

Organizational Culture, Employee Vitality, and Engagement of the Employees in Catholic Colleges in Luzon, Philippines

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ABSTRACT

This research focused on the organizational culture, employee vitality, and employee engagement of employees of Catholic Colleges in Luzon. This study determined the level of organizational culture, employee vitality and employee's engagement, the significant difference as well as the significant relationship. There were 156 employees who participated on this study coming from Catholic Colleges in Manila, Cavite, and Canlubang. It utilized quantitative research design particularly descriptive comparative and descriptive correlational. The research instrument used was adopted and modified by the researcher. The results revealed that employees from Catholic Colleges has high level of organizational culture, employee vitality, and engagement. However, there were no significant differences found in organizational culture, employee vitality, and engagement of the employees from Catholic Colleges when grouped and compared in terms of sex, age, and school cluster. On the other hand, significant differences has have been found between organizational culture and employee vitality, organizational culture and employee engagement, and employee vitality and engagement implying that they influence or affect one another. Lastly, a sustainable development program has been proposed to enhance and improve the organizational culture, vitality, and engagement of the employees from Catholic Colleges.

Keywords: Organizational Culture, Employee Vitality, Employee Engagements, Catholic Colleges

INTRODUCTION

Background of the Study

Organizational culture, employee vitality, and employee engagement have become critical factors that influence the change in the workplace, shape organizational success and giving importance to employees' well-being. Organizational Culture referred as the shared beliefs, values, and practices that describe an organization, which impacts different aspects of employee performance as well as experiences (Schein, 2019). According to Cameron and Quinn (2021), employee engagement and job satisfaction can be enhanced through fostering a positive organizational culture in the workplace. Moreover, the alignment of the culture with the organizational values play a part in the level of engagement of the employee and demonstrate that employee who matches with the culture of their organization are more likely to show a higher level of engagement (Decker & Kelsey, 2022). Klein et al. (2021) emphasizes the consequence of positive working environment in developing and enhancing employee vitality, reducing burnout, and put a stress on the impact of organizational culture on vitality and engagement of the employees from a psychological perspective. They stated that engagement on work could be boosted when organizational culture gives importance on employee well-being and development promote a sense of vitality.

Employee vitality is the enthusiasm and energy that an employee have on their work such as physical energy, psychological engagement, and emotional resilience, which are important on maintaining productivity and satisfaction (Salanova et al., 2020). According to Sonnentag and Fritz (2019), vitality is relatively linked to employee's performance as well as to their well-being. They argued that employees are more engaged and could perform better as they experience high vitality. Additionally, Crawford et al. (2019) stated that there is an

association on the positive work environment and higher level of employee vitality, which later supported by a study conducted by Burke et al. (2020) who discovered that organization with the culture that promotes an empowering and supportive environment enhances employee's vitality significantly. This shows that organizational culture and employee vitality play a vital role in understanding the employee's engagement.

Employee engagement refers to the dedication, level of enthusiasm, and how emotionally invested employees are towards their work and the organization. It is considered as one of the critical factors in organizational success. According to Sachs (2022), organizational culture plays an important part that shape employee engagement and suggested that an organization with culture of recognition and support creates a more engaged employees. Moreover, Bakker and Demerouti (2021) stated that factors such as leadership styles, individual characteristics, and organizational culture influence one's engagement. In support, Macey and Schneider (2023) studied the influence of organizational culture to employee engagement by examining different mediators such as communication practices and leadership styles, and found that an organization with a culture of leadership support and open communication significantly boost employee's engagement.

Moreover, the study conducted by Kim and Hargrove (2020) on the part of the organizational culture in engagement give stress on various cultural attributes like support and inclusivity can affect overall job satisfaction and engagement. In relation to these findings, Zhang and Zhou (2021) studied relationship between engagement and vitality towards the role of organizational culture and suggested that culture, which prioritizes employee's well-being, can develop a positive effect of employee's vitality on engagement. It emphasizes the importance of organizational culture alignment towards employee's need to make them more engaged.

Furthermore, the relationship between organizational culture, vitality, and engagement was shown on studies about the role of leadership. Sweeney and McFarlin (2019) discovered that transformational leadership is commonly nurtured through supportive organizational cultures that relevantly enhances engagement and vitality of the employees. Likely, Joo and McLean (2022) stated that leaders contribute on increasing the levels of employees' engagement by promoting a positive culture and modeling organizational values.

On the contrary, there is a variation on the impact of the organizational culture towards employee vitality and engagement from various sectors or organization. According to Thomas et al. (2023), the unique cultural characteristics of different organization or sectors is crucial in developing an effective engagement strategy. In the context of Catholic schools, culture is commonly influenced by values, religious teachings, and doctrines that highlights moral development, community, and service (Cameron & Quinn, 2020). Additionally, culture in Catholic institution does not solely focus on religious practice, but also promotes a supportive environment, which prioritize personal growth and educational excellence (Shields & Hegarty, 2021). On the other hand, the integration of faith-based values may contribute or detract from vitality of the employee. According to Wilson and McCulloch (2021), vitality levels may increase depending on the environment that are closely aligned with the personal values of the employee. Meanwhile, engagement may be influenced by the extent to which the culture aligns with the values and beliefs of the employees. Rodriguez and McKenzie (2023) recommend that shared values and a culture of mutual respect enhance engagement.

In spite of availability of various research on organizational culture, employee vitality, and employee engagement, specific research on the correlation of the organizational culture, employee vitality, and employee engagement on employees of Catholic institutions is not yet conducted for most of the study was conducted in business organization and industry. Other than that, though the three colleges/campuses are under one system, it may have different culture and employees. The researcher, therefore look into the level of, differences in and relationship between organizational culture, employee vitality, and employee engagement among employees of Catholic Colleges.

Objective

Generally, this study determined the extent organizational culture and level of employee vitality and employee engagement of the employees on selected Catholic Colleges in Luzon, Philippines. It also determined whether

organizational culture, employee vitality and engagement significantly differ when the employees are grouped according to sex, age and school cluster. The relationship between organizational culture, employee vitality and engagement were also looked into.

FRAMEWORK

This study on “Organizational Culture, Employee Vitality, and Employee Engagement of the Employees in a Catholic Colleges in Luzon” is anchored on the concepts, namely: Organizational Culture by Sashkin and Rosenbach (1996), Employee Vitality by Atwater and Carmeli (2009), and Employee Engagement by Schaufeli et al. (2006). This will determine whether Catholic colleges that are considered builders of characters, morality, and values have the same or different level of organizational culture, employee vitality, and employee engagement.

Organizational Culture by Sashkin and Rosenbach (1996) was developed to provide a clear understanding on how culture of a certain organization influences different aspects of performance of an individual or group as well as the effectiveness of a company within. Five (5) dimensions characterize it, namely: Managing Culture, Achieving Goals, Coordinating Teamwork, Customer Orientation, and Cultural Strength. Managing culture involves leadership and its role to shape and sustain the values and norms of the organization. Achieving goals deals on the alignment of the organization on its strategic objectives and culture. On the other hand, coordinating teamwork look into how effective an organization in terms of collaborative and team efforts. Customer orientation shows how an organization gives priority on customer needs and their satisfaction. Lastly, cultural strength which examines the consistency and intensity of cultural values across and within the organization.

