of the quantitative data began with descriptive statistics, followed by an examination of the correlations among the variables. Finally, for the predictive analysis, multiple linear regression was the statistical technique used in the software Jamovi (The Jamovi Project, 2025). Furthermore, the assumptions for the multiple linear regression were also included in the analysis.

Qualitative Analysis

The qualitative data were analysed using thematic analysis (Braun & Clarke, 2013). Since the qualitative questions were specific to AC, NC, CC, and WE, the thematic analysis is considered theoretical since it was based on existing theoretical concepts of WE by (Schaufeli & Bakker, 2010), JD-R model (Bakker & Demerouti, 2008) and commitment (Meyer & Allen, 1991).

I conducted each stage of coding and analysis in thematic analysis (Braun & Clarke, 2013). First, transcription was no longer required since the data was collected through an online survey, where the respondent encoded the data verbatim. Second, I read and familiarized myself with the data. Third, since the qualitative data were divided into four variables (AC, NC, CC, and WE), the data were coded for each variable through selective coding, as this study is theoretical and based on pre-existing theories. Fourth, I searched the themes for each variable. I identified the initial emergent themes, such as collectivism and Filipino traits and values, based on the literature (e.g., *hiya*, *utang na loob*, *malasakit*, among others). Fifth, I reviewed the themes and related them to each variable (AC, NC, CC and WE). Emergent findings were included in this stage, which include Filipino traits and values that were not initially in the literature review. Sixth, I reviewed the qualitative data to ensure that I had coded each data point correctly and was guided by predefined theories. Seventh, I finalized and categorized the themes that were supported by existing literature and those that emerged independently.

Lastly, I wrote the analysis (Braun & Clarke, 2013).

As the sole researcher, intercoder reliability was not applicable since the qualitative data was based on pre-existing theories and literature. Instead, credibility was ensured through careful documentation of the coding process and triangulation with the quantitative results and literature. Furthermore, the questionnaire was validated to ensure its construct validity (Braun & Clarke, 2013). Therefore, the coding of this study is considered valid and reliable.

After analyzing the quantitative and qualitative data, I merged the findings through triangulation by interpreting how the qualitative insights supported or contradicted the quantitative results. This integration was then followed by a discussion of the findings in light of relevant literature (Creswell & Creswell, 2022).

Result and Discussion

Quantitative Results

Multiple linear regression was the statistical tool used to determine the causal relationship between AC, NC, and CC with WE.

The regression model was statistically significant, $F(3, 180) = 21.80$, $p < .001$, respectively. The model explained 26.7% of the variance in the outcome ($r^2 = .267$), and the adjusted r^2 was .255. This suggests that AC, NC, and CC can likely explain 27% of the variation in WE, which is within the threshold of psychometric variables (Ozili, 2022; Raykov & DiStefano, 2025). Furthermore, the Root Mean Square Error (RMSE) of 0.913 suggests acceptable predictive accuracy.

The assumptions of the multiple linear regression model were met. The tests for normality include Shapiro-Wilk ($W = 0.990$, $p = .222$), Kolmogorov-Smirnov ($D = 0.0528$, $p = .684$), and Anderson-Darling ($A = 0.417$, $p = .327$) tests, indicating that the assumption of normality was met. The Goldfeld-Quandt ($F = 1.33$, $p = .090$) and Harrison-McCabe ($H = 0.431$, $p = .075$) tests were not statistically significant, which shows that the model is homoscedastic. The Durbin-Watson statistic was 1.79 ($p = 0.158$), indicating no significant autocorrelation among the residuals since the statistic falls within the acceptable range (1.5 to 2.5). Lastly,

the variance Inflation Factor (VIF) values ranged from 1.89 to 3.13, with corresponding tolerance values between 0.320 and 0.529. All

VIF values were below the commonly used threshold of 5, suggesting that multicollinearity is not a concern in this model.

