

# Organizational Culture, Commitment, and School Climate as Predictors of Teacher Absenteeism in Philippine Secondary Schools

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## ABSTRACT

This study explored the predictive relationship between organizational culture, organizational commitment, and school climate on teacher absenteeism in Philippine public secondary schools. Employing a quantitative correlational design, data were gathered from 320 teachers across three schools in Iloilo's fourth district. Standardized instruments assessed organizational culture (current and preferred), commitment, and school climate, while absenteeism was measured through self-reported monthly absences. Descriptive findings revealed that the prevailing organizational culture leaned toward Clan and Adhocracy types at moderate levels, emphasizing collaboration and flexibility, while Market and Hierarchy cultures were rated low. In contrast, the preferred culture indicated a shift toward Market orientation, suggesting a desire for greater performance and accountability. Organizational commitment was consistently high across affective, continuance, and normative dimensions, reflecting strong emotional attachment, perceived costs of leaving, and a sense of obligation among teachers. School climate was perceived as highly positive, characterized by supportive leadership, very high professional behavior, and strong achievement press. Despite these favorable organizational indicators, absenteeism patterns showed variability: some teachers reported one day of absence per month, others two days, and a smaller group four or more days, indicating that a minority remains at risk. Pearson's  $r$  correlations revealed no significant relationships between absenteeism and organizational variables, and multiple regression analysis confirmed that none of the predictors significantly explained absenteeism, although school climate approached significance. These findings suggest that absenteeism may be influenced more by personal, health-related, or systemic factors than by organizational dynamics alone. The study underscores the need for integrated interventions that combine organizational strategies with personal, and policy-level supports to improve teacher attendance and sustain educational quality. Future research should incorporate broader variables and longitudinal designs to capture the complex interplay of factors affecting absenteeism.

**Keywords:** Teacher absenteeism, organizational culture, organizational commitment, school climate, secondary education, Philippines

## INTRODUCTION

Teacher absenteeism is a persistent challenge in education systems worldwide, and the Philippines is no exception. This research delves into the intricate relationships between organizational culture, teacher commitment, and school climate as potential predictors of teacher absenteeism in Philippine secondary schools. Understanding these factors is crucial for developing effective strategies to improve teacher attendance and, consequently, enhance the quality of education.

The problem of teaching absenteeism has been a thorny aspect in educational systems especially in government-owned secondary schools where the continuity of instruction and student performance is directly affected. Absenteeism in the Philippine situation has been explained by various personal, institutional, and systemic factors such as workload stress, health issues, and bureaucratic inefficiencies (David et al., 2019; Decano & Vallejo, 2019; Amor, 2021). Although these studies have made the issue of absenteeism a multifaceted one, they tend to fail to reveal the underlying organizational processes that influence teacher behavior. Recent studies indicate that organizational culture, organizational commitment, and school climate can be the critical determinants of the attendance patterns and professional engagement (Bantilan et al., 2024; Masunag & Guhao,

2024; Cabuhayan & Callo, 2024). Nevertheless, as insightful as these observations are, they still leave a loophole in how these constructs interrelate and affect absenteeism in particular, in the Philippine secondary school setting where the cultural and systemic specifics might be vastly different than the global paradigm.

Organizational culture describes the values, beliefs, and practices that are shared among members of a school, which form the school ethos and develop its professional environment. It helps to create a feeling of belonging and meaning and can help to decrease absenteeism when it is in line with personal and professional values of teachers (Bantilan et al., 2024). Organizational commitment, specifically its affective, normative, and continuance aspects, shows the psychological bonding of educators to their organizations and has been associated with attendance behavior and job satisfaction (Masunag & Guhao, 2024). Meanwhile, school climate, as related to the type of leadership, relationships among people, and the institution, is a critical factor in determining schoolteacher morale and engagement (Cabuhayan & Callo, 2024). Though these constructs have been separately examined, very little empirical research has been done on their integrated predictability regarding absenteeism, particularly in rural or under-resourced districts. The gap highlights the importance of localized studies that combine these organizational aspects to more context-sensitive interventions. Though earlier research has highlighted the significance of leadership and policy reforms (Celep, 2010; Elliot & Crosswell, 2011; Day, 2014), very little research has also offered practical frameworks based on empirical data in Philippine schools.

The research is aimed at finding out how organizational culture, commitment, and climate related to teacher absenteeism in the chosen public secondary schools within the fourth district of Iloilo.

