Research Article

The Mediating Effect of Organizational Culture on the Relationship Between Organizational Commitment and Work-life Balance Among Business Management Faculty

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ABSTRACT

Work-life balance involves work and family. Work's great obligations require time for friends, family, civic activity, personal growth, self-care, and other personal pursuits. This study aimed to determine the mediating effect of organizational culture on the relationship between organizational commitment and work-life balance among business management faculty. This study used a descriptive correlational research design with mediation analysis. Stratified Random sampling was used with a total sample size of 130 respondents. Data were analyzed through descriptive and inferential statistics using mean and standard deviation. The inferential statistics, Pearson R was used to test the significant relationship, while mediation analysis was used to determine the effect of organizational culture on the relationship between organizational commitment and work-life balance.

The findings reveal that the overall mean of faculty's organizational commitment is $(\bar{X}=3.34, SD=0.59)$, interpreted as "*Very high commitment*". The study revealed that the overall mean work-life balance of the respondents is $(\bar{X}=3.42, SD=0.72)$, interpreted as a "*Very high work-life balance*." While the overall mean of faculty's organizational culture is $(\bar{X}=3.41, SD=0.51)$ interpreted "*Very high organizational culture*". The study showed a significant relationship between work-life balance and organizational commitment $(r=0.785; p=.00)$, in which faculty who have high organizational commitment tend to have high work-life balance. The study also showed that there is a significant relationship between organizational culture and organizational commitment $(r=0.716; p=.00)$ in which faculty who rated high organizational culture tend to have high organizational commitment. Moreover, there is a significant relationship between organizational culture and Work-life balance $(r=.582; p=.00)$, of which faculty who have rated high organizational culture tend to have high work-life balance. However, organizational culture does not significantly mediate the relationship between organizational

commitment and work-life balance among business management faculty. Thus, it rejected the null hypothesis.

It can be concluded that commitment serves as a driving force in all organizational and institutional dealings. Faculty with a high organizational commitment tend to have high ratings on their measure of work-life balance. The Spillover Theory of Wilensky also proved in this study that Work-life Balance can impact one's emotions, motivation, and behavior in another area, leading to a ripple effect or spillover.

Keywords: *Organizational Commitment, Organizational Culture, Work-Life Balance*

Introduction

A fast-paced corporate environment often challenges employees to strike a healthy balance between work and personal life. With the overwhelming demands in the workplace, it is necessary to schedule time for one's family and friends, involvement in community events, personal development, self-care, and other personal pursuits (Helvaci et al., 2017). Hence, a healthy work-life balance is essential for one's health and relationships to boost one's professional performance and level of dedication (Wolor et al., 2020). Work-life balance is an individual's accomplishment of harmony and balance between working and non-working moments. The consequences of the workers' failure to strike a healthy balance between their personal and professional lives are felt by their co-employees, including the business entities in which they are employed (Joshi Sethi, 2014). Employee stress may build up to the point that it leads to burnout, causes decreased productivity at work, increased risk of stress-related health problems, diminished commitment to their jobs, and absenteeism, which may consequently affect the general well-being of the organization and not just the bottom line (Laguador, 2017).

This study is anchored on the Spillover Theory espoused by Wilensky in 1960, which figuratively states that the abilities in one function impact another, resulting in the roles becoming comparable. Work-family ties are measured by the degree to which they are positive or negative, whether vertical or horizontal. Low-income family experiences are associated with negative work experiences and vice versa. When satisfaction and achievement in one area lead to contentment and accomplishment in another, this is known as a cascade effect (Bello & Tanko, 2020).

In any educational institution, teachers' commitment is considered vital (Madhura, 2020), including the moral and social obligation to contribute to the organization's welfare and general welfare (Ali et al., 2020). Employees who are happy and committed to their jobs are essential to the success of every higher education institution (Jordan et al., 2017). The academics' work-life balance has been a source of interest through time because of the perceived notion that the work in the academe does not halt even after an eight-hour stint per day within a five-day work week. The faculty members spend long hours doing paperwork, including the computation of grades, and do not forget the need to hear out the concerns of students even outside of the official consultation time. The aforementioned activities do not include other tasks that may be assigned by the immediate supervisors as deemed necessary. With these challenges came the perception that faculty members juggle multiple roles aside from the academic workload, personal responsibilities, and circumstances.