Moreover, recent studies have expanded on the above-mentioned dimension of organizational culture, which shows its relevance on various organization on today’s contemporary world. A study conducted by Martin et al. (2022) showed that during times of change, managing culture and cultural strength plays a vital role to enhance the adaptability and resiliency of the organization. Moreover, Gupta and Kumar (2021) discovered a positive correlation with effective coordination of teamwork and a strong customer orientation, which improved the performance of the organization and customer satisfaction. Furthermore, achieving goal is closely related to the alignment of cultural values, which guide organizational success (Martin et al., 2022).

Furthermore, Atwater and Carmeli (2009) gives a refined perspective on the concept of employee vitality in the workplace. It is characterized by proactive approach to work, resilience, and high level of energy that leads and contribute to enhancing one’s productivity and job satisfaction. Employee vitality emphasize its role as an important aspect on the employee’s performance and well-being. Patterson et al. (2022) explored the impact of employee vitality in different organization and found that employee vitality influence employee’s job engagement as well as its overall job performance specifically on environments with high stress level while Johnson et al. (2021) stated that employee vitality affects by the factors such as organizational culture, leadership support, and work-life balance. This is later supported by the research conducted by Becker and Heggstad (2021) that shows lower burnout rates, but greater adaptability, which lead to the improvement of organizational commitment of the employees with high level of vitality. Moreover, Chen and Hsu (2023) revealed on their review that promoting employee vitality through wellness programs and a supportive leadership could result to a higher level of satisfaction and more innovative work behaviors. Additionally, Lee and Kim (2022) discovered that employee vitality significantly relates to the outcomes such as creativity, job performance, and organizational citizenship behavior.

Schaufeli et al. (2006) developed employee engagement framework that deals with various and important nature of employee engagement. It has three (3) key dimensions namely: Vigor, Dedication, and Absorption. Vigor pertains to the mental ability and capacity of the employees and the high level of energy they show at work. On the other hand, dedication refers to the enthusiasm, pride, and sense of significance that the employees feel towards their work. Lastly, absorption explain the state of being that deeply engrossed and fully concentrated on an individual’s work tasks. Ali and Targio (2021) emphasized the relevance of employee engagement on various organization and discovered the improvement on job performance and the reduced turnover intentions, which

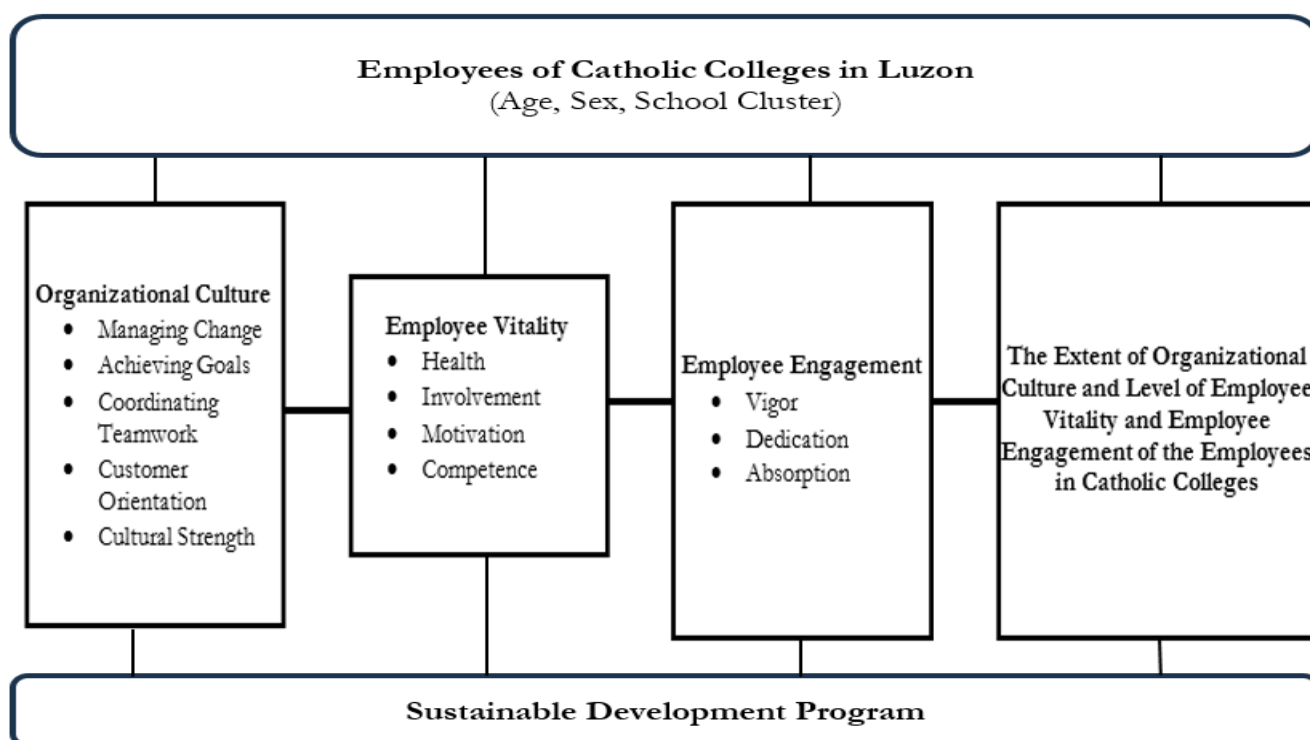
positively correlate to high level of vigor and dedication among healthcare workers. Additionally, a positive association was discovered between engagement and the outcomes, which includes job performance, employee's well-being, and organizational citizenship behavior (Kim & Park, 2017).

On the other hand, a study conducted by Shaukat et al. (2023) showed that absorption influences employee's creativity and innovation significantly and suggested that a high level of employees' engagement may lead to enhancement of problem-solving skills. Reig-Botella et al. (2024) looked into the antecedents and consequences of the key dimensions of the employee engagement and examined the factors involves such as organizational culture, work-life balance, leadership styles, and job crafting as indicators of engagement. On the contrary, Li and Kalleberg (2022) stated that different levels of engagement dimensions might affect employee's job satisfactions and well-being on various industries, considering its broad applicability.

Lastly, the relationship among the organizational culture, employee vitality, and employee engagement in Catholic Colleges in Luzon can be explained and supported by the Organizational Culture Theory, the Job Demands-Resources (JD-R) Model, and the Utrecht Work Engagement Model. As organizational culture is characterized by shared values, norms, beliefs, and practices, it influences employees' attitude and behaviors by creating a conducive, supportive, and meaningful work environment. Ismail et al. (2024) stated that a positive organizational culture promotes collaboration, trust, and alignment with organizational goals that enhances employee engagement significantly. The JD-R model supports the organizational culture that serves as an important job resource, which promotes employee vitality that defined as a state of energy, enthusiasm, and psychological well-being that enable employees to effectively manage work demands and remain motivated at the same time (DeHaan et al., 2024). Employee vitality on the other hand contributes to higher levels of work engagement that is reflected in employee's vigor, dedication, and absorption in their work (Pap et al., 2022). Moreover, engagement increases when employees have access to adequate organizational resources and experience a workplace culture that supports their personal and professional growth (Lee & Jo, 2023). Therefore, within Catholic Colleges, a strong organizational culture may enhance employee vitality that subsequently strengthens employee engagement and contributes to effectiveness and organizational success of the institution.

