

School Conditions and Professors' Commitment to Change in Higher Education Institutions

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school conditions, commitment to change, organizational culture, higher education

Abstract. This study examined how school conditions influence professors' commitment to institutional change in selected higher education institutions in Bohol, Philippines, addressing the limited empirical evidence on contextual factors shaping faculty responsiveness to reform. It specifically aimed to determine the level of school conditions, assess professors' commitment to change across groups, and test their relationship within a higher education context. A descriptive–correlational design was employed involving 222 professors selected through purposive sampling. Data were collected using a validated and reliability-tested survey questionnaire. Descriptive statistics, t-test, one-way ANOVA, and Pearson correlation were used to analyze the data. Results showed that professors generally perceived school conditions as favorable, with higher ratings for strategies for change and organizational culture, while environment and structure received comparatively lower evaluations. Professors demonstrated a high level of commitment to change across all dimensions. A statistically significant difference was observed in commitment to change when grouped by sex, with female professors showing slightly higher levels, although the effect was small. No significant differences were found across years in service. A strong positive relationship emerged between school conditions and commitment to change. Findings indicate that institutional conditions play a more influential role in shaping faculty commitment to change than demographic characteristics. Strengthening organizational culture, improving structural support, and enhancing participatory and supportive environments may therefore be critical in sustaining faculty engagement in institutional reforms.

Introduction

Educational reform in higher education increasingly depends on the capacity of institutions to sustain faculty engagement and align internal practices with evolving organizational goals. Prior research consistently shows that institutional conditions—such as organizational culture, structural arrangements, physical environment, and change management systems—shape how faculty interpret and respond to reform initiatives (Magallanes et al., 2022). Across studies, a flexible culture and clearly defined change strategies are repeatedly associated with higher readiness for institutional transformation and stronger adaptive responses among academic personnel (Kasbun & Osman, 2024; Olafsen et al., 2020).

Existing literature also converges on the importance of faculty commitment as a central driver of successful educational change. Studies indicate that faculty members who perceive their institutions as supportive, fair, and inclusive tend to demonstrate stronger motivation, collaboration, and willingness to participate in reform processes (Guerrero et al., 2018; Trinidad, 2025). In higher education contexts, trust, recognition, and participatory governance are repeatedly identified as key factors sustaining professional loyalty during periods of organizational transition (Trinidad, 2025; Youssef et al., 2024).

However, despite this established knowledge base, findings remain inconsistent regarding which institutional factors most strongly influence faculty commitment, particularly when contextualized within developing higher education systems. Much of the existing research has focused on general organizational climate or teacher commitment, often overlooking the

specific mechanisms through which school conditions shape professors' commitment to change. In the Philippine context, empirical evidence remains limited, and localized studies are still insufficient to fully explain how institutional environments affect faculty responses to reform demands (Micaroz & Mapalo, 2025; Trinidad, 2025).

This gap is particularly significant given the increasing pace of educational reform in Philippine higher education institutions, where policy implementation often requires strong faculty participation. Understanding how institutional conditions influence commitment is therefore essential for designing sustainable reform strategies that are both context-sensitive and evidence-based. Addressing this gap has practical implications for improving leadership practices, strengthening institutional support systems, and enhancing faculty engagement in change initiatives (Micaroz & Mapalo, 2025).

In response to this gap, the study specifically sought to answer the following questions: (1) How do professors perceive school conditions in terms of culture, structure, strategies for change, and environment? (2) What is the level of professors' commitment to change when grouped according to sex and years in service? (3) Are there significant differences in professors' commitment to change when grouped according to sex and years in service? and (4) Is there a significant relationship between school conditions and professors' commitment to change?

The study aimed to evaluate professors' perceptions of institutional conditions, compare levels of commitment across demographic groups, and determine the relationship between school conditions and commitment to change. It further sought to generate empirical evidence that may inform institutional policy and reform strategies in higher education.

Methodology

This study employed a descriptive–correlational research design to determine the relationship between school conditions and professors' commitment to change in selected higher education institutions in Bohol, Philippines. This design was appropriate because it enables the description of existing conditions and the examination of relationships among variables without manipulating the research environment. The study specifically examined professors' perceptions of school conditions, their levels of commitment to change, differences across demographic variables, and the relationship between the key constructs.

The respondents consisted of 222 professors from selected public and private higher education institutions in Bohol. Purposive sampling was used to ensure that only faculty members who were officially employed and actively engaged in academic and institutional functions were included. This technique was chosen to obtain information-rich participants directly relevant to the research problem and objectives. Faculty members who were on leave during data collection and those with incomplete responses were excluded to ensure data completeness and reliability. The sample size was deemed adequate for the statistical procedures employed.

Data were collected using a structured survey questionnaire consisting of two major constructs: school conditions (culture, structure, strategies for change, and environment) and professors' commitment to change. The instrument was adapted from established studies and modified to suit the higher education context in the Philippines. Content validation was conducted by experts in educational management to ensure clarity, relevance, and appropriateness of all items. Reliability testing using Cronbach's alpha produced coefficients of 0.887 for school conditions and 0.996 for commitment to change, indicating very high internal consistency.