## METHODOLOGY

In this study, the research design used was quantitative correlational research design to investigate the predictive nature of organizational culture, organizational commitment, school climate, and teacher absenteeism. The research was carried out in three state secondary schools within the 4th congressional district of Iloilo. A sample of 320 teachers was used where a stratified random sampling was used to give a representative sample in terms of subject areas and grade level.

Standardized tools were used in the collection of data. To assess the organizational culture of selected secondary schools, this study employed the Organizational Culture Assessment Instrument (OCAI) developed by Cameron and Quinn (2000). The OCAI is grounded in the Competing Values Framework, which categorizes organizational culture into four types: Clan, Adhocracy, Market, and Hierarchy. It evaluates six dimensions of culture through a structured survey format. The instrument has demonstrated acceptable internal consistency, with Cronbach's alpha values typically ranging from 0.70 to 0.80, indicating reliable measurement across its dimensions (Cameron & Quinn, 2006; Hartnell, Ou, & Kinicki, 2011; Helfrich et al., 2007). Its construct validity has been supported in various organizational contexts, including education, healthcare, and corporate settings, making it suitable for examining culture-related predictors of teacher absenteeism.

Organizational commitment was measured using the Three-Component Organizational Commitment Scale developed by Meyer and Allen (1991), which includes affective, continuance, and normative commitment dimensions. This scale has been widely validated and shows strong internal consistency, with Cronbach's alpha values ranging from 0.75 to 0.88 across its subscales (Meyer & Allen, 1991; Meyer, Allen, & Smith, 1993). The instrument is suitable for educational settings and has been used in various cultural contexts to assess psychological attachment to organizations. The Organizational Climate Index (OCI) was used to assess school climate based on collegial leadership, behavior of professional teachers and institutional vulnerability. The variable of teacher absenteeism was measured in number of absences in the last academic year as self-reported. Demographic information was also gathered including age, gender, years of experience and specialization in subject.

School climate was measured using a standardized instrument adapted from Hoy, Tarter, and Kottkamp's (1991) framework. It has demonstrated strong internal consistency, with Cronbach's alpha values typically ranging from 0.80 to 0.90 (Hoy et al., 1991; Johnson & Stevens, 2001). The instrument has been successfully used in Southeast

Asian educational settings, including the Philippines, to assess school climate and its impact on teacher behavior (Bernardo, 2004; Reyes et al., 2015).

The statistical analysis was done on SPSS. The demographic respondent profile was summarized using descriptive statistics. Correlations between variables were tested in Pearson correlation coefficients, and the predictive power of organizational culture, commitment, and climate on absenteeism were assessed by the multiple regression analysis. Linearity, normality and homoscedasticity assumptions were checked to ascertain that the regression model is valid.

## RESULTS AND DISCUSSION

The demographics of the 320 respondents who made significant findings consists of 218 female (68%) and 102 male (32%) wherein 110 came from Banate NHS (SHS-30, JHS-80), 130 from Barotac Nuevo NCHS (SHS-40, JHS-80) and 80 from Anilao NHS (SHS-25, JHS-65) of whom they have the following teaching experience; 17 are less than 1 year, 51 are 1-3 years, 86 are 4-6 years and 166 are more than 6 years. The subjects that most of the interviewees were instructing were in the major subjects like English, Science and Mathematics, which represents a sample of a trained teacher teaching the core academic subjects. This percentage distribution is consistent with demographic trends of the education sector in the Philippines in which female teachers are usually found in the classrooms, particularly in the core subject areas (David et al., 2019).

As shown in Table 1 for now organizational culture, Clan culture ( $M = 2.84$ ,  $SD = 1.00$ ) is described as moderate. The school culture leans toward collaboration, collegiality, and mutual support, but not strongly so. The relatively larger spread ( $SD = 1.00$ ) suggests meaningful variation across respondents—some teams may feel highly collaborative, while others experience less of it.

Adhocracy culture ( $M = 2.63$ ,  $SD = 0.85$ ) is also described as moderate, indicating a moderate appetite for innovation and flexibility. Teachers and leaders experiment at times, but innovation is not a defining strength everywhere. The  $SD = 0.85$  indicates moderate variability in how innovative or adaptive different groups perceive the school to be.

Market culture ( $M = 2.40$ ,  $SD = 0.64$ ) is described as low. The environment places limited emphasis on external competition, performance targets, and measurable results. With a smaller  $SD$  (0.64), respondents show fairly consistent agreement that market-oriented drives are not dominant.