CONCEPTUAL FRAMEWORK

Figure 1 Schematic Diagram



The research on Organizational Culture, Employee Vitality, and Employee Engagement focused on the employees of Catholic Colleges in Luzon, Philippines. The extent of organizational culture and level of employee vitality and employee engagement were measured using the questionnaire adapted by the researcher. The result of the survey served as the basis for the institution particularly for the Center for Human Resource Development and Management on planning and developing an appropriate development program for the employees to maintain and improve their organizational culture, employee vitality, and employee engagement.

RESEARCH METHODOLOGY

Research Design

The researcher applied the quantitative descriptive method of research particularly descriptive comparative and descriptive correlational. The aforementioned research design used to determine the significant difference and significant relationship of organizational culture, employee vitality, and employee engagement of the employees from the Catholic Colleges. This design intends to describe how the variables relate-to each other (Mukherjee & Singha, 2019).

Respondents

Using Cochran's formula, a sample of 156 respondents was determined. They are the employees with at least 1-year tenure from three selected Catholic Colleges in Luzon. It was based from the number of employees per campus. The study utilized stratified random sampling and applied proportionate allocation to have the same sampling rate to all strata.

School	N	n
School A	114	69
School B	107	64
School C	40	23
Total	261	156

Research Instrument

The first part of the instrument contains the demographic profile of the respondents such as age, sex, school cluster, educational attainment, and work assignment.

The second part of the instrument were the questions pertaining to Organizational Culture. This includes a 4-item scale adapted from an instrument developed by Sashkin and Rosenbach (1996). The instrument for organizational culture was composed of five (5) dimension namely: Managing Culture, Achieving Goals, Coordinating Teamwork, Customer Orientation, and Cultural Strength. Each dimension composed of 6-item questionnaire except with the customer orientation with a 5-item questionnaire. Overall, the organizational culture includes a 29-item questionnaire. Five (5) items among the 29-item questionnaire of the organizational culture have a reverse scoring. On the other hand, Employee Vitality was adapted from Brouwers et al. (2015), which was composed of four (4) dimensions namely: Health, Involvement, Motivation, and Competence. Health, Involvement, and Motivation is composed of 8-item questionnaire while Competence is composed of 4-item questionnaire. A total of 28-item questionnaire used a 4-point Likert-type scale.

Lastly, the instrument for the employee engagement was adapted from Schaufeli et al. (2006) which composed of 17-item questionnaire with three (3) dimension to be rated using a 7-point Likert-type scale. The dimensions are vigor, dedication, and absorption. Vigor and absorption were composed of 6-item questionnaire while dedication has a 5-item questionnaire.

Validity and Reliability

The adapted-modified questionnaire used in this study was validated using the content validity ratio by Lawshe (Ayre & Scally, 2016). It involved fifteen (15) validators who rated the items as either essential or not essential. All items had a content validity ratio that is higher than the critical value of 0.600. The computed validity index for the questionnaires of organizational culture, employee vitality, and engagement is 0.8703.

The validated survey questionnaire was pilot tested to determine the internal consistency of the instrument using Cronbach's Alpha, with 30 respondents who were not included in the actual respondents. The pilot testing yield the following alpha coefficients: organizational culture (0.95), employee vitality (0.90) and employee engagement (0.91).

Statistical Treatment

Data were analyzed using the mean, standard deviation, Mann-Whitney U and Kruskal Wallis and Spearman rho.

RESULTS AND DISCUSSION

Table 1 The Level of Organizational Culture when Grouped According to School Cluster as Assessed by the Catholic Colleges Employees

Aspects	School A		School B		School C	
	Mean	Sd	Mean	sd	Mean	sd
Managing Change	2.769	0.344	2.810	0.420	2.876	0.294
Achieving Goals	2.823	0.304	2.940	0.439	2.833	0.314
Coordinating Teamwork	2.923	0.311	3.071	0.353	2.927	0.347
Customer Orientation	3.032	0.337	3.139	0.464	3.047	0.490
Cultural Strength	2.949	0.345	3.034	0.581	3.000	0.455
Overall Organizational Culture	2.911	0.277	3.016	0.377	2.943	0.346

Table 1 shows a high level of organizational culture of Catholic colleges when grouped according to school cluster. The results imply that a positive, supportive organizational culture it truly evident in every campus. Though School B dominated most of the dimensions based on the mean such as achieving goals, coordinating teamwork, customer orientation, and cultural strength, the mean of School A and C in every dimension of organizational culture are still high.

The positive, and supportive organizational culture drive collaboration across departments and campuses to achieve institutional goals and exceed the requirements of regulatory and accrediting agencies. The One System might be the factor why the campuses of Catholic Colleges have the same level of organizational culture. The tradition, practices, and norms have been unified and implemented uniformly.

Catholic institutions that emphasize community, dignity, and social transformation help in solidifying a cohesive and sustainable organizational culture (Gutierrez-Rivera et al., 2023) and promotes commitment and unity among employees as leadership play an important role in shaping organizational culture, Mauhay (2023) stated that coaching-oriented leadership style and caring influences the organizational atmosphere positively resulting to support, collaboration, and mutual respect. This leadership approach establishes trust and enhances job satisfaction, which later strengthen the employee's perception of a healthy culture in organization. Additionally, in a study on non-Catholic employee working in Catholic institutions, Nugraheni et al. (2024) observed that

respect for diversity and inclusive communication led to strengthening organizational bonds and positive cultural integration. This actively cultivate an environment where a diverse culture is respected within a unified mission framework in Catholic Colleges. Moreover, the integration of environmental, social, and governance practices in Catholic educational institutions promotes ethical decision-making, supports long-term employee engagement, and workplace well-being (Wiyono et al., 2025).

Table 2 The Level of Organizational Culture when Taken Collectively as Assessed by the Catholic College Employees

Organizational Culture	Mean	Std. Deviation
Managing Culture	2.802	0.370
Achieving Goals	2.873	0.369
Coordinating Teamwork	2.984	0.340
Customer Orientation	3.078	0.417
Cultural Strength	2.991	0.469
Overall Organizational Culture	2.959	0.333

Table 2 shows the level of organizational culture of the employees from the Catholic Colleges in Luzon in terms of managing change, achieving goals, coordinating teamwork, customer orientation, and cultural strength. Based on the results, customer orientation has the highest mean of 3.078, followed by cultural strength with a mean of 2.991 and coordinating teamwork with a mean of 9.984. Then achieving goals with a mean of 2.873 and lastly, managing change with a mean of 2.802, which all considered as high. This implies that employees of Catholic College has a high level of organizational culture. This also shows that the employee of Catholic Colleges are influenced by the factors such as organization's traditions, practices, norms, rules, and the system itself. Due to that factors, employees are more open for change, well-coordinated, goal and customer oriented, and lastly, shared the same set of belief, values, and attitude. Both the teaching and non-teaching employees share the same purpose and work toward the same institutional vision.