To attain the desired performance standard, it is essential to improve the perspective of the faculty members toward their level of commitment while working to ensure harmony in the quality of their personal and professional lives. The researcher believed that it is detrimental to the growth of an organization when people start to feel that they are the least priority. Hence, this study was envisioned to determine the relationship between work-life balance and organizational commitment among business management faculty considering the mediating effect of organizational culture. It

also aimed to design a policy program to strengthen organizational culture further and enhance the level of organizational commitment and work-life balance.

A career for life is a concept from the past in today's fast-paced working environment; the individual transitions routinely from one organization to another, with innovation, new entrants, and new organizational perspectives, and from one organizational culture to another. Change is unavoidable, and as the rate of change quickens, individuals' ability to adapt becomes more crucial than ever (Magallanes et al., 2022). With this, change is unavoidable and occurs daily; thus, an organizational culture that fosters learning appears critical in developing corporate strategy. It has been suggested that organizational learning necessitates the desire for continuous improvement to be shared by all organization members (Kucharska & Bedford, 2019).

With the above premise, this study aimed to determine the mediating effect of organizational culture on the relationship between organizational commitment and work-life balance among business management faculty. Specifically, the study sought to answer the following questions:

Objectives of the Study

This study aimed to determine the mediating effect of organizational culture on the relationship between organizational commitment and work-life balance among business management faculty.

Methodology

The study used a descriptive- correlational design with mediation analysis to examine the significant relationship among the three variables (Johnson & Christensen, 2013). Descriptive Correlational is a statistical method for determining and describing the relationship between two variables. In correlational designs, no attempt is made to control an independent variable; thus, you can't conclude that the association is causal based on correlation alone (Baker, 2017). Moreover, correlational research is a quantitative, non-experimental research design. The researcher employed correlational statistics analysis to examine and

characterize the level of relationship between variables or sets of scores (Bostley, 2019). When the purpose is to explore the links between two or more random variables within the same population or between the same variables in two separate populations, correlational research is effective (Lemboye, 2019).

This study utilized the stratified random sampling. Stratified random sampling is a method for sampling from a population whereby the population is divided into subgroups, and units are randomly selected from the subgroups. Stratification of target populations is extremely common in survey sampling. To obtain a stratified sample, members of a population was first divided into nonoverlapping subgroups of units called strata. The strata must be mutually exclusive and exhaustive, and there is an assumption of homogeneity within the strata. Following stratification, a sample is selected from each stratum, often through simple random sampling (DeYoreo, 2018).

In this study, the proponent took the full-time business management faculty of the three (3) state universities operating in Northern Mindanao who have rendered at least a year of service. A list of the full-time business management faculty of the state universities operating in Mindanao was requested from the Office of the Human Resource Manager to cover the targeted 186 employees.

The population of this study was the 186 full-time business management faculty who have rendered at least one year of service in School Year 2021-2022. These respondents served as the primary source of data that was used to determine the mediating effect of organizational culture on the relationship between organizational commitment and work-life balance among the business management faculty.

The instruments that were used in the study were tested and examined for reliability, validity, and consistency and underwent pilot testing. The three subject experts who were asked to validate the questionnaires are all doctorate degree holders. The first expert earned a Doctor in Mathematics, while the second and third experts were both Doctor in Management, with one who is specialized in the field of Leadership and Organization. Thirty (30) separate

respondents took part in the pilot testing of the instrument. The Cronbach alpha was applied in calculating the reliability of the test measurement. The pilot data revealed that the items tested for "Organizational Culture" have Cronbach's alpha of 0.762 (Acceptable); the items of "Organizational Commitment" have Cronbach's alpha of 0.847 (Good); and the items of "Work-life Balance" have Cronbach's alpha of 0.951 (Excellent). Based on the findings, the instrument has a high internal consistency. This result indicated that the instrument was reliable and fit for use in the survey.

The researcher sought formal approval from the administrators of the state universities offering business education programs to be allowed to conduct the survey and consequently informed their respective faculty members of their inclusion as respondents. The survey instrument, which served as the primary source of data, was deployed to the intended respondents upon approval of the request by the respective authorities of the state universities.

Using the online select-statistics population mean for the minimum sample size computation, with a 3% margin of error and 95% confidence level, and using the population size of 186, the required minimum sample size is 130. The following descriptive and inferential statistics were considered in the study using Statistical Package for Social Sciences to analyze the data. Descriptive Statistics, Mean, and standard deviation was used to assess the level of organizational culture, organizational commitment, and work-life balance. The Pearson R was used to assess if there was a significant relationship between organizational commitment, organizational culture, and work-life balance. The mediation analysis was used to know if organizational culture significantly mediates the relationship between organizational commitment and work-life balance (Hayes & Preacher, 2014).

Results and Discussion

Table 1 illustrates the significant relationship between work-life balance indicators in self-management, time management, stress management, and leisure management.

In general, work-life balance is significantly and highly correlated with organizational commitment (r=0.785, p=0.00). In other words, high organizational commitment means that the faculty tends to have high scores on their work-life balance scale. This implies that the institution uses and applies various programs to develop and strengthen work-life harmony in the institution that promotes commitment. It also implied that employees are more committed to the institution when there is no conflict with the time scheduling for both work and family. When the time allotted for each role prevents employees from participating in other activities, as highlighted in the spillover theory, which contends that people have limited resources that must be distributed by the institution's work and family roles, a negative relationship results. Similarly, if people want to be more devoted, they must not feel under pressure at work and vice versa.

Table 1. Significant Relationship Between Organizational Commitment and Work-Life Balance

INDICATOR	ORGANIZATIONAL COMMITMENT		
	r	P-VALUE	DECISION ON Ho
WORK-LIFE BALANCE	.785**	.000	rejected
Self-management	.574**	.000	rejected
Time-management	.716**	.000	rejected
Stress management	.779**	.000	rejected
Leisure-management	.747**	.000	rejected

Significant if P-value <0.05

In particular, organizational commitment is moderately correlated with the sub-dimension "self-management" (r=.574, p=0.00). This means that faculty with high organizational commitment also have high self-management practices. Faculty who are dedicated to their occupations are more likely to put forth more effort, perform more productively, and hold

onto their jobs for longer because they feel good about working with leaders who are less likely to react to the problems and control their emotions and may be more accommodating to the different viewpoints of their subordinate. The leaders who possessed self-management influenced the commitment of their employees.

On the other hand, organizational commitment is highly correlated with the sub-dimension "time management" (r=.716, p=0.00). This means that the faculty with high organizational commitment also have high time management practices. This implies that when an institution implements and executes a program, it plans tasks or events that involve evaluating and calculating how long a task would take to complete and when it must be done. Strategically, that does not fall on workdays and altering circumstances that might impede its completion so that completion is successfully attained in the designated period. Further, the institution devotes one day allocation for the short seminar and training that usually happen on Wednesdays so as not to haggle the time for teaching and preparation. The program is being cascaded a week before the schedule so faculty can prepare the needed materials and resources.

With regards to stress management, organizational commitment is highly correlated with the sub-dimension —stress-management (r=.779, p=0.00). This implies that the faculty under work stress are more likely to make mistakes, perform poorly, have mental health problems, burn out, and are always involved in a conflict at work. Further, institutions pay the price in greater rates of turnover, faculty less engagement at work, and absenteeism when stress is not managed.

Finally, organizational commitment is highly correlated with the sub-dimension "leisure management" (r=.747, p=0.00). A study about the impact of affective commitment and leisure satisfaction on employees' quality of life revealed that affective commitment and leisure satisfaction were positively related to teachers' quality of life (Yuh, 2022). This implies that institutions establish a program for recreation that allows faculty to regenerate and stay focused, healthy, and mentally active. The institution has its sports festival as a university-wide activity yearly and also with zumba activity devoted one hour every Friday afternoon before the flag lowering. This activity enables faculty to have strong relationships with peers.

Table 2 illustrates the significant relationship between organizational culture and organizational commitment indicators in terms of affective commitment, continuance commitment, and normative commitment.

In general, organizational culture is significantly and highly correlated with organizational commitment (r=0.716, p=0.00). In other words, faculty who rated high in their perception of the school's organizational culture tend to have high organizational commitment.

Table 2. Significant Relationship Between Organizational Commitment and Organizational Culture

INDICATOR	ORGANIZATIONAL CULTURE		
	r	P-VALUE	DECISION ON Ho
Affective Commitment	.738**	.000	rejected
Continuance Commitment	.456**	.000	rejected
Normative Commitment	.708**	.000	rejected

Significant if P-value <0.05

In particular, organizational culture is highly correlated with the sub-dimension —affective commitment (r=.738, p=0.00). This means that teachers who rated high in their perception of the school's organizational culture tend to have high affective commitment. The findings imply a significant positive relationship between job satisfaction and organizational culture, where the latter also predicts organizational commitment. According to the study, organizational culture is the "glue" that holds employees together, stimulates their commitment to a common mission, and empowers their creativity and energy.

On the other hand, organizational culture is moderately correlated with the sub-dimension—continuance commitment (r=.456, p=0.00). This means that teachers who rated high in their perception of the school's organizational culture tends to have high continuance commitment. This implies that career opportunities come only once, and the likelihood of chances is slimmer as the age goes up. Some of the faculty in the state university have reached the level of maturity. Interestingly, most of the senior faculty were hired when the institution had just started when they had just set up their career path. Thus, leaving the institution for a better opportunity elsewhere is not an option that entails a lesser chance of getting hired.

Further, organizational culture is highly correlated with the sub-dimension "normative commitment" (r=.708, p=0.00). This means that teachers who rated high in their perception of the school's organizational cul-ture tend to have a high normative commit-ment. 119 In line with the findings of the study, the normative commitment of teachers was high among those with high organizational commitment. This means that respondents be-lieve it would be a mistake to leave their insti-tution now as they still have moral obligations to their students, parents, coworkers, and ad-ministrators. As a result, they maintained their dedication to the organization.

Table 3 illustrates the significant relation-ship between organizational culture and work-life indicators in terms of self-management, time management, stress management, and lei-sure management.

In general, work-life balance is significantly and moderately correlated with organizational culture (r=0.582, p=0.00). In other words, fac-ulty who perceived that their workplace has a high organizational culture tend to have high scores in their work-life balance scale.

Table 3. Significant Relationship Between Organizational Culture and Work-Life Balance

INDICATOR	ORGANIZATIONAL CULTURE		
	r	P-VALUE	DECISION ON Ho
WORK-LIFE BALANCE	.582**	.000	rejected
Self-management	. 505**	.000	rejected
Time-management	. 467**	.000	rejected
Stress-management	. 561**	.000	rejected
Leisure-management	. 580**	.000	rejected

Significant if P-value <0.05

In particular, organizational culture is mod-erately correlated with the sub-dimension "self-management" (r=.505, p=0.00). This means that teachers believe that as their school has a high organizational culture, they also have high self-management practices. When it comes to self-management, individuals may benefit from faculty training and ongoing de-velopment initiatives. As a result of these self-management techniques, capacities are boosted, and a more positive attitude toward positive work behavior is strengthened.

On the other hand, organizational culture is moderately correlated with the sub-dimension "time management" (r=.467, p=0.00). This means that teachers who perceive that their in-stitution shows high organizational culture also have high time-management practices. The faculty is the primary source for delivering quality educational service to the students; thus, effective timing and established strategies can significantly improve the institution's con-dition.

With regards to stress management, organ-izational culture is moderately correlated with the sub-dimension "stress management" (r=.561, p=0.00). Effective stress management is a sure way to boost employees' productivity at any given time in any organization. Work-place stress management strategies such as job burnout seminars and a supportive corporate culture, among others, impact employees' effi-ciency levels in various positions (Kim & Jung, 2022). According to the aforementioned study, perceived stress management should be aligned with organizational cultures and employee competencies. Instructional refor-mation for faculty alignment has long been

organized, which necessitates recalibrating faculty capability.

Finally, organizational culture is highly correlated with the sub-dimension "leisure management" (r=.580, p=0.00).

A positive relationship was discovered between the amount of work stress reported and poor psychological health in a case study of teachers on stress, health, and leisure satisfaction (Ho, 1996). A wellness program should be put in place in any organization. Some advantages of wellness programs include weight loss, reduced work-related stress, increased job satisfaction, and a morale boost. A study was planned to determine how Filipino school principals designed a wellness program as the foundation for general guidelines for the design of a wellness program for teachers (Ortillo et al., 2021). The principals' leadership style is critical to the program's proper design, implementation, and management. They can motivate and commit faculty to their work by influencing them.

Mediation Analysis

The mediation analysis is shown in Table 4. The path from organizational commitment (X) toward organizational culture (M) has a regression coefficient of 0.640. Similarly, the path from organizational culture toward work-life balance has a regression coefficient of 0.055. Both regression coefficients are positive, meaning those respondents who rated high in their organizational commitment are estimated to have higher scores on their work-life balance scale.

Table 4. Model Coefficient Summary

							Consequent			
			ORG_CULTURE (Mi)				WLB (Y)			
Antecedent		Coef	SE	t	P		Coef	SE	t	P
ORG_COMMITMENT (X) a		0.640	0.055	11.604	<.001	c	0.921	0.096	9.608	<.001
ORG_CULTURE (Mi)						b	0.055	0.107	0.513	.609
Constant	Y	1.263	0.187	6.771	<.001	Y	0.097	0.264	0.369	.713
Observations				130					130	
R2				0.513					0.617	
Adjusted R2				0.509					0.611	
Residual SE				0.324 (df =128)					0.393 (df=127)	
F Statistics				F (1,128)=134,646, p <.001					F (2,2127) = 102, 222, p <.001	

The indirect effect of organizational commitment (X) on work-life balance (Y) through organizational culture (M) is the product of these two coefficients. Accordingly, the product is 0.0352, which represents the impact of X on Y through M. If this value falls in the 95% bootstrapped interval that contains a "zero", then the null hypothesis is rejected – and conclude that the M significantly mediates between X and Y (Demming et al., 2017). This indirect effect is statistically not significant, t(130) = 9.608, p < .001, having a 95°/o confidence interval from -0.113 to 0.241. Therefore, it can be concluded that organizational culture does not significantly mediate the relationship between organizational commitment and work-life balance and fails to reject the null hypothesis.

Instead, organizational culture, organizational commitment, and work-life balance are likely to be different variables that can influence faculty well-being and organizational performance independently. An institution that prioritizes work-life balance, for example, is more likely to establish a culture that promotes faculty well-being and organizational dedication. This is not to say that organizational culture always mediates the relationship between work-life balance and organizational commitment.

Further, organizational culture, organizational commitment, and work-life balance are all important factors that can influence faculty well-being and institutional performance, and there is no evidence that organizational culture mediates the relationship between organizational commitment and work-life balance. These elements, on the other hand, should be considered independent constructs that all can

contribute to a better work environment and improved outcomes for individuals and businesses.

Conclusions and Recommendations

Based on the findings revealed in the study, the following conclusions are drawn: The study focused on the mediating effect of organizational culture on the relationship between organizational commitment and work-life balance among business management faculty. It can be concluded that organizational culture does "NOT "significantly mediate the relationship between organizational commitment and work-life balance; thus, it "fails to reject" the null hypothesis. Commitment serves as a driving force in all organizational and institutional dealings. The faculty's affective commitment should be on top and developed to improve and maintain the institution's condition. Every increase in faculty commitment positively affects the institution's adapted culture. This brought a holistic effect on the work-life harmony of the faculty. The institutional direction came from the affective commitment that the faculty portrays. It also affects personality, structure, work-life satisfaction, positive self-image, pleasant and optimistic perspective, and goal achievement. Further, the benefit of a high organizational culture provides a strong relationship of a centric faculty in the organization to be more flexible and open. Furthermore, it is concluded that the Spillover Theory by Wilensky proved that Work-life Balance is associated with satisfaction, harmony, achievement, and contentment, which is directly related to positive spillover, while conflicts and problems are directly related to negative spillover. There is certainly no perfect organization or institution which may lead to negative spillover; however, harmony among peers is present.

Based on the findings, conclusions, and significance of the study, a few recommendations are presented.

Policies to be implemented by the School Administrators: Develop and design training, seminars, and forum activities on faculty working habits, time management, stress management, and capacity building, regardless of position, rank, or classification, by offering a productive workplace with supportive social areas. Moreover, plan and schedule programs congruent to the Faculty Development Plan (FDP) to ensure alignment with the institutional goal. This institutional program helps develop faculty skills by aiming to produce quality and productive performance. The faculty may have to develop their educational, leadership, and innovative skills.

Policies to be implemented by the faculty: Attend all capacity development programs conducted by Main Campus through the office of the Director of Satellite campuses, particularly those without leadership among academic personnel, to adopt working habits that contribute to a high-caliber and successful performance and roles need to reframe how they view themselves as the provider. They must comprehend that they are providers who carry out orders and partner with the leaders. Moreover, Workload management: Review the faculty workload, ensure it is manageable, and provide support and guidance to help faculty members manage their workloads effectively and Family-friendly policies, such as parental leave and dependent care assistance.

Policies to be implemented or executed by the future researcher: To continue conducting studies on the higher capacity based on the result of this study through Structural Equation Modelling (SEM) to enhance further or understand the insignificant factors of this current study. Further Investigation could discover and develop a model that could help influence compelling, responsible, and harmonious performance among faculty members and leaders.

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