Prior to data collection, permission was secured from the heads of participating institutions. Participation was voluntary, and informed consent was obtained from all respondents. Confidentiality and anonymity were strictly observed to minimize response bias and uphold ethical standards. Completed questionnaires were checked for completeness, encoded, and prepared for statistical analysis.

Data were analyzed using both descriptive and inferential statistics. Frequency counts, percentages, and weighted means were used to describe respondents' perceptions and levels of commitment to change. Independent samples t-test was used to determine differences in commitment to change according to sex, while one-way analysis of variance (ANOVA) was used for differences across years in service. Pearson product–moment correlation coefficient (Pearson r) was applied to determine the relationship between school conditions and professors' commitment to change.

All reliability testing (Cronbach's alpha) and inferential statistical analyses (t-test, ANOVA, and Pearson r) were computed using JAVA-based statistical computation tools, ensuring accurate numerical processing and reproducibility of results. All statistical tests were evaluated at a 0.05 level of significance ($p < 0.05$).

The study adhered to ethical research standards by ensuring voluntary participation, informed consent, confidentiality, and anonymity. Data were used solely for academic purposes and handled in accordance with institutional ethical guidelines to maintain integrity, transparency, and responsible reporting throughout the research process.

Results and Discussion

Dimension	M	Interpretation
School Culture	3.24	Agree
Strategies for Change	3.37	Strongly Agree
School Structure	3.05	Agree
Environment	3.01	Agree
Overall Mean	3.17	Agree

Note. Scale: 1.00–1.75 = Strongly Disagree; 1.76–2.50 = Disagree; 2.51–3.25 = Agree; 3.26–4.00 = Strongly Agree.

Table 1. Respondents' Perception of School Conditions

Professors reported generally positive perceptions of school conditions ($M = 3.17$). Strategies for change obtained the highest rating ($M = 3.37$), followed by school culture ($M = 3.24$), while school structure ($M = 3.05$) and environment ($M = 3.01$) were comparatively lower. These patterns indicate stronger perceptions of participatory and procedural support for change than of physical and organizational infrastructure. The findings suggest that institutional engagement processes are functioning more effectively than structural conditions.

This is supported by recent studies showing that readiness for change in higher education is strongly influenced by communication climate, organizational trust, and contextual culture rather than structural conditions (Erlyani et al., 2024; Hendrayati et al., 2024). In particular, internal communication and trust-building processes have been identified as key drivers of faculty readiness for institutional change (Saharudin et al., 2024). However, the results also indicate a need to strengthen structural and environmental support systems to ensure balanced institutional development.

Dimension	Female M	Interpretation	Male M	Interpretation
Personal Goals	3.51	Strongly Agree	3.38	Strongly Agree
Capacity Beliefs	3.45	Strongly Agree	3.37	Strongly Agree
Context Beliefs	3.43	Strongly Agree	3.29	Strongly Agree
Emotional Arousal	3.58	Strongly Agree	3.48	Strongly Agree
Overall Mean	3.49	Strongly Agree	3.38	Strongly Agree

Note. Scale: 1.00–1.75 = Strongly Disagree; 1.76–2.50 = Disagree; 2.51–3.25 = Agree; 3.26–4.00 = Strongly Agree.

Table 2. Professors' Commitment to Change by Sex

Both female ($M = 3.49$) and male professors ($M = 3.38$) demonstrated consistently high commitment to change, with females showing slightly higher scores across dimensions. These findings indicate that gender differences exist but are minimal, suggesting broadly shared commitment to institutional change across groups.

This result aligns with evidence that commitment to organizational change is primarily shaped by organizational context—such as communication, trust, and participation—rather than demographic characteristics like gender (Oreg et al., 2011; Erlyani et al., 2024). In higher education settings, recent studies further emphasize that communication climate, organizational trust, and contextual culture significantly enhance readiness and commitment to change among faculty members regardless of gender (Hendrayati et al., 2024; Saharudin et al., 2024).

Similarly, foundational change literature highlights that employees' reactions to change are largely influenced by perceived organizational support and fairness of change processes rather than personal characteristics (Weiner, 2009; Armenakis & Harris, 2009). Thus, the small observed gender difference in this study suggests that institutional strategies should focus on strengthening inclusive communication, trust-building, and participatory engagement rather than implementing gender-specific interventions.

Years in Service	Overall Mean	Interpretation
>1 year	3.51	Strongly Agree
1-5 years	3.44	Strongly Agree
6-10 years	3.44	Strongly Agree
11-15 years	3.41	Strongly Agree
16-20 years	3.24	Agree
21-25 years	3.51	Strongly Agree
26-30 years	3.46	Strongly Agree
31-35 years	3.42	Strongly Agree
36+ years	3.09	Agree

Note. Scale: 1.00-1.75 = Strongly Disagree; 1.76-2.50 = Disagree; 2.51-3.25 = Agree; 3.26-4.00 = Strongly Agree.