According to one of the employees: *"Catholic Colleges' organizational culture thrives on two key strengths. Firstly, a number of seasoned employees, having witnessed the institution's history, share their wisdom to newer generations, ensuring continuity and preserving valuable institutional values and knowledge. Secondly, a culture of shared leadership prevails, where administrators value and integrate the insights of key employees. While challenges exist, the dedication of our employees remains a powerful force, sustaining the school's enduring relevance within the community"*

Employees of the Catholic Colleges in the Philippines often exhibit a high level of organizational culture that are attributed to several factors inherent to the institution. Sahney (2024) stated that Catholic Colleges gives emphasis on a mission-driven ethos, which commonly focuses on faith, service, social justice, and holistic development that unified a culture where employees are more aligned with the goals of the institution. This shared values, traditions and purpose with a strong sense of community promotes effective teamwork and a collaborative approach in achieving objectives (Lumaban, 2019) that also strengthen their commitment which contribute to a robust cultural strength and reinforce organizational practices, which resulted to a distinct identity of the institution. On the other hand, the ethical framework based on the Catholic Social Teaching can influence an approach which is more people-centric in managing change and a service-oriented mindset in interactions with the stakeholders and students, manifesting a unique form of customer orientation (The Catholic School, 2019).

Table 3 The Level of Employee Vitality when Grouped According to School Cluster as Assessed by the Catholic Colleges Employees

Dimensions	School A	School B	School C
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	Mean	sd	Mean	sd	Mean	sd
Health	2.595	0.395	2.542	0.638	2.817	0.432
Involvement	2.792	0.269	2.760	0.318	2.828	0.241
Motivation	2.879	0.446	2.933	0.558	3.057	0.414
Competence	2.899	0.407	2.980	0.529	3.054	0.419
Overall Vitality	2.774	0.309	2.776	0.444	2.920	0.318

Table 3 shows the level of employee vitality when grouped according to school cluster. Based on the result, all campuses demonstrate a high level of vitality. Among the campuses, the vitality of School C is the highest in comparison with the School A and B based on the mean. Although, the gap in the mean of School A and B is not that big enough of School C.

This implies that the employees of Catholic Colleges are lively, spontaneous, and enthusiastic. They possess a deep sense of physical energy, mental alertness, and emotional enthusiasm for their work. The employees' physical and mental health are being taken care of properly by the institutions for it matters to them as part of their work life balance.

Employee vitality deeply influenced by leadership approaches and workplace conditions, which promotes trust, purpose, and autonomy (Van den Elsen, 2024). In Catholic Colleges, employees feel more energized, resilient, and motivated when leadership often anchored in community orientation and pastoral care. Moreover, employees demonstrate higher level of job performance and enthusiasm as they are engaged with opportunities for growth and are aligned with the values of the institutions (Postrado & Matildo, 2021). This was supported by the study conducted by Das et al. (2020), by showing that purpose-driven training programs and structured energy managements sustained long-term vitality as well as life satisfaction in the workplace settings. These interventions, when scaled across school clusters can help in maintain consistent high vitality level among employees.

Table 4 The Level of Employee Vitality when Taken Collectively as Assessed by the Catholic Colleges Employees

Employee Vitality	Mean	Std. Deviation
Health	2.606	0.518
Involvement	2.784	0.286
Motivation	2.927	0.492
Competence	2.955	0.464
Overall Vitality	2.796	0.373

Table 4 shows the level of employee vitality of the employees from the Catholic Colleges in Luzon in terms health, involvement, motivation, and competence. Based on the results, competence has the highest mean of 2.955, followed by motivation with a mean of 2.927. Then involvement with a mean of 2.784 and lastly, health with a mean of 2.606, which are all considered high. This implies that employees of Catholic College has a high level of employee's vitality. This also shows that employees from Catholic Colleges are lively, spontaneous, and enthusiastic because of the activities such as team building, sports, health seminars and training, as well as spirituality which helped in motivating and boosting their employee's vitality and built a sense of togetherness within the organizations. Catholic institutions give priority not only to the physical well-being of their employees and students, but also their mental health and their spiritual needs which are greater contributors to one's satisfaction.

According to one of the employees: *“Employee vitality at Catholic Colleges may be high due to a combination of organizational culture, values rooted in its Recollect religious identity, and proactive employee well-being strategies.*

Employee vitality are often high on employees of Catholic Colleges due to the integration of the workplace spirituality and a supportive organizational practice that commonly characterized by community feeling, meaningful work, and the alignment of the values, which shows a sense of purpose and an intrinsic motivation among employees (Abun et al., 2020). Furthermore, the holistic approach focus on psychological, physical, and spiritual aspect of the employees leads on the enhancement of their well-being and job satisfaction as well (Hudtohan, 2021). Moreover, Catholic Colleges give importance on the spirituality as well as values-based leaderships that establish an environment where employees have a sense of connectedness to a higher purpose, which increase their motivation and engagement (Acta, 2021). Practices such as community building and rewards, positively contribute to the well-being of the individual as well as the organization, which collectively enhance employee’s involvement and competence in the workplace (Abun et al., 2020). Lastly, the alignment of religious affiliation with the organizational values positively influence the job satisfaction and organizational commitment that reinforce sense of purpose and belongingness of the employees, which further boost their vitality (Acta, 2021).

Table 5 The Level of Employee Engagement when Grouped According to School Cluster as Assessed by the Catholic Colleges Employees

Dimensions	School A		School B		School C	
	Mean	Sd	Mean	Sd	Mean	sd
Vigor	2.910	0.506	3.000	0.365	2.948	0.588
Dedication	3.183	0.508	3.125	0.407	3.101	0.568
Absorption	2.925	0.489	2.877	0.382	2.803	0.590
Overall Engagement	3.012	0.468	3.001	0.331	2.951	0.548

Table 5 shows the level of engagement of the employees when grouped according to school cluster. Based on the result, School B has the highest mean in terms of vigor, which means they are more enthusiastic compare to the other campuses. On the other hand, in terms of dedication and absorption, School A takes the lead, while School C remains as the least. Despite that, School A has the highest overall mean in engagement; the gap between the other remaining campuses is not that high.

This implies that employees of all campuses of Catholic Colleges are enthusiastic, committed on the task, and involved due the strong culture and well preserved traditions academically and religiosity.