Table I. Mean, standard deviation, correlation, and p-value

	M	SD	WE	AC	NC	CC
WE	4.28	1.07	—			
AC	4.83	0.956	0.472***	—		
NC	4.67	1.08	0.461***	0.633***	—	
CC	4.67	1.19	0.252***	0.209**	0.649***	—

Note. * $p < .05$, ** $p < .01$, *** $p < .001$

Table 1 presents the means, standard deviations, and Pearson correlation coefficients of WE, AC, NC, and CC variables. All variables demonstrated relatively high mean scores, with AC ($M = 4.83$, $SD = 0.96$) scoring the highest, followed by NC ($M = 4.67$, $SD = 1.08$), CC ($M = 4.67$, $SD = 1.19$), and WE ($M = 4.28$, $SD = 1.07$). Moreover, the mean WE is interpreted as “often (once a week)” based on the frequency scale. The mean of AC, NC, and CC reveals that the level of commitment is interpreted as undecided or neutral based on the agreeability scale.

This indicates that the teachers neither agree nor disagree with the commitment indicators, suggesting that commitment is not strongly developed, and they are ambivalent.

WE has moderate positive correlations with AC, NC, and CC, with r values of .472, .461, and .252, respectively, which were found to be statistically significant, $p < .001$. These results indicate that teachers who exhibit higher levels of emotional attachment, moral obligation, and perceived cost of leaving have higher engagement.

Table II. Multiple regression analysis results

Predictor	Estimate	SE	95% Confidence Interval		t	p
			Lower	Upper		
Intercept	1.2246	0.393	0.4491	2	3.116	0.002
AC	0.3441	0.0982	0.1504	0.538	3.506	<.001
NC	0.247	0.1112	0.0276	0.466	2.221	0.028
CC	0.0221	0.0803	-0.1364	0.181	0.276	0.783

Table 2 shows the results of the multiple regression analysis. The quantitative findings show that AC significantly predicted work engagement, $B = 0.34$, $SE = 0.10$, $t = 3.51$, $p < .001$, with a standardized estimate of $\beta = 0.31$, indicating a moderate positive effect. Similar to recent empirical studies (Al Otaibi et al., 2022; Gomes et al., 2023; Narayanasami et al., 2023; Shen et al., 2023), these results are supported.

The quantitative findings present that NC is a significant predictor, $B = 0.25$, $SE = 0.11$, $t = 2.22$, $p = .028$, respectively, suggesting a smaller but still meaningful positive contribution. In contrast, CC did not significantly predict WE, $B = 0.02$, $SE = 0.08$, $t = 0.28$, $p = .783$, respectively. This finding does not support recent literature on CC (Nabhan & Munajat, 2023).

These results reveal that WE is more strongly influenced by emotional attachment and obligatory organizational commitment, rather than by CC (cost-based) commitment.

Qualitative Results

The qualitative results show a culturally specific expression of collectivism among Filipinos, as reflected in their characteristic traits and values. The main themes are divided by constructs (AC, NC, CC, and WE), and their sub-themes are the Filipino traits and values (Braun & Clarke, 2013).

Theme#1: Affective Commitment

The qualitative findings on AC show that both positive and negative human connections

are factors that strengthen or weaken the emotional commitment of teachers within the institution. This is related to the Filipino trait orientation of *pakikisama*, which emphasizes upholding interpersonal relationships and avoiding conflict. Emotional connection is weakened when there is disharmony or social tension, consistent with this value (Enriquez, 1992). Below are some quotations:

"Workmates who are really hard to deal with"

"When I cannot relate to everyone, it affects my emotional connection."

"The genuine friendship among the colleagues"

Theme#2: Normative Commitment

The qualitative findings on NC indicate that Filipino teachers stay with their institutions not merely for contractual reasons, but also due to a sense of deep gratitude, relational commitment, and care. These are rooted in Filipino cultural values, such as *utang na loob*, *pakikipagkapwa*, (Enriquez, 1992) and *malasakit* (Acuña & Roman, 2004), which influence their ethical obligation to remain grateful, and foster emotional bonds. Below are some quotations:

"The trust that this organization gave me."

"The connection I built with my colleagues and students."

"Teaching the kids without limit."

"My life purpose as a teacher."

Theme#3: Continuance Commitment

CC was found to be statistically insignificant. However, the qualitative results show indications of CC among professional teachers. The qualitative findings show that the teachers are staying due to financial necessity, complacency, and lack of alternatives. An emergent finding in this study is the expression of the

Filipino value *bahala na* (acceptance of fate with risk-taking and faith in divine providence), which highlights the sense of having "no choice" amid uncertainty (Pe-Pua & Protacio-Marcelino, 2000). Furthermore, the teachers also emphasize that the pay is too low. Below are some quotations:

"Necessity. The salary is too low but I don't have any choice right now but to stay for another year."

"It made me contented."

"High fare... too low salary... but I have no choice"

Theme#4: Work Engagement

The qualitative findings show that WE among teachers is primarily because of meaningful interactions with students, a strong sense of purpose, and the intrinsic satisfaction derived from the teaching profession. Teachers reported feeling most engaged when they witnessed students' learning, growth, and appreciation for their efforts. Supported by literature, studies have shown that feeling respected and valued significantly enhances teachers' sense of engagement (Tran & Smith, 2021) and found that positive student-teacher interactions enrich the teaching and learning experience, reinforcing a mutually engaging classroom environment (Ayuwanti et al., 2021). Furthermore, the teachers emphasized their deep connection with students, often referring to them as sources of inspiration, fulfillment, and joy. This reflects *kapwa*, the core Filipino value of interconnectedness and shared humanity (Enriquez, 1992). Below are some quotations:

"When I see my students enjoying and learning in the activity I prepared."

"When students are learning, it gives me the push to work every day."

"Teaching young minds satisfies my passion."

"My passion for teaching is huge."

Conclusion

This study shows that teachers are vigorous, dedicated, and absorbed at work because of their emotional attachment and obligation to remain in the institution, rather than due to the perceived investments and costs.

The qualitative findings indicate that teachers are engaged because of meaningful interactions with students, a strong sense of purpose, and the intrinsic satisfaction derived from the teaching profession. This reflects the Filipino value of *kapwa* (*shared identity*), which emphasizes interconnectedness with students (Enriquez, 1992).

Teachers are emotionally attached due to the Filipino trait of *pakikisama* (social harmony), which emphasizes upholding interpersonal relationships and avoiding conflict (Enriquez, 1992). They feel morally obliged and emotionally indebted to stay in the organization or, in the Filipino cultural context, *utang na loob* (debt of appreciation) (Enriquez, 1992), which affects their NC. Moreover, this is further influenced by *pakikipagkapwa* (*social identity*), and *malasakit* (*care*) (Enriquez, 1992).

CC may not be found to be statistically significant. However, the qualitative findings suggest that the teachers stay due to financial necessity, complacency, and the lack of alternatives. These factors each add to those perceived costs — whether through actual losses (money, benefits) or perceived risk (uncertainty, effort, loss of comfort) (Meyer & Allen, 1991), which is influenced by the Filipino value of *bahala na* (Pe-Pua & Protacio-Marcelino, 2000). This highlights that, despite inadequate compensation, financial necessity, and a lack of alternatives, teachers tend to stay with their organization and accept the inevitable.

These quantitative and qualitative findings demonstrate that cultural contexts, specifically Filipino cultural traits and values, have an impact on the influence of AC, NC, and CC on WE. These findings support the JD-R model, as emotional demands (AC, NC, CC and WE) are indicators of job demands (Bakker & Demerouti, 2008). While in terms of commitment, the theoretical foundations of social exchange (Cook et al., 2013), norm reciprocity (Gouldner, 1960) are supported, while the side-bets theory (Powell & Meyer, 2004) is not supported by

quantitative findings, while the qualitative findings support it.

Future studies can consider novel variables related to WE and commitment, such as knowledge hiding and work-life balance. Intervention studies can also be conducted to generate new knowledge that addresses concerns about engagement and commitment. These interventions may include well-being programs (e.g., counselling), peer reflection circles (e.g., regular monthly meetings), and collaborative teaching projects (e.g., interdisciplinary teaching including mathematics and science) to cultivate interconnectedness and intrinsic motivation. These interventions may be methodologically conducted as a longitudinal study through action research or mixed methods.

Theoretical implications

This study has significant theoretical implications by extending existing models of WE and commitment in the context of Filipino cultural traits and values.

The findings show that the WE of professional teachers are primarily driven due to emotional and relational resources—rooted in *kapwa* (shared identity), *pakikisama* (social harmony), *utang na loob* (debt of appreciation), and *malasakit* (care)—rather than by instrumental considerations. This builds on the the Job Demands–Resources (JD–R) model (Bakker & Demerouti, 2008) by highlighting that cultural values serve as psychological factors, including emotional demands and engagement.

The findings show that AC and NC are intertwined in terms of its relational aspect, where emotional attachment and moral obligation co-exist as expressions of social identity (*pakikipagkapwa*). This builds on the theories of social exchange (Cook et al., 2013) and the norm of reciprocity (Gouldner, 1960) by illustrating that reciprocity in Filipino culture is motivated by moral indebtedness and social harmony, rather than utilitarian exchange. Furthermore, while quantitative findings do not fully support the side-bet theory (Powell & Meyer, 2004), qualitative insights show that CC may be because of financial necessity, complacency and lack of alternatives (Meyer & Allen, 1991), influenced by the Filipino value of *bahala na* (Pe-Pua & Protacio-Marcelino, 2000).

In conclusion, this study introduces a culturally grounded theoretical model that combines indigenous Filipino psychology with Western frameworks. It demonstrates that WE and commitment are not purely psychological constructs, but are significantly influenced by socio-cultural and moral contexts.

Practical Implications

The findings of this study provide input for school administrators, policymakers, and stakeholders aiming to improve their engagement and commitment within Filipino educational institutions. This can also serve as a source of input for policy development for private and government institutions involved in education.

Since the engagement of teachers leads primarily to emotional attachment, moral obligation, and relational values such as *kapwa* (shared identity), *pakikisama* (social harmony), *utang na loob* (debt of appreciation), and *malasakit* (care), institutions should foster organizational cultures that nurture these cultural drivers through professional development programs such as leadership and community-building activities. Leadership development programs may include activities that prioritize empathy, relational communication, and community-building activities, such as cultural exchange events and collaborative workshops, that may enhance teachers' adaptive capacity and expand their professional networks.

Recognition and mentoring programs reinforce Filipino cultural values of *utang na loob* and *pakikipagkapwa*, further augmenting engagement through gratitude and moral reciprocity. Moreover, school policies should prioritize relational harmony and collective well-being, aligning with Filipino interpersonal values to minimize conflict and promote inclusivity.

While financial incentives remain limited, providing non-monetary rewards such as professional development opportunities, flexible work arrangements, and participatory decision-making may provide intrinsic motivation and a sense of purpose. Addressing issues linked to CC, institutions may also provide career advancement pathways and job mobility options to mitigate complacency and the

perception of being "stuck." School administrators may promote coping strategies and resilience training to counter passive acceptance of adversity to address the concern of *bahala na* (acceptance of fate). These initiatives may need revised policies to ensure its implementation.

In summary, educational institutions can improve morale, reinforce teacher engagement, and foster long-term institutional commitment by aligning organizational practices with indigenous Filipino values, despite resource constraints.

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