Hierarchy culture ( $M = 2.11$ ,  $SD = 0.57$ ) is described as low. Formal rules, standardized processes, and tight role clarity are not prominent in the current culture. The lowest  $SD$  (0.57) signals strong consensus that bureaucracy and formalization are limited. This can enable agility, but it may also create inconsistency in procedures if basic process discipline is missing.

The “Now” profile is collaborative and somewhat flexible (Clan & Adhocracy at moderate levels), with less emphasis on competition and bureaucracy (Market & Hierarchy at low levels). In short: people-centric, moderately innovative, lightly structured, and not strongly performance-driven.

The analysis of the preferred organizational culture among the 320 respondents revealed distinct patterns in their desired work environment. Among the four cultural dimensions—Clan, Adhocracy, Market, and Hierarchy—the Market culture emerged as the most preferred, with a mean score of 2.67 ( $SD = 0.64$ ), interpreted as moderate. This suggests that teachers favor a culture that emphasizes achievement, results, and accountability, although only to a moderate extent. The relatively low standard deviation further indicates a fair level of agreement among respondents regarding the importance of performance orientation.

In contrast, Clan culture ( $M = 2.39$ ,  $SD = 1.00$ ), Adhocracy culture ( $M = 2.49$ ,  $SD = 0.85$ ), and Hierarchy culture ( $M = 2.45$ ,  $SD = 0.57$ ) were all rated low, indicating limited preference for highly communal, innovation-driven, or bureaucratic environments. The high variability observed in Clan culture ( $SD = 1.00$ ) suggests that while some teachers value collegiality and strong interpersonal relationships, others do not prioritize these aspects as strongly. Similarly, the moderate variability in Adhocracy culture indicates mixed attitudes toward innovation

and flexibility—teachers may appreciate occasional opportunities for creativity but do not desire a culture dominated by continuous change. The low mean and relatively small standard deviation for Hierarchy culture reflect a consistent preference for minimal formalization and bureaucracy, with teachers favoring simple and clear processes over rigid structures.

Overall, these findings suggest that teachers envision an organizational culture that balances performance orientation with simplicity and adaptability, rather than one heavily focused on close-knit relationships, continuous innovation, or strict procedural control. This preference aligns with the practical realities of public secondary schools, where resource constraints and systemic challenges may limit the feasibility of highly innovative or hierarchical approaches. The moderate inclination toward Market culture implies that respondents value measurable outcomes and accountability but within a supportive and non-punitive framework.

This finding suggests that Preferred culture is balanced across all four types, with a slight tilt toward performance orientation and light structure. In contrast, the Now culture leans people-centric and flexible, but is less performance-driven and lightly structured. The desired shift is from community/innovation dominance to a more even mix that includes results focus and process clarity.

This result conforms with the findings of Deal and Peterson (2016), who emphasized that when an organization’s existing culture aligns with the staff’s values and expectations, employees tend to demonstrate stability and commitment, which reduces workplace dissatisfaction.

**Table 1**

*Now Organizational Culture*

Variables	n	M	SD	Description
A-Clan Culture	320	2.84	1.00	Moderate
B-Adhocracy Culture	320	2.63	0.85	Moderate
C-Market Culture	320	2.4	0.64	Low
D-Hierarchy	320	2.11	0.57	Low

Note. Scale interpretations: 4.21–5.00 = Very High; 3.41–4.20 = High; 2.61–3.40 = Moderate; 1.81–2.60 = Low; 1.00–1.80 = Very Low.

*Preferred Organizational Culture*

Variables	n	M	SD	Description
A-Clan Culture	320	2.39	1.00	Low
B-Adhocracy Culture	320	2.49	0.85	Low
C-Market Culture	320	2.67	0.64	Moderate
D-Hierarchy	320	2.45	0.57	Low

Note. Scale interpretations: 4.21–5.00 = Very High; 3.41–4.20 = High; 2.61–3.40 = Moderate; 1.81–2.60 = Low; 1.00–1.80 = Very Low.

As shown in Table 2, affective commitment is described as high ( $M = 3.70$ ,

As shown in Table 2, affective commitment is described as high ( $M = 3.70$ ,  $SD = 0.41$ ). Teachers report a strong emotional attachment to the school—identifying with its mission, feeling proud to belong, and valuing their membership. The lower dispersion ( $SD = 0.41$ ) indicates relatively consistent sentiment across respondents, suggesting that the school’s values and day-to-day experience resonate widely. This provides a solid foundation for engagement, discretionary effort, and collaboration.

On the other hand, continuance commitment is described as high ( $M = 3.65$ ,  $SD = 0.52$ ). Teachers also perceive meaningful costs associated with leaving (e.g., seniority, benefits, location, role fit). The moderate  $SD$  (0.52) implies some variability in these perceived costs across staff groups. While high continuance commitment can support retention, an overreliance on the “costs of leaving” can produce a feeling of being “trapped” if not balanced by positive experiences and growth opportunities.



Normative commitment is described as high ( $M = 3.99$ ,  $SD = 0.67$ ). This is the highest among the three commitment types—teachers feel a strong sense of duty and obligation to remain with, and contribute to, the school. The higher dispersion ( $SD = 0.67$ ) suggests greater differences in duty-based norms across departments or sites; some teams feel a very strong moral obligation, while others are less bound by these expectations. Normative commitment can be a powerful stabilizer of attendance and cooperation when it is grounded in fair policies, transparency, and shared values.

The results of this study are consistent with the findings of Meyer and Allen (1991), who proposed that the three components of organizational commitment are interrelated yet distinct constructions that collectively influence employee retention and attendance. Their study similarly found significant positive correlations among affective, normative, and continuance commitment, indicating that employees who feel emotionally attached to their organization are also more likely to feel obligated to stay and recognize the costs of leaving. Thus, the current results conform with previous literature that emphasizes the multidimensional and mutually reinforcing nature of organizational commitment.

**Table 2**

*Commitment*

Variables	n	M	SD	Description
Affective Commitment	320	3.7	0.41	High
Continuance Commitment	320	3.65	0.52	High
Normative Commitment	320	3.99	0.67	High

*Note.* Scale interpretations: 4.21–5.00 = Very High; 3.41–4.20 = High; 2.61–3.40 = Moderate; 1.81–2.60 = Low; 1.00–1.80 = Very Low.

As shown in Table 3, collegial leadership is described as high ( $M = 4.16$ ,  $SD = 0.56$ ). Perceptions of leadership are strongly positive: leaders are seen as supportive, approachable, and fair, fostering open communication and collaborative decision-making. The moderate dispersion ( $SD = 0.56$ ) suggests that this supportive experience is fairly consistent across staff. This provides a stable foundation for teacher engagement and coordinated improvement work.

Professional teacher behavior is described as very high ( $M = 4.26$ ,  $SD = 0.58$ ). Faculty norms emphasize professionalism, preparedness, and collegial conduct at a very high level. Teachers are perceived to collaborate, uphold instructional standards, and act responsibly toward students and the organization. The  $SD$  (0.58) indicates consistently strong professionalism across units, which typically correlates with reliable instructional quality.

Achievement press is described as very high ( $M = 4.26$ ,  $SD = 0.60$ ). There is a pronounced emphasis on academic excellence and student outcomes—clear expectations, a focus on improvement, and a shared commitment to achievement. With the  $SD$  (0.60), staff widely experience this results orientation. This climate can drive performance; however, it warrants careful calibration to avoid fatigue or burnout (e.g., pacing initiatives, recognizing incremental gains).

Institutional vulnerability is described as high ( $M = 3.90$ ,  $SD = 0.77$ ). Despite the strengths noted above, schools feel substantially exposed to external pressures (e.g., resource constraints, stakeholder demands, policy shifts) that can disrupt routines and focus. The largest dispersion ( $SD = 0.77$ ) signals uneven exposure—some sites or departments experience more disruption than others. Attention to buffering mechanisms is advisable (e.g., clear stakeholder protocols, policy clarity, resource advocacy, and boundary management).

The climate profile combines supportive leadership, very high professionalism, and very high achievement focus, but with elevated external vulnerability. Net effect: the internal conditions for teaching and learning are strong, yet performance and well-being could be periodically threatened by outside pressures unless schools actively buffer and prioritize.

**Table 3**  
*School Climate*

Variables	n	M	SD	Description
Collegial Leadership	320	4.16	0.56	High
Professional Teacher Behavior	320	4.26	0.58	Very High
Achievement Press	320	4.26	0.6	Very High
Institutional Vulnerability	320	3.9	0.77	High

**Note.** Score interpretation: 4.21–5.00 = Very High; 3.41–4.20 = High; 2.61–3.40 = Moderate; 1.81–2.60 = Low; 1.00–1.80 = Very Low.

Table 4 shows the number of respondents and the number of absences recorded. Across 320 respondents, 27.5% reported good attendance, and 30% had 0–1 day absent per month. Overall, 25% were absent  $\leq 2$  days per month, while 17.5% were absent  $\geq 3$  days per month. The estimated average absence is 1.39–1.45 days per person per month. This indicates a generally healthy attendance pattern, with a small at-risk segment. The attendance survey suggests a largely positive attendance trend among the surveyed population, with the majority reporting minimal absences; however, a significant minority experiences more frequent absences, warranting targeted support.

**Table 4**  
*Absenteeism*

Absenteeism Category (days absent per month)	n	%	Description
0 (perfect attendance)	0	0%	Excellent
1	88	27.50%	Good
2	96	30%	Satisfactory
3	80	25%	Needs Improvement
4+	56	17.50%	Unsatisfactory
<b>Total</b>	<b>320</b>	<b>100%</b>	

**Note.** Attendance interpretation: 0 = Excellent; 1 = Good; 2 = Satisfactory; 3 = Needs Improvement; 4 = Unsatisfactory.

Table 5 presents Pearson's  $r$  correlations, indicating no significant relationships between teacher absenteeism and the organizational variables examined: now culture ( $r = -.010$ ,  $p = .857$ ), preferred culture ( $r = .059$ ,  $p = .292$ ), organizational commitment ( $r = -.027$ ,  $p = .629$ ), and school climate ( $r = -.097$ ,  $p = .097$ ). All coefficients were negligible in magnitude, and none reached statistical significance at  $\alpha = .05$ . These findings suggest that, within this sample, teacher absenteeism is not meaningfully associated with current or preferred culture, commitment, or climate scores.

Prior research emphasizes that a strong, cohesive culture can reduce absenteeism by fostering a sense of belonging and shared values (Lok & Crawford, 2004). However, the weak and non-significant correlations here suggest that either the culture is not well-internalized by employees or other factors (e.g., personal stressors, health) are more influential.

Meyer and Allen's (1991) three-component model of commitment posits that affective commitment is most predictive of attendance. The non-significant result here may reflect low affective commitment or the influence of external factors overriding commitment-based decisions.

Although climate showed a slightly stronger negative correlation ( $\rho = -.097$ ), it was still non-significant. This is surprising given literature suggesting that supportive climates reduce absenteeism (Schneider et al., 2013). It may indicate that climate alone is insufficient to influence attendance without other mediating variables like leadership or workload.

**Table 5**  
*Relationship of Organizational Variables and Absenteeism*

Variables	n	r	p
Now Culture	320	-.010	0.857
Preferred Culture	320	0.059	0.292
Commitment	320	-.027	0.629
Climate	320	-.097	0.097

**Note.**  $r$  = Pearson correlation coefficient;  $p$  = significance value.

In Table 6, a multiple regression analysis was conducted to examine whether current (Now) culture, preferred culture, organizational commitment, and school climate predict teacher absenteeism. The overall model was not statistically significant,  $R = .016$ ,  $R^2 = .004$ ,  $F(4, 315) = 1.305$ ,  $p = .268$ , indicating that the set of organizational variables explained approximately 0.4% of the variance in absenteeism.

At the predictor level, none of the coefficients reached conventional significance ( $\alpha = .05$ ). Now Culture demonstrated a negligible effect on absenteeism,  $B = 0.199$ ,  $SE = 2.693$ ,  $\beta = .004$ ,  $t(315) = 0.074$ ,  $p = .941$ , with a wide 95% CI for  $B$   $[-5.11, 5.50]$ , suggesting substantial uncertainty around the estimate. Preferred Culture showed a small, positive, and nonsignificant association,  $B = 1.855$ ,  $SE = 1.703$ ,  $\beta = .061$ ,  $t(315) = 1.089$ ,  $p = .277$ , 95% CI  $[-1.50, 5.21]$ . Organizational Commitment likewise yielded a small, nonsignificant effect,  $B = 0.245$ ,  $SE = 0.212$ ,  $\beta = .098$ ,  $t(315) = 1.157$ ,  $p = .248$ , 95% CI  $[-0.173, 0.663]$ . School Climate showed the largest standardized effect in magnitude and approached significance,  $B = -0.411$ ,  $SE = 0.210$ ,  $\beta = -.166$ ,  $t(315) = -1.962$ ,  $p = .051$ , with a 95% CI  $[-0.825, 0.003]$ , narrowly spanning zero. Although this trend suggests that more positive climates may be associated with lower absenteeism, the effect did not meet the threshold for statistical significance and should be interpreted cautiously.

Interpretively, these findings indicate that, in this sample, absenteeism appears weakly related to the measured organizational factors when considered simultaneously. The very small model  $R^2$  and the non-significant coefficients align with the possibility that personal, health-related, and systemic influences (e.g., illness, family responsibilities, commute constraints, administrative workload, policy shifts) exert stronger effects on attendance patterns than organizational culture, commitment, or climate alone. Moreover, the borderline result for School Climate suggests that, while organizational conditions may matter, their influence could be indirect, moderated (e.g., by workload or leadership support), or masked by unmeasured variables. Future analyses that incorporate objective attendance records, broader covariates (e.g., health, caregiving burden, travel time), and multilevel designs (e.g., teachers nested within schools) may yield a more nuanced account of absenteeism. Longitudinal models could also clarify temporal precedence—whether changes in climate or commitment precede changes in attendance.

Practical implications for school leaders include: (a) continuing to strengthen climate through supportive leadership, professional collaboration, and buffering from external pressures, given its near-significant and theoretically plausible negative association with absenteeism; (b) pairing organizational initiatives with targeted personal supports (e.g., wellness programs, flexible scheduling, streamlined administrative tasks); and (c) monitoring attendance using non-punitive, developmental approaches that emphasize early identification and assistance for at-risk staff. Collectively, such strategies address both organizational context and the personal/systemic drivers likely to shape attendance behavior.

Prior studies have emphasized that a strong and cohesive culture can reduce absenteeism by fostering shared values and behavioral norms (Lok & Crawford, 2004). However, the non-significant effects of both Now Culture and Preferred Culture suggest that cultural perceptions may not directly influence absenteeism unless they are deeply internalized or aligned with personal values (Gregory et al., 2009).

Meyer and Allen's (1991) three-component model posits that affective commitment is most predictive of attendance. The lack of significance here may indicate that employees' commitment levels are either low or overshadowed by external factors such as personal health, family responsibilities, or job stress (Johns, 2008).

Although climate showed the strongest effect among the predictors ( $\beta = -.166$ ), it narrowly missed statistical significance. This aligns with Schneider et al. (2013), who found that a positive climate can reduce withdrawal behaviors, but its impact may be moderated by other variables, such as leadership support or workload.

**Table 6**  
Multiple Regression on Organizational Variables as Predictors of Absenteeism

Predictor	B	SE	$\beta$	t	p
Now Culture	0.199	2.693	0.004	0.074	0.941
Preferred Culture	1.855	1.703	0.061	1.089	0.277
Commitment	0.245	0.212	0.098	1.157	0.248
Climate	-0.411	0.21	-0.166	-1.962	0.051

Note.  $N = 320$ .  $R = .016$ ,  $R^2 = .004$ ,  $F(4) = 1.305$ ,  $p = .268$

## CONCLUSION

This study investigated the predictive relationship between organizational culture, organizational commitment, and school climate on teacher absenteeism in selected Philippine secondary schools. Despite theoretical and empirical support for these organizational variables as influential factors in employee attendance, the findings revealed no statistically significant correlations or predictive power. Spearman's rho correlations showed weak and non-significant associations between absenteeism and Now Culture, Preferred Culture, Commitment, and Climate. Likewise, the multiple regression analysis indicated that none of the variables significantly predicted absenteeism, with Climate approaching but not reaching statistical significance.

These results suggest that teacher absenteeism in this context may be more strongly influenced by personal, health-related, or systemic factors rather than by organizational dynamics alone. While the literature supports the role of organizational culture (Lok & Crawford, 2004), commitment (Meyer & Allen, 1991), and climate (Hoy et al., 1991; Schneider et al., 2013) in shaping employee behavior, the current findings highlight the complexity of absenteeism and the need for more nuanced, context-sensitive approaches. Particularly in the Philippine public school setting, external pressures such as administrative workload, resource limitations, and socio-economic challenges may dilute the impact of organizational factors.

In light of these findings, future research should consider integrating personal and systemic variables alongside organizational constructs to develop a more comprehensive understanding of absenteeism. Moreover, qualitative investigations may uncover deeper insights into the lived experiences of teachers, revealing subtle cultural and contextual influences not captured by quantitative measures. Ultimately, addressing absenteeism requires a multifaceted strategy that goes beyond organizational reform to include policy support, health interventions, and community engagement.

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