Catholic educational institutions integrate principles such as community, dignity, and well-being to their organizational sustainability model, which promotes engagement across clustered schools and a sense of meaningful work (Gutierrez-Rivera et al., 2023). In Batangas Catholic HEIs, research conducted by Ng (2021) showed the authentic leadership enhances psychological capital and organizational commitment of the employees, which are both drivers of engagement across institutions cluster-wide. Additionally, the Malaysian study of Islamic HEIs showed that training and development, recognition, job autonomy, trustworthiness, and workplace spirituality are main contributors to employee’s engagement, parallels that hold in Catholic-managed schools (Jaiyeoba & Hazahari, 2025). Lastly, Almendras et al. (2025) stated that clusters with aligned climates encourage consistent level of engagement. This shows that a healthy culture in the workplace significantly relates to performance and engagement in the Philippine HEIs.

Table 6 The Level of Employee Engagement when Taken Collectively as Assessed by the Catholic Colleges Employees

Employee Engagement	Mean	Std. Deviation
Vigor	2.953	0.466
Dedication	3.148	0.477
Absorption	2.888	0.464
Overall Engagement	2.998	0.429

Table 6 shows the level of employee engagement of the employees from the Catholic Colleges in Luzon in terms vigor, dedication, and absorption. Based on the results, dedication has the highest mean of 3.148. Then followed by vigor with a mean of 2.953 and lastly, absorption with a mean of 2.888, all considered as high. This implies that employees of Catholic College has a high level of engagement. This is due to the institutional activities being participated not only of the students, but even the employees as well. Because of this involvement of the employees on activities, it help them to be more active, happy, and committed to their purpose in the institution. This prove that employees of Catholic Colleges have high intellectual and emotional commitment to their organization and its mission.

According to one of the employees: *“If an employee knows how his/her individual role and contributions make a real difference to clients (students, parents, the community) and if there are opportunity for challenging and interesting tasks or jobs, it keep employees stimulated and engaged.”*

“Perhaps it signifies a proactive and engaged workforce of the institution dedicated to contributing beyond their formal job requirements”

The combination of organization culture, workplace spirituality, and the humanistic management practices positively influence employees’ engagement leading to strong sense of community, shared values, trust, commitment and satisfaction among employees of Catholic Colleges (Batugal & Tindowen, 2019). This also encourage them to invest in their work cognitively and emotionally, resulting to higher engagement. According to Stratton and Stannard (2025), institutions can cultivate a spiritually enriched environment that supports and promote both individual well-being and organizational effectiveness by fostering meaningful work, sense of purpose, and positive relationship among employees. Additionally, Encarnacion (2021) stated that organization that gives importance and priority on employee’s needs, offers growth opportunity, and an inclusive leadership where they feel valued, helps and motivate employees to engage fully in their roles.

Difference in the organizational culture, employee vitality, and employee engagement in the Catholic Colleges when grouped according to sex, age, and school cluster

Table 7 shows the difference of the organization culture in terms of managing change, achieving goals, coordinating teamwork, customer orientation, and cultural strength when grouped according to sex. As all the dimensions of organizational culture has a p-value higher than 0.05, this implies that there is no significant difference across different dimensions of the organizational culture when compared according to sex. Therefore, the null hypothesis is accepted. Catholic Colleges shared the same unified culture regardless of the employees’ sex. This is an indicator that the institutional environment is consistent. Both male and female employees feel they are included or belong to the school.

Table 7 Difference in Organizational Culture as Assessed by Catholic Colleges Employees When They are Grouped According to Sex

Dimension	p-value	Significance at 0.05
Managing Culture	0.422	Not Significant
Achieving Goals	0.580	Not Significant
Coordinating Teamwork	0.926	Not Significant
Customer Orientation	0.899	Not Significant

Cultural Strength	0.654	Not Significant
Overall Organizational Culture	0.705	Not Significant

According to one of the employees: *“Employees may have a uniform perception of the organizational culture that exists in their school. Thus, regardless of their demographic characteristics, they have the homogeneity in their view of the multicultural setting in their school.”*

The lack of significant differences in organizational culture when grouped according to sex attributed to the principles inherent in the Catholic educational institution and shared foundational values. According to Anderson (2020), the degree of homogeneity in how employees approach their work, regardless of their sex is influence due to common ethical framework and religious identity. Moreover, Martinez et al. (2022) stated that the adherence to the guidelines set by Catholic educational institutions and the accreditation standards also contributes to the baseline level of similarity in cultural norms and organizational practices. Furthermore, the similar expectations and behaviors throughout the institutions are due to the professionalization of roles within higher education, which mitigated or minimized gender-based cultural differences in areas like teamwork and goal achievement (Martinez & Davis, 2023). The shared rituals and traditions within the Catholic context could contribute as well to promote a consistent sense of cultural strength across different colleges (Rodriguez & Patel, 2024). However, men and women might experience and respond to organizational culture and change initiatives based on perceived levels of inclusion and communication styles (Johnson et al., 2023). Similarly, variations on how men and women perceive organizational culture and the support structures in place are due to opportunities for career development and differences in expectations (Lee & Miller, 2022).

Table 8 Difference in Organizational Culture as Assessed by Catholic Colleges Employees When They are Grouped According to Age

Dimension	p-value	Significance at 0.05
Managing Culture	0.818	Not Significant
Achieving Goals	0.767	Not Significant
Coordinating Teamwork	0.182	Not Significant
Customer Orientation	0.468	Not Significant
Cultural Strength	0.598	Not Significant
Overall Organizational Culture	0.493	Not Significant

Table 8 show the significant difference of the organization culture in terms of managing change, achieving goals, coordinating teamwork, customer orientation, and cultural strength when group according to age. As all the dimensions of organizational culture has a p-value higher than 0.05, this implies that there is no significant difference across different dimensions of the organizational culture when compared according to age. Therefore, the null hypothesis is accepted. Even though age does not directly affects the difference of the following organizational culture’s dimensions, it can be observed that the culture of the organization are more evident to older employees. This might be because of their long service in the institution that help them adapt easily on the changes and that they are well coordinated, goal and customer oriented which help the younger employees to be the same as their senior.

According to one of the employees: *“I think it is because the HR and administrative practices are generally for all types of employees.”*

The absence on the significant difference in organizational culture when compared to age is due to the generational dynamics. A study conducted by Batugal and Tindowen (2019) discovered that the clan culture which is characterized by a family-like environment is the dominant organization culture in Catholic Higher Education institutions in the Philippines. It emphasizes teamwork, participation, and consensus that promotes a

share values and a strong sense of community, which lessen the impact of age-related differences on dimensions of organizational culture. Furthermore, Receno (2021) found that employees across various generations put more importance on work values, employee engagement, and organizational culture, which surpass age groups. Additionally, intergenerational differences in behavior and work values are less pronounced rather than assumed, with all generations wants a meaningful work, recognition, and autonomy that contributes to the uniformity in organizational culture across age groups (Coulaty, 2024). Moreover, initiatives such as reverse mentoring programs have been shown to bridge generational gap and divisions as well as enhance collaboration (Vorecol, 2024). On the other hand, Surucu and Surucu (2020) stated that younger employees mostly show a higher perception of competitive culture compared to their older counterparts while older employees tend to have a higher affective commitment on the organization developing a stronger emotional attachment to the institution (Batugal & Tindowen, 2019). These generational differences can influence various dimensions of organizational culture including goal achievement, customer orientation, and teamwork.

Table 9 Difference in Organizational Culture as Assessed by Catholic Colleges Employees When They are Grouped According to School Cluster

Dimension	p-value	Significance at 0.05
Managing Culture	0.374	Not Significant
Achieving Goals	0.146	Not Significant
Coordinating Teamwork	0.029	Significant
Customer Orientation	0.270	Not Significant
Cultural Strength	0.380	Not Significant
Overall Organizational Culture	0.095	Not Significant

Table 9 show the significant difference of the organizational culture in terms of managing change, achieving goals, coordinating teamwork, customer orientation, and cultural strength when group according to school cluster. Based on the result, all dimensions has a higher p-value than 0.05 except for coordinating teamwork with a p-value of 0.029. Therefore, managing culture, achieving goals, customer orientation, and cultural strength has no significant difference when grouped according to school cluster and the null hypothesis is accepted. However, there is a significant difference on the coordinating teamwork when grouped according to school cluster and the null hypothesis is rejected. Catholic schools implemented the one system that synchronized and unified the practices, traditions, and norms of every campuses. This resulted to a same-shared culture for every employees of the said institutions. An aligned system helps in uniting and unifying the culture, traditions, and norms, regardless of their location or school cluster.

According to one of the employees: *“Maybe because of the structured environment and norms of the individuals.”*

A shared cultural orientation promotes uniformity in organizational practices across school cluster or campuses reduces variability in organizational culture’s dimensions (Batugal & Tindowen, 2019). The emphasis on participative decision-making and shared leadership creates constant cultural practices (Ortiz-Astiz et al., 2024). As Catholic schools have implemented a single leadership or the one SSC-R System, this can create a cohesion and strong alignment between organizational culture that influence a consistent employees experiences across different school cluster or campuses (Batugal & Tindowen, 2019). Lopez (2024) stated that Catholic Colleges often operate under centralized governance structures that follows a uniform policies, norms, and practices among the campuses under their supervision. Furthermore, a study on statement in the Philippines revealed that different campus exhibited a high level of organizational culture across various dimensions, indicating a sense of uniformity among them (Diocos & Resol, 2023). On the other hand, despite of the uniformity, Almendras et al. (2025) stated that there are several cultural aspect in the workplace such as communication, teamwork, recognition, and leadership that can significantly affects employee performance and lead to differences in organizational culture dimensions.

Table 10 Difference in Employee Vitality as Assessed by Catholic Colleges Employees When They are Grouped According to Sex

Dimension	p-value	Significance at 0.05
Health	0.145	Not Significant
Involvement	0.559	Not Significant
Motivation	0.225	Not Significant
Competence	0.104	Not Significant
Overall Employee Vitality	0.178	Not Significant

Table 10 show the significant difference of the employee vitality in terms of health, involvement, motivation, and competence when grouped according to sex. As all the dimensions of employee vitality has a p-value higher than 0.05, this indicates that there is no significant difference across different dimensions of the employee vitality when compared according to sex. Therefore, the null hypothesis is accepted. It implies that employees of Catholic Colleges is not affected by sex nor gender to be lively and energetic in the workplace. This proves that the well-being of the employees in terms of physical, mental, and spiritual are being prioritized which help in boosting their vitality.

According to one of the employees: *“I think it is because the HR and administrative practices are generally for all types of employees.”*

On one hand, the lack of significant differences in employee vitality when grouped by sex could be due to inherent dignity of each individual within the Catholic ethos, which promotes a more equitable measure of care and support across genders (Catholic Higher Education Alliance, 2020). Promoting equal opportunity and non-discrimination policies also ease the significant differences in involvement and motivation (University Accreditation Board, 2021). Additionally, the Higher Education Standard Council (2023) stated that similar levels of competence among male and female employees are influenced by the professional standards and qualification requirements within academia. On the other hand, significant difference in employee vitality based on sex could arise from different factors such as access to resources, perceived support, and career trajectories. For instance, Anderson and Williams (2023) found that female employees in higher education experienced lower levels of work-like balance and higher level of stress, impacting their health differently compare to the male counterparts. Furthermore, disparities in mentorship and professional development opportunities (Lee & Jackson, 2024) and variation on workload distributions as well as service expectations (Nguyen & Park, 2025) affects the overall vitality between male and female employees.

Table 11 Difference in Employee Vitality as Assessed by Catholic Colleges Employees When They are Grouped According to Age

Dimension	p-value	Significance at 0.05
Health	0.431	Not Significant
Involvement	0.559	Not Significant
Motivation	0.361	Not Significant
Competence	0.026	Significant
Overall Employee Vitality	0.425	Not Significant

Table 11 show the significant difference of the employee vitality in terms of health, involvement, motivation, and competence when group according to age. As all the dimensions of employee vitality has a p-value higher than 0.05 except for competence with a p-value 0.026 which is significant. This implies that there is no significant difference in the dimensions of the employee vitality in terms of health, involvement, and motivation when compared according to age and the null hypothesis among these dimensions is accepted while in competence is

rejected. This implies that age does not affect the vitality of Catholic Colleges employees. The harmony between younger and older employees are seems to be evident. The younger employees might be influencing the older employees of the institutions to be lively, participative, and energetic, or vice versa.

According to one of the employees: *“Because the employees are value laden members of the community where majority fosters communitarian spirit, friendship and other values laid by the school regardless of age.”*

According to Abun et al. (2020), in the study conducted on employees of Divine Word Colleges in the Ilocos Region, they determined that employees across different age groups reported high level of competence needs satisfaction where they feel capable and confident in their work. Similarly, Lacorte and Quemuel (2024) found that employees across various age groups reported to have a high level of job satisfaction, but has no significant differences observed when grouped by age. This indicates that factors such as organizational culture, leadership, and institutional support may play a more vital role in influencing employee vitality than age alone. Furthermore, employees reported to have a high level of work engagement and agreement on statements related to willingness to take on new tasks, help other employees, and accept change that indicates that motivation and engagement are consistently high across age groups, possibly mitigating age-related differences in vitality (Abun et al., 2020). However, Receno (2021) discovered that younger employees place a higher importance on work values such as hedonism, competence, and achievement, which contributes to the differences in the motivation across age groups. Moreover, Haguisan et al. (2022) stated that both younger and older employees on Catholic Colleges have high levels of work values, but younger employees used to prioritize security over power, which may influence their vitality particularly their motivation.

Table 12 Difference in Employee Vitality as Assessed by Catholic Colleges Employees When They are Grouped According to School Cluster

Dimension	Group	Mean	sd	p-value
Health	School A	2.595	0.395	0.058
	School B	2.542	0.638	
	School C	2.817	0.432	
Involvement	School A	2.792	0.269	0.593
	School B	2.760	0.318	
	School C	2.828	0.241	
Motivation	School A	2.879	0.446	0.319
	School B	2.933	0.558	
	School C	3.057	0.414	
Competence	School A	2.899	0.407	0.323
	School B	2.980	0.529	
	School C	3.054	0.419	
Overall Employee Vitality	School A	2.774	0.309	0.118
	School B	2.776	0.444	
	School C	2.920	0.318	

Table 12 show the significant difference of the employee vitality in terms of health, involvement, motivation, and competence when group according to school cluster. As all the dimensions of employee vitality has a p-value higher than 0.05, this implies that there is no significant difference across different dimensions of the employee vitality when compared according to school cluster. Therefore, the null hypothesis is accepted.

The vitality of the employees of every campus of Catholic schools might have a slight difference on the level, but does not directly affected by their cluster or location because of the unified system and activities implemented for all. As the institution takes priority on the well-being of their employees, they are becoming more participative, motivated, and competent at work.

According to one of the employees: *“The College may have consistent workplace policies, resources, and culture that support employee well-being across all demographics and departments. This uniformity can lead to similar levels of vitality regardless of sex, age, or cluster.*

According to Tampol and Aguilung (2024), educational institutions usually utilize a standardized human resource practices to ensure consistency in culture, norms, and employee management, which leads to similar employees’ vitality across cluster or campuses. For instance, a study conducted by Pura and Uy (2023) found that Catholic Colleges used to implement strategic health and wellness programs to ensure that all employees have access on resources, which supports mental and physical health regardless of location. On the other hand, Sotto and Mallari (2022) noted that participative management is a common leadership practice among Catholic institutions, which promotes employee involvement, engagement and inclusion system-wide. Furthermore, Rivera (2021) stated that employee motivation usually tied to intrinsic factors and mission alignment rather than external conditions such as physical location. Moreover, standardized training and development programs implemented sustain competence that can lead to equitable employee growth opportunities (Bernardo & Tinio, 2020). Lastly, Garcia and Santos (2022) discovered that institutional identity in Catholic Schools leads to collective sense of purpose, which solely reinforce vitality, regardless of school cluster or campus.

Table 13 Difference in Employee Engagement as Assessed by Catholic Colleges Employees When They are Grouped According to Sex

Dimension	p-value	Significance at 0.05
Vigor	0.965	Not Significant
Dedication	0.511	Not Significant
Absorption	0.095	Not Significant
Overall Employee Engagement	0.322	Not Significant

Table 13 show the difference of the employee engagement in terms of vigor, dedication, and absorption when group according to sex. As all the dimensions of employee vitality has a p-value higher than 0.05, this implies that there is no significant difference across different dimensions of the employee engagement when compared according to sex. Therefore, the null hypothesis is accepted. This implies that Catholic Colleges does not seen sex nor gender as a factor that affects their employees’ engagement. However, there is a slight difference on the level of engagement for male and female employees; it does not significantly affect their participation, commitment on their job, as well as their involvement in the institutional activities and events. This indicates that the administration do not need to create gender-specific engagement programs or initiatives to sustain the high engagement of the employees.

According to one of the employees: *“Engagement depends on the colleagues or the communities’ collaboration and not of sex-based”*

Research finds no statistically significant differences in employee engagement throughout gender lines. Sharma and Sharma (2022) examined faculty members in the education institution and concluded that both female and male employees demonstrated the same level of vigor, dedication, and absorption. This aligns with the discovery of Jena and Pradhan (2020) that engagement significantly influenced by job satisfaction, supportive leadership, and intrinsic motivations rather than by employee’s sex. Moreover, a study conducted by Alsayed and Motaghi (2023) argued that gender or sex may only play a situational or minor role in engagement differences, and other factors such as organizational climate, perceived fairness, and psychological safety are more predictive of engagement outcomes. In contrast, studies reporting significant differences often point to sex-based disparities in work experiences, support system, and responsibilities. Grigorescu et al. (2021) discovered that make employees in Romanio shows higher levels of vigor and dedication compare to female due to differences in household burdens. Similarly, Nagata et al. (2021) found that female employees experienced decreased engagement levels because of the dual pressure of domestic and professional role, which lead on lower absorption and sustained focus at work.

Table 14 Difference in Employee Engagement as Assessed by Catholic Colleges Employees When They are Grouped According to Age

Dimension	p-value	Significance at 0.05
Vigor	0.230	Not Significant
Dedication	0.224	Not Significant
Absorption	0.193	Not Significant
Overall Employee Engagement	0.154	Not Significant

Table 14 show the significant difference of the employee engagement in terms of vigor, dedication, and absorption when group according to Age. As all the dimensions of employee vitality has a p-value higher than 0.05, this implies that there is no significant difference across different dimensions of the employee engagement when compared according to age. Therefore, the null hypothesis is accepted. The level of engagement might have difference when grouped according to age, but does not significantly affect the engagement of the employees of Catholic Colleges. Although those from age bracket of 51 and above are more engage, compare the younger employees, factors such years in service, knowledge and skills, culture, and traditions might be the reasons of their high level of engagement.

According to one of the employees: *“Employees may have the necessary knowledge and skills relevant to their job and workplace environment. This provides them with greater efficiency, productivity, and problem-solving abilities, which allows them to go beyond what is required of them and engage in school activities even more. Their skills can allow individuals to better understand the broader context of their work and the organization’s goals. This understanding can encourage them to contribute beyond their assigned tasks and exhibit behaviors that benefit the organization as a whole. Moreover, individuals may have a stronger sense of commitment to their organizations. This commitment can translate into a willingness to exert extra effort and engage in activities that go beyond their stated duties and responsibilities.”*

Organizational culture and institutional practices take part an important role in shaping employee engagement. According to Ramos et al. (2022), while age and years of service contributes to the level of engagement, factors such as organizational support and leadership quality were more influential in determining engagement levels. Similarly, Zhang and Liu (2021) stated that while age profiles influenced work engagements, aspect such as job resources and organizational support could make the employee more engaged. Moreover, Postrado and Matildo (2023) stated that employee engagement was high throughout all the age groups due to the impact of culture and organizational environment rather than demographic characteristics. Additionally, work-life balance as well as recognition considered as driving factors that influence engagement of the employees (Ramos et al., 2022).

Table 15 Difference in Employee Engagement as Assessed by Catholic Colleges Employees When They are Grouped According to School Cluster

Dimension	p-value	Significance at 0.05
Vigor	0.695	Not Significant
Dedication	0.691	Not Significant
Absorption	0.541	Not Significant
Overall Employee Engagement	0.429	Not Significant

Table 15 shows the difference in the employee engagement in terms of vigor, dedication, and absorption when group according to school cluster. As all the dimensions of employee vitality has a p-value higher than 0.05, this indicate that there is no significant difference across different dimensions of the employee engagement when compared according to school cluster. Therefore, the null hypothesis is accepted. This implies that Catholic colleges despite of being separated by their location or cluster does not affected by it. The one system of the catholic schools helps in unifying and uniting every school. Standardization of the practices, norms, traditions,

and culture create harmony within the employees and even on their counter from other campuses. This establishment of good relationship among campuses and employees of Catholic colleges, helps on increasing the level of their engagement.

According to one of the employees: *“Having positive interpersonal connections and a sense of belonging within the employees’ aid in the creation of a supportive work environment. The spirit of camaraderie in Catholic Colleges, on my opinion, is high that encourage some employees to work despite some challenges.”*

Catholic educational institutions, particularly within the same system tend to have a standardized word environment. This includes standardization in organizational cultures, administrative practices, and policies that lead to comparable levels of employee throughout the campuses. Hines (2022) stated that despite of the varying roles, higher education staff engagement showed similar engagement levels due to consistent organizational practices. Furthermore, the alignment of institutional value positively influences the engagement of the employees leading to same engagement levels across different campuses (Issahaku, 2022). According to Gera et al. (2020), educational staff members that possess similar professional profiles and demographics contributes to homogenous responses in engagement, as factors such as age, role, tenure often does not significantly differentiate engagement outcomes. Abun et al. (2021) stated that consistent leadership practices that give emphasis on fairness, professional development, and recognition tend to cultivate the same engagement outcomes that reinforce shared experiences among employees despite of their specific campus affiliation. However, Romero-Martin et al. (2022) stated that campuses with more robust support systems typically show higher engagement levels. Additionally, Wiese and Freund (2020) emphasized that work environments that support work-life balance and autonomy contribute significantly to employee engagement.

Relationship between Organization Culture and Employee Vitality, Organizational Culture and Employee Engagement, and Employee Vitality and Employee Engagement in the Catholic Colleges

Table 16 Relationship between Organization Culture, Employee Vitality, and Employee Engagement

Correlates	Computed r	p-value	Significance at 0.05
Organizational Culture and Employee Vitality	0.549	< .001	Significant
Organizational Culture and Employee Engagement	0.385	< .001	Significant
Employee Vitality and Employee Engagement	0.404	< .001	Significant

Table 16 show the significant relationship between organizational culture and employee vitality, organizational culture and employee engagement, and employee vitality and employee engagement. The computed r for organizational culture and employee vitality is 0.549, while organizational culture and employee engagement is 0.385, and employee vitality and engagement is 0.404. All has p-value of < .001 that is interpreted as significant, which implies that organizational culture significantly relates to employee vitality and employee engagement as well as employee vitality significantly relates to employee engagement. Therefore, the null hypothesis is rejected. The result also shows that as organizational culture affects the employees’ vitality and engagement. As Catholic schools shared the same culture, traditions, norms, and system, it helps the employees to be more engaged, enthusiastic, energized, involved, and feel valued.

Results point to the reality that organizational culture direct impacts the engagement and vitality. Thus, the administration has to build a culture of open communication, trust and support to keep employees motivated, engaged and productive. Also, culture and engagement help maintain the vitality or energy levels of the employees.

According to the employees: *“In a values-driven, service-oriented institution, these relationships are likely to be strong and mutually reinforcing. A nurturing culture enhances vitality, which supports engagement, while an engaging environment can also reinforce a sense of purpose and well-being.”*

“Because a positive and nurturing work environment will intrinsically motivate one to work well and contribute to his organization's mission and vision fulfillment. It is like being energized and excited going to work most of time because you know that you will be in a workplace where employees and superiors treat one another with respect and dignity.”

“It is more likely driven by some factors contributing in Catholic Colleges and how a positive culture can foster both energy and commitment among its employees of this institution. For example, the energy and vitality of the employees may trigger enthusiasm, joy among peers and commitment even though the salary may not be competitive.”

These statements are indicators that the colleges sustain the cyclical loop of the positive and supportive culture leading to engaged employees who are motivated and productive, thereby leading to vital and energized employees who have the passion for collaboration across departments and campuses. Additionally, the supportive culture of the colleges enables its academic team to bring the colleges to a higher level where pedagogical and technological innovation is evident.

A positive organizational culture enhances employee vitality significantly by promoting good environment, well-being, resilience, and engagement. According to Cagatay et al. (2024) the alignment between organizational values and an individual leads to high vitality of employee, as individual's experiences commitment to their roles, energy, and greater enthusiasm. Moreover, an organizations which prioritize the well-being of an employee in terms of wellness programs, flexible work arrangements, and work-life balance enhanced job satisfaction and reduced burnout which further boost one's vitality (Vorecol, 2025).

Other than that, as organizational culture significantly related to employee vitality, significantly relationship between organizational culture and employee engagement could also be observed. According to Hakro et al. (2023), employees emotional and cognitive engagement are affected as organizational culture shapes the values, behaviors, and norms which influence how employee perceived their work environment. A culture that emphasizes communication, recognitions, and employee well-being leads to high levels of vigor, dedication, and absorption – core elements of the engagement (Hasan, 2023; Ismail et al., 2024). Moreover, strong cultural alignment has been linked to enhance employee morale, improved job performance, and reduced turnover in sectors like education, manufacturing, and even in banking (Dalain, 2023). Hasan (2023) stated that organizational culture plays an important role not only in sustaining engagement through trust and collaboration, but also in strengthening overall organization performance (Barajas, 2024).

As for the significant relationship between employee vitality and employee engagement, vitality significantly influences engagements as it encompasses the energy, enthusiasm, and positive affect that employees bring to their work. A study conducted by Pap et al. (2022) discovered that proactive vitality management behaviors such as utilizing personal strengths positively affected daily work engagement. Similarly, research by Keat and Zainal (2024) found that vitality enhances employees' capacity to engage with their tasks effectively as employee vitality mediated the relationship between job performance and transformational leadership. Moreover, the VIVA Sustainable Work Engagement Model postulate that vitality contributes to sustain engagement by aligning employees' true selves with their work, along with the factors such as involvement and acceptance (Kern et al., 2022). Lastly, Zhang and Liu (2023) indicated that with vitality serving as a key mediator, along with a healthy work environment and relational civility, employee engagement is positively influenced.

CONCLUSIONS

Given the aforementioned findings, the following conclusions are hereby drawn:

First, the culture, vitality, and engagement of the employees of Catholic Colleges in Luzon are all high level. Second, no significant differences were found in organizational culture, employee vitality, and engagement when

grouped and compared in terms of sex, age, and school cluster. Therefore, the null hypotheses are all accepted. Lastly, there is a significant relationship between culture and vitality, culture and engagement, and vitality and engagement. Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted.

The study demonstrates that Catholic Colleges in Luzon maintain a highly positive, energetic, and committed workplace environment, characterized by uniformly high levels of organizational culture, employee vitality, and employee engagement. Because these high levels remain consistent regardless of an employee's sex, age, or school cluster, it is concluded that demographic characteristics do not create disparities or divisions in how employees experience and connect with their institution.

Furthermore, the data proves that these three variables do not operate in isolation; rather, they exist in a dynamic, mutually reinforcing loop. A healthy and strong organizational culture directly stimulates employee vitality and drives employee engagement. Concurrently, energetic and vitalized employees naturally channel their stamina into higher engagement, which collectively sustains and strengthens the overall institutional culture.

With that, a sustainable development program may be designed to enhance and improve the high level of organizational culture, vitality, and engagement.

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