Table 3. Professors' Commitment to Change by Years in Service

Across service categories, professors maintained generally high commitment levels, with a gradual decline among those with 36+ years of service. This suggests a mild attenuation of commitment in late-career stages, while most groups remained within the "strongly agree" range. The pattern indicates relative stability in commitment across career stages, with only minor decline among the most senior faculty.

This finding is supported by evidence showing that employee attitudes and work-related motivation tend to remain stable across career stages, but may slightly decrease in later tenure due to reduced novelty and shifting motivational drivers (Ng & Feldman). However, these changes are generally gradual and not substantial, consistent with the small decline observed in this study. In higher education contexts, research further suggests that sustained engagement among long-tenured employees is strongly influenced by perceived organizational support and meaningful participation in institutional processes, which can buffer potential declines in commitment over time.

Group	M	t	df	p	Cohen's d
Males	3.38	-2.260	132	.026	-0.39
Females	3.50				

Table 4. Difference in Commitment to Change by Sex

A statistically significant difference was found between male and female professors, $t(132) = -2.260$, $p = .026$, $d = -0.39$. Females reported higher commitment ($M = 3.50$) than males ($M = 3.38$), indicating a small-to-moderate effect size. These results suggest that gender differences exist in perceived readiness for institutional change, although the practical gap remains limited. This finding supports Oreg et al. (2011), who identified higher adaptive orientation among female professionals in change contexts. The present study refines this by showing that although differences are statistically significant, they are not large enough to justify differentiated structural policies. Instead, inclusive organizational strategies remain more appropriate.

Source of Variation	df	SS	MS	F	p
Between Groups	8	1.615	0.202	1.45	.18
Within Groups	213	29.582	0.139		
Total	221	31.198			

Table 5. Analysis of Variance of Commitment to Change by Years in Service

No significant differences were found in commitment to change across years in service, $F(8, 213) = 1.45$, $p = .18$. Although mean differences were observed, these were not statistically meaningful, indicating that tenure does not significantly influence commitment levels. This suggests stability of commitment across career stages, with faculty maintaining relatively consistent levels of engagement regardless of length of service.

This finding is consistent with empirical evidence indicating that employee attitudes such as commitment and engagement are more strongly influenced by organizational factors (e.g., leadership support, communication, and perceived organizational justice) than by demographic variables such as tenure or age (Ng & Feldman, 2010; Meyer et al., 2002). In particular, meta-analytic findings show that while tenure may have weak associations with work attitudes, its effect becomes negligible when organizational context variables are considered (Ng & Feldman, 2010). Similarly, Meyer et al. (2002) emphasized that affective commitment is primarily shaped by perceived organizational support and workplace experiences rather than length of service.

Overall, the results reinforce that sustaining faculty commitment to change depends more on organizational and contextual conditions than on tenure-related differences.

Variables	r	df	p	Effect Size	Interpretation
School Conditions & Commitment to Change	.65	221	< .05	Large	Significant

Table 6. Relationship Between School Conditions and Commitment to Change

A strong and significant positive relationship was found between school conditions and professors' commitment to change ($r = .65, p < .05$). This indicates that more favorable school conditions are associated with higher faculty commitment. The strength of the relationship suggests that the institutional environment plays a central role in shaping change readiness and faculty engagement. This finding is consistent with empirical evidence showing that organizational climate, perceived support, and leadership practices are key predictors of employees' commitment to organizational change (Eby et al., 2000; Meyer et al., 2002). In particular, research demonstrates that positive perceptions of the work environment strengthen affective commitment and willingness to support institutional change initiatives (Meyer et al., 2002). Similarly, meta-analytic evidence confirms that contextual organizational factors have stronger and more consistent effects on commitment than individual demographic characteristics (Eby et al., 2000).

Overall, the results reinforce that school conditions are a critical determinant of professors' commitment to change, highlighting the importance of strengthening institutional climate and support systems to enhance change readiness in higher education.

Conclusion and Implications

This study concludes that school conditions are strongly associated with professors' commitment to change in selected higher education institutions in Bohol. Institutional culture, change strategies, and participatory environments emerged as key factors shaping faculty engagement, indicating that organizational context plays a stronger role than demographic characteristics in influencing commitment. Although professors showed generally high commitment, differences by sex were minimal in practical terms, and years in service did not significantly affect commitment. These findings reinforce the idea that institutional conditions, rather than personal attributes, primarily drive readiness for change.

Practically, higher education institutions should strengthen organizational culture, improve structural and environmental conditions, and enhance participatory decision-making to sustain faculty engagement in reforms. The study is limited to selected institutions in Bohol and relies on self-reported data, which restricts generalizability. Future research may employ longitudinal or mixed-method designs to examine how leadership practices, organizational trust, or policy implementation shape faculty commitment over time and across different institutional contexts.

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Competing Interests Statement

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this article.

Data Availability Statement

All data used in this study were obtained from primary sources collected by the author through a survey questionnaire administered to professor-respondents from selected higher education institutions in Bohol, Philippines. The datasets generated and analyzed during the current study are not publicly available due to confidentiality agreements with participants but are available from the corresponding author upon reasonable request.

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Appendices

No appendices are attached